

A Study on Classroom Climate of Higher Secondary Students

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Abstract: Classroom climate is very important to promote positive learning and stimulate students to want to learn. Development reinforcing classroom rules and norms that clearly support safe and respectful behavior is most crucial. Students who have experienced stereotype or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning. Student – Student interactions during and outside of class affect the overall climate. Content includes the course materials, examples and metaphors, case studies and project assignment used to illustrate the ideas being taught. In order for students to learn properly a classroom climate has to include respect. Hence, the present study is to investigate the classroom climate of the higher secondary students taken into consideration with the background variables such as Gender, Stream of study, Type of school, Family Income and Type of Family. 200 higher secondary students constitute the sample of the study from both Government school and Private school. It was found that there is no significant difference in the higher secondary students classroom climate with regard to gender, type of school, and family income and also there is significant difference in the higher secondary students classroom climate with regard to stream of study.

Keywords: Classroom climate, Student – student interactions, Course materials

INTRODUCTION

A classroom climate is the combination of variables within a classroom that work together to promote learning in a comfortable environment. There are many different variables that influence a classroom's climate, which is why every classroom is unique. By learning and adopting the norms of the society in which he lives becomes an efficient citizen. Both school effectiveness research and earlier quality of school life studies employed the concept of social climate to explain the student outcome-environment relationship. This symptomatic is what teachers see every day in the classroom. While symptoms themselves do not always indicate whether a serious problem is present, the frequency, intensity, and duration of the symptoms usually do. Prevailing approaches to measuring classroom climate use: teacher and student perceptions, external observer's rating and systematic coding, and or naturalistic inquiry, ethnography, case study, and interpretive assessment techniques Fraser, [1]; Freiberg, [2].

Characteristics of Good Classroom Climate:

- School Atmosphere
- Size of the class

- Self control
- Level of Aspiration and
- Methods of Teaching and Encouragement for doing any creative work.

REVIEW OF RELATED STUDY

Danya M. Corkin et al findings reveals that self-efficacy mediated the effect of instructor organization/support on procrastination, whereas, task value mediated the effects of instructor organization/support and course situational interest on procrastination [3].

Mary M. Mitchell & Catherine P. Bradshaw, shows pre-service training and professional development activities should promote teachers' use of positive behavior support strategies and encourage reduced reliance on exclusionary discipline strategies in order to enhance the school climate and conditions for learning[4].

Gabriele Steuer et al. studied provided evidence that perceived error climate affects – partially mediated through students' individual reactions to

errors – the quantity and self-regulation of students’ effort [5].

Noona Kiuru et al. found that served as a protective factor against the detrimental impact of social withdrawal on peer rejection. Finally, shorter teaching experience protected against both social and learning risk factors [6].

Gordana Djigic, Snezana Stojiljkovic reports that students’ achievements were at its highest when the teachers practiced interactions style and at its lowest when the teachers were interventionists [7].

STATEMENT OF THE PROBLEM

The present study is entitled as “A Study on Classroom Climate among higher secondary students”

Objectives of the study

To find out whether any significant difference exists in the classroom climate of the higher secondary students with respect to their (i) Gender (ii) Type of school Management (iii) Stream of study (iv) Family Income and (v) Type of Family.

Hypotheses of the study

There is no significant difference in the classroom climate of the higher secondary students with respect to their (i) Gender (ii) Type of school Management (iii) Family Income (iv) Type of family and (v) Stream of study.

Testing of Hypotheses

Hypothesis – 1: There is no significant difference in the classroom climate of the higher secondary students with regard to their Gender.

Table: 1 Showing the Mean, S.D and ‘t’ Value of higher secondary students classroom climate with regard to their Gender.

Gender	N	Mean	SD	‘t’ Value	Level Of Significance
Male	96	77.34	13.35	8.9403	Significance
Female	104	59.51	14.75		

It is inferred from the above table that there is significant difference between male and female with regard to their classroom climate.

Hypothesis – 2: There is no significant difference in the classroom climate of the higher secondary students with regard to their Stream of study.

Table: 2 Showing the Mean, S.D and ‘t’ Value of higher secondary students classroom climate with regard to their stream of study.

Stream of study	N	Mean	SD	‘t’ Value	Level Of Significance
Arts group	105	72.21	14.51	1.0916	Not Significant
Science group	95	50.07	14.10		

It is inferred from the above table that there is no significant difference Arts group and Science group higher secondary students with regard to their classroom climate.

MATERIAL AND METHODS

This investigation adopts the survey method of research as it most suitable for the present study.

Tools used for the study

The tool namely Classroom Climate Scale was constructed by the investigator herself with Four point scale [8-11].

Sample of the Study

About 200 samples were collected from the selected population. Higher secondary students from different Government and Private Schools in and around Chennai City were taken into consideration as sample for the present study. Random Sampling technique was adopted to collect the data for the present study.

Statistical Techniques Used

In the present study, following statistical techniques were used:

1. Descriptive Analysis (Mean, Standard Deviation)
2. Differential Analysis (t-values, F-ratio)

ANALYSIS AND INTERPRETATION OF THE DATA

The data is analyzed using SPSS package. The collected data were subjected to statistical analysis. The mean standard for the variable classroom climate were computed for the entire sample.

Hypothesis – 3: There is no significant difference in the classroom climate of the higher secondary students with regard to their Type of School Management.

Table: 3 Showing the Mean, S.D and ‘t’ Value of higher secondary students classroom climate with regard to their Type of School Management.

Types of school mgt	N	Mean	SD	‘t’ Value	Level Of Significance
Govt school	90	77.46	13.43	8.3643	Significance
Private school	110	60.39	15.07		

It is inferred from the above table that there is significant difference Govt., school and Private school higher secondary students with regard to their classroom climate.

Hypothesis – 4: There is no significant difference in the Classroom climate of the higher secondary students with regard to their Family income

Table: 4 showing the group difference of higher secondary students classroom climate with regard to their Family Income.

Sources of Variance	df	Sum of squares	Mean of squares	‘F’ Ratio	Level Of Significance
Between groups	2	6417	8208.00	41.69	Significance
Within group	197	8792	196.90		

It is inferred from the above table that there is significant difference between mean and within mean higher secondary students with regard to their classroom climate.

Hypothesis – 5: There is no significant difference in the Classroom climate of the higher secondary students with regard to their Type of Family.

Table: 5 showing the group difference of higher secondary students classroom climate with regard to their Type of Family.

Types of Family	N	Mean	SD	‘t’ Value	Level Of Significance
Nuclear	127	73.72	14.95	7.0563	Significant.
Joint	73	58.25	14.88		

It is inferred from the above table that there is significant difference between mean and within mean higher secondary students with regard to their classroom climate.

MAJOR FINDINGS

1. There is no significant difference in the classroom climate of the higher secondary students with regard to their Gender
2. There is no significant difference in the classroom climate of the higher secondary students with regard to their Stream of study.
3. There is no significant difference in the classroom climate of the higher secondary students with regard to their Type of Management.
4. There is no significant difference in the Classroom climate of the higher secondary students with regard to their Family income.
5. There is no significant difference in the Classroom climate of the higher secondary students with regard to their Type of Family.

DISCUSSION

The ‘t’ test analysis shows that there is significant difference between male and female students in their classroom climate. The female students are better than male students in their classroom climate. This may be due to the fact that female students are more interested in their learning.

The ‘t’ test analysis shows that there is no significant difference between Arts group & Science group students in their classroom climate. The science students are better than arts students in their classroom climate.

The ‘t’ test analysis shows that there is significant difference Government school and Private

school in their classroom climate. The Private school students are better than Government school students in their classroom climate.

The 'F' ratio analysis shows that there is significant difference between mean and within mean in their classroom climate with regard to their family income.

CONCLUSION

A classroom climate is a unique interpersonal relationship precisely acknowledges the teacher student relationship and the peer relationship. The teacher plays a crucial role in a classroom climate. In the classroom the teacher's attitude and their method caliber is most trivial to develop a healthy and positive climate which in turn provoke the successful learning among the students community. Hence the present study is made to ensure the classroom climate the higher secondary students. Thus the classroom climate plays a major role in shaping the quality of school life and learning.

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