



CLASSROOM ENVIRONMENT AND STUDY INVOLVEMENT OF SECONDARY STUDENTS

Education

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ABSTRACT

This main objective of this research article is to briefly describe the classroom environment and study involvement of secondary students with regard to gender. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the secondary students studying in Sankarankovil taluk. From the population, 330 students were randomly selected as the sample for the study. The finding reveals that the level classroom environment and study involvement of secondary students are found to be moderate with regard to gender. The female students are better than male students in their classroom environment and study involvement. The research also reveals that there is a significant relationship between classroom environment and study involvement of secondary students.

KEYWORDS:

Classroom environment, Study involvement, Secondary Students.

Introduction

*The destiny of India is now being shaped in her classrooms.
Kothari Commission (1964-1966)*

Classroom environment is considered as a combination of both physical facilities and academic activities that are rationally expected by any student. It is the climate or atmosphere of class as social groups that potentially influence what students learn. The classroom environment refers to tangible aspects of contexts of learning of teaching and learning. It is essential for teachers to start the school year with high expectations in order to guarantee a positive classroom environment. To ensure a positive classroom environment, teachers must explain why expectations are important. Students must also have an input in the development of a positive environment. This involvement will allow them to become stakeholders in the learning process and encourages an atmosphere of shared beliefs (Andrews, 2008). Student involvement is the amount of physical and psychological vitality that the student commits to the academic experience. It has been defined as an individual's psychological identification or commitment to this work. It means one's having interest or love in the work associated with it children who like their study or goal proficiency and more than who do not like their study involvement is their nationalization of values about the goodness of scholastic opportunity or the importance of work in the worth of the individual (Ramanathan, 2016). In this article the investigator wants to study the relationship between classroom environment and study involvement of secondary students.

Need and significance of the study

Education in India is recognized as an important investment in human capital. It contributes to socioeconomic development by providing people with skills, knowledge capability and attitudes for productive work. As a result a substantial proportion of the country's resources has been allocated to education. Since the benefits of education are perceived as pervasive, it is understandable why people talk about education and not about classrooms because they expect that conditions can be arranged at the school level and that the effects of these can spread out through the whole system, the school and classes. Education is provided in the classroom. The classroom is the nucleus where other factors influencing the students learning and their educational outcomes are found like classmates, teachers and textbooks. In fact, all the factors that contribute to educational outcomes exist in one way or another in the classroom. Classroom can be viewed as places in which teachers, students and subject matters interact. It is intuitively plausible that the teachers a key figure in the kinds of relationships that prevail in his or her classroom. It is also likely that the teacher's attitudes resulting from his or her life experience will have a noticeable effect on the kind of relationships which this teacher creates in his or her classroom. In this connection, this study provides a valuable reference for other schools to reflect upon the classroom environment as it affect the academic performance of students in secondary school. Study involvement has been found to

be positively related to student's achievement. It is necessary to determine such involvement among students and hide them better. So that they can become mature citizens, and are able to face the challenges of life. Achievement is the end-product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. While a number of studies have been done in which an attempt is made to detect factors related to the classroom environment that can influence the learning process. In this context it is imperative to assess the relationship between classroom environment and study involvement of secondary students.

Objectives of the study

The researcher has framed the following objectives for the present study.

1. To find out the level of classroom environment and study involvement of secondary students with respect to gender.
2. To find whether there is any significant difference between male and female secondary students in their classroom environment and study involvement.
3. To find whether there is any significant relationship between classroom environment and study involvement of secondary students.

Hypotheses

1. There is no significant difference between male and female secondary students in their classroom environment and study involvement.
2. There is no significant relationship between classroom environment and study involvement of secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used "classroom environment scale" comprises of 53 statements and "study involvement scale" comprises of 27 statements, both tools are developed and validated by Jaya Bharathi (investigator) and Anandaraj (Research supervisor) in 2016. The investigator has selected the sample by random sampling technique for the present study. It comprises of 330 secondary students studying in sankarankovil taluk. The data were analysed using Mean, Standard Deviation, 't' test and Pearson product moment correlation.

Analysis of the Data

To find out the level of classroom environment and study involvement of secondary students with respect to gender.

Table 1: Level of classroom environment and study involvement of secondary students with respect to gender

Variable	Classroom Environment						Study Involvement					
	Low		Average		High		Low		Average		High	
	No	%	No	%	No	%	No	%	No	%	No	%
Male	41	23.2	121	68.4	15	8.5	39	22.0	126	71.2	12	6.8
Female	14	9.2	106	69.3	33	21.6	13	8.5	138	90.2	2	1.3

It is inferred from the above table that 23.2% of male secondary students have low, 68.4% of them have moderate and 8.5% of them have high level of classroom environment. 9.2% of female secondary students have low, 69.3% of them have moderate and 21.6% of them have high level of classroom environment.

22.0% of male secondary students have low, 71.2% of them have moderate and 6.8% of them have high level of study involvement. 8.5% of female secondary students have low, 90.2% of them have moderate and 1.3% of them have high level of study involvement.

Ho1: There is no significant difference between male and female secondary students in their classroom environment and study involvement.

Table 2: Difference between male and female secondary students in their classroom environment and study involvement

Variable	Gender	N	MEAN	SD	Calculated value	Remark
Classroom environment	Male	177	216.85	28.60	3.994	S
	Female	153	228.75	25.02		
Study involvement	Male	177	63.94	8.09	3.003	S
	Female	153	66.80	9.20		

(at 5% level of significance the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that there is a significant difference between male and female secondary students in their classroom environment and study involvement.

While comparing the mean scores of male and female students, female students (mean = 228.75) are better than the male students (mean = 216.85) in classroom environment and female students (mean = 66.80) are better than the male students (mean = 63.94) in study involvement.

Ho2: There is no significant relationship between classroom environment and study involvement of secondary school students.

Table 3: Relationship between classroom environment and study involvement of secondary school students

Variables	N	Calculated 'r' value	Remarks
Classroom environment and Study involvement	330	0.376	S

(at 5% level of significance, the table value of 'r' is 0.115, S- Significant)
It is inferred from the above table that there is a significant relationship between classroom environment and study involvement of secondary school students.

Findings of the study

The major findings derived from the study are:

1. The level of classroom environment and study involvement of secondary students are found to be moderate with respect to gender
2. There is a significant difference between male and female secondary students in their classroom environment and study involvement. Female students are better than the male students in classroom environment and study involvement.
3. There is a significant relationship between classroom environment and study involvement of secondary school students.

Conclusion

The study of classroom environment and study involvement has been widespread across nearly all subspecialisations of educational psychology. Learning about factors that may shape students' perceptions of their learning environment, how teachers' actions appear to students, and how changes made to the learning environment may stimulate and encourage learning continue to be of the utmost importance to classroom teachers (Angela Miller and Kathryn Cunningham (n.d)). Researchers are interested in relationships between environment constructs and multiple outcomes, including learning, engagement, motivation, social relationships, and group dynamics. In this study the investigator found that female students are better than the male students in classroom environment and study involvement. This may be due to that the female students have been culturally conditioned to remain home and their work seriously. They are interested to get appreciation for their study. Female students have

more concentration in their studies rather playing video games and other outdoor games. Hence, the teachers should encourage group involvement of both genders in all the academic activities for their successful achievement.

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