



CLASSROOM CLIMATE AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

Classroom climate can be defined as the mood or atmosphere created by a teacher in the classroom, the way the teacher interacts with students, and the way by which physical environment is set. The sample consists of 1010 of higher secondary students in Coimbatore District. Data was analyzed by using t-test, F-ratio and Correlation. Results revealed that there is significant difference in classroom climate of higher secondary students owing to the differences in gender and type of school.

KEY WORD: Classroom Climate, Higher Secondary Students.

INTRODUCTION

Classroom Climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. The impact of Classroom Climate on students and staff can be beneficial for a barrier to learning. Classroom Climate refers to a composite of variables working together to promote learning in a comfortable environment in a Classroom. Every classroom is unique because there is a wide range of variables that have an impact on the Climate in a Classroom. However, a number of elements are required for the establishment of a successful learning environment. The most important thing for a Classroom is to create an atmosphere that promotes learning. Students need to feel the academic atmosphere of a Classroom from the moment they enter it. In order to achieve this atmosphere, every item in the Classroom should emphasize learning in some way.

A Classroom Climate needs to include respect so that students can learn properly. The teachers can emphasize the importance of respect on the first day of class and deal with outbursts accordingly in order to define his or her Classroom Climate. Not only should students respect each other and the teacher, but the teacher should also respect the students.



NEED AND SIGNIFICANCE OF THE STUDY

Classroom Climate is very important to promote positive learning and stimulate students who want to learn. The Classroom Climate needs to address all types of learning style. The room needs to be clean and the desks need to be arranged in an orderly fashion to encourage student participation. Without a good Classroom Climate no one can teach effectively. One teacher may work best in a very structured classroom while another may prefer a more laid back approach. In either instance the teacher must be willing and able to

insure that there is no interference with the learning process. Higher Secondary is a stage where the students can improve their learning styles. A good Classroom Climate plays a vital role in enhancing the academic achievement of these students.

OBJECTIVES OF THE STUDY

- To find out the significant difference in classroom climate of higher secondary students with respect to gender and type of school.
- To explore the significant relationship between dimensions of classroom climate of higher secondary students.

HYPOTHESES

1. There is no significant difference in classroom climate of higher secondary students in terms of gender.
2. There is no significant difference in classroom climate of higher secondary students in terms of type of school.
3. There is no significant relationship between dimensions of classroom climate of higher secondary students.

METHODOLOGY

The present study has been designed as a descriptive study. The sample for the study has been selected by using random sampling technique. The sample consisted of 467 male and 543 female higher secondary students.

TOOL

- Classroom Climate Scale constructed by the investigator (2017).

ANALYSIS OF DATA

Table 1: Classroom Climate of Higher Secondary Students based on Gender

Classroom Climate	Gender				t value	p-value
	Male		Female			
	Mean	SD	Mean	SD		
	207.24	29.67	217.94	27.03	5.993	<0.001**

From Table-1, since p-value is less than 0.01, the hypothesis-1 is rejected at 1% level. Thus there is significant difference in classroom climate of male and female higher secondary students where it is better in female students when compared to male.

Table 2: Classroom Climate of Higher Secondary Students based on Type of School

Classroom Climate	Type of School			F	p-value
	Boys	Girls	Co-education		
	209.46 ^a (28.40)	220.63 ^b (27.00)	207.54 ^a (29.20)	22.676	<0.001**

From Table-2, since p-value is less than 0.01, the hypothesis-2 is rejected at 1% level. Thus there is significant difference in classroom climate of higher secondary students with regard to type of school. Based on Duncan Multiple Range Test (DMRT), boys schools and co-education schools significantly differ with girls school where the mean in girls school are comparatively better than the others at 5% level, but there is no significant difference between boys school and co-education schools in classroom climate of higher secondary school.

Table 3: Correlation between Dimensions of Classroom Climate of Higher Secondary Students

Dimensions of CC	Personalization	Task Orientation	Student Cohesiveness	Innovation	Satisfaction	Individualization
Personalization	1.000	0.595**	0.545**	0.606**	0.637**	0.547**

Task Orientation	-	1.000	0.623**	0.548**	0.621**	0.446**
Student Cohesiveness	-	-	1.000	0.473**	0.577**	0.399**
Innovation	-	-	-	1.000	0.699**	0.622**
Satisfaction	-	-	-	-	1.000	0.706**
Individualization	-	-	-	-	-	1.000

**Correlation is Significant at 0.01 level (2-tailed).

Table-3 shows that the classroom climate of higher secondary students towards personalization is significantly related to task orientation ($r= 0.595$, $p<0.01$), student cohesiveness ($r=0.545$, $p<0.01$), innovation ($r=0.606$, $p<0.01$), satisfaction ($r=0.637$, $p<0.01$), individualization ($r=0.547$, $p<0.01$) and classroom climate of higher secondary students towards task orientation is significantly related to student cohesiveness ($r=0.623$, $p<0.01$), innovation ($r=0.548$, $p<0.01$), satisfaction ($r=0.621$, $p<0.01$), individualization ($r=0.446$, $p<0.01$) and classroom climate of higher secondary students towards student cohesiveness is significantly related to innovation ($r=0.473$, $p<0.01$), satisfaction ($r=0.577$, $p<0.01$), individualization ($r=0.399$, $p<0.01$) and classroom climate of higher secondary students towards innovation is significantly related to satisfaction ($r=0.699$, $p<0.01$), individualization ($r=0.622$, $p<0.01$) and classroom climate of higher secondary students towards satisfaction is significantly related to individualization ($r=0.706$, $p<0.01$).

FINDINGS

- There is significant difference in classroom climate of higher secondary students based on gender and type of school.
- There is relationship between dimensions of classroom climate of higher secondary students.

EDUCATIONAL IMPLICATIONS

- Teacher should try to build relationship with students so that students will feel comfortable approaching to them when they need help.
- Cordial relationship between teacher and students, students and students should be promoted.
- School and management authorities should encourage the students to use the available learning environment to improve their achievement level.
- Teacher should provide suitable co-curricular activities for the enrichment of using new technologies.
- Collaborative learning should be included to improve students' learning interest.
- There should be orientation programmes by the eminent psychologists schools on effective learning at learning environment.

CONCLUSION

The purpose of the present investigation was to study "Classroom Climate of Higher Secondary Students" with reference to some selected variables. This may enrich the educators in the field of education and the findings of this study may serve as a database in future research.

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