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THE INFLUENCE OF SCHOOL CLIMATE ON CORPORATION SCHOOL TEACHERS IN COIMBATORE CORPORATION AREA, TAMILNADU

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ABSTRACT

School climate refers to the quality and character of school life. It has been described as the heart and soul of the school. School climate is very important factor is student success and learning. As a teacher, it is important that they understand what school climate is and how it's assessed so that they can be sure they are positively impacting their school's learning environment. The sample constitutes 105 teachers from the corporation schools in Coimbatore Corporation Area, Tamilnadu by stratified random sampling procedure. The researcher used the CFK Ltd. School Climate Profile (Fox) for data collection. The result revealed that Female Teachers were better than that of Male Teachers in Corporation Schools in Coimbatore Corporation Area in respect of School Climate. There is no significant difference between Male Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

KEYWORDS: School Climate, Teachers and Coimbatore Corporation Area.

INTRODUCTION

The characteristics of effective schools associated with school effectiveness. The goal of the school is to find school climate processes that are causally related to desired student outcomes, both cognitive and affective.School Climate is one of the most significant factors in solidifying an effective learning environment. The generalized model of school effectiveness specifies a complex set of interrelationships between the groups of factors - the school's external environment, the school's own organizational climate, classroom processes and the motivations, attitudes, behaviors and abilities of the individual students. School climate is to be associated with multiple areas of students' learning and development of the students.   The part of the teachers and head of the institutions to improve the school climate is very important. Teachers must possess the ability to change and adapt to their conditions for continuous organizational improvement despite possible resistance from stakeholders.

Eric J. Brunset.al., (2004) conducted a research study in the topic, "School-Based Mental Health Services in Baltimore - Association With School Climate and Special Education Referrals".This study investigated the association between school-based mental health services and two proposed but untested outcomes of these services: (a) school climate and (b) patterns of referrals to special education. Results from a climate survey found that teachers and staff in eight elementary schools with expanded school mental health (ESMH) services gave higher ratings on the survey's mental health climate subscale than respondents from schools in a matched comparison group. No differences were found for the General Climate subscale of the survey. Results also indicated that teachers in ESMH schools referred fewer students to the special education negligibility process because of emotional and behavioral issues and that fewer students in ESMH schools were found eligible for special education for emotional and behavioral disabilities. Results of this study provide beginning evidence for the positive impact of ESMH programs on these

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two school wide indicators of functioning. Hamid Sina (2013) conducted a research study in the topic, "An investigation into the relationship between Personality Traits and Mental Health of Teachers with Organizational Climate of Elementary Schools in District one of Shiraz". This study primarily aimed to investigate the relationship between personality traits and mental health of elementary school teachers with organizational climate in district one of Shiraz. The results of the study revealed that there was no significant relationship between personality traits (extroversion and introversion) and neither organizational climate nor mental health components. It was also indicated that there was a significant relationship between mental health components and the organizational climate of schools.

NEEED AND SIGNIFICANCE OF THE STUDY

Upon entering any school, students, parents and those who work within the establishment immediately experience the climate of the school. Halpin (1966) express the school climate as personality of a school and describes the institution on the basis of their social interactions between the teacher and the headmaster and among members of the teaching staff. The climate of the school can be defined as the set of internal characteristics that distinguishes one school from another and influence the behavior of its members. School climate has been found to be associated with multiple areas of student's learning and development. A pervasive pattern of relationships has been found between climate dimensions and student's academic, behavioral, and socio-emotional adjustment, even after partial ling out the effects of poverty on student outcomes. Schools should be happy places where students are willing to participants in the learning process and teachers are inspiring and enthusiastic leaders. Teachers are more responsible for construct a nation. To improve the School Climate teachers' part is very important.

STATEMENT OF THE PROBLEM

The title of the present study is "**The influence of School Climate on Corporation School Teachers working in Corporation Schools in Coimbatore Corporation Area, Tamilnadu.**"

OPERATIONAL DEFINITION

A school's climate is its atmosphere for learning. It includes the feelings people have about the school and whether it is a place where learning can occur. A positive climate makes a school a place where both staff and students want to spend a substantial portion of their time; it is a good place to be.

OBJECTIVES OF THE STUDY

The objective of this study is to find out the significant difference between Male and Female Teachers working in Corporation Schools in Coimbatore Corporation Area in respect of School Climate.

HYPOTHESES OF THE STUDY

Following are the major hypotheses for the present study:
1.   There is no significant difference between Male and Female Teachers working in Corporation Schools in Coimbatore Corporation Area in respect of School Climate.
2.   There is no significant difference between Male and Female Teachers working in Mixed Schools in Coimbatore Corporation Area in respect of School Climate.
3.   There is no significant difference between Male and Female Teachers working in Girls Schools in Coimbatore Corporation Area in respect of School Climate.
4.   There is no significant difference between Girls Schools and Mixed Schools Male Teachers working in Coimbatore Corporation Area in respect of School Climate.
5.   There is no significant difference between Female Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

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RESEARCH METHODOLOGY
The researcher adopted **Survey Method** for the present study.

TOOLS USED FOR THE STUDY
The researcher used the CFK Ltd. School Climate Profile (Fox) to study the school climate of teachers working in schools in Coimbatore Corporation Area. Content validity of the CFK Ltd. School Climate Profile was determined by a panel of experts who identified the content areas involved in school climate and then constructed the instrument items (Fox, et al., 1973). Using a criterion measure of school climate and ratings from a panel of experts, the construct validity for the perception of teachers was determined to be .86. The reliability of the instrument was found to be .98. The school climate inventory contains 40 statements with eight dimensions. All the 40 statements are in the form of 4-point Scale. The dimensions of the school climate inventory areRespect, Trust, High Morale, Opportunity for Input, Continuous academic and social growth, Cohesiveness, School Renewal, and Caring.

SAMPLE OF THE STUDY
105 teachers from the corporation schools in Coimbatore Corporation Area, Tamilnadu were selected by stratified random sampling procedure.

STATISTICAL TECHINIQUES USED
The investigator used t-test for analysis the data.

INTERPRETATION
Hypothesis No. 1.
There is no significant difference between Male and Female Teachers working in Corporation Schools in Coimbatore Corporation Area in respect of School Climate.

Table No: 1
Mean, S.D. and t-value of Male and Female Teachers working in Corporation Schools in Coimbatore Corporation Area in respect of School Climate

Variables	N	Mean	S.D	t-value	Significant Level
Male Teachers working in Corporation Schools	20	79.47	12.65	2.96	Significant at 0.01 level
Female Teachers working Corporation Schools	85	88.32	8.89		

Interpretation:
From the above Table it is clear that the calculated t-value 2.96 is greater than that of the Table value of 2.66 for 103 degrees of freedom at 0.01 level. Since the t-value is significant at 0.01 level, the null hypothesis is rejected.

Conclusion:
Female Teachers were better than that of Male Teachers in Corporation Schools in respect of School Climate.

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Hypothesis No. 2.

There is no significant difference between Male and Female Teachers working in Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

Table No: 2.

Mean, S.D. and t-value of Male and Female Teachers working in Mixed Schools in Coimbatore Corporation Area in respect of School Climate

Variables	N	Mean	S.D	t-value	Significant Level
Male Teachers working in Mixed Schools in Coimbatore Corporation Area.	14	78.8	14.97	2.42	Significant at 0.05 level
Female Teachers working in Mixed Schools in Coimbatore Corporation Area.	44	88.94	8.25		

Interpretation:

From the above Table it is clear that the calculated t-value 2.42 is greater than that of the Table value of 2.021 for 56 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level, the null hypothesis is rejected.

Conclusion:

Female Teachers were better than that of Male Teachers working in Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

Hypothesis No. 3.

There is no significant difference between Male and Female Teachers working in Girls Schools in Coimbatore Corporation Area in respect of School Climate.

Table No: 3.

Mean, S.D. and t-value of Male and Female Teachers working in Mixed Schools in Coimbatore Corporation Area in respect of School Climate

Variables	N	Mean	S.D	t-value	Significant Level
Male Teachers working in Girls Schools in Coimbatore Corporation Area.	6	81.0	4.7	2.476	Significant at 0.05 level
Female Teachers working in Girls Schools in Coimbatore Corporation Area.	41	87.6	9.58		

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Interpretation:

From the above Table it is clear that the calculated t-value 2.476 is greater than that of the Table value of 2.021 for 45 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level, the null hypothesis is rejected.

Conclusion:

Female Teachers were better than that of Male Teachers working in Girls School in Coimbatore Corporation Area in respect of School Climate.

Hypothesis No. 4.

There is no significant difference between Male Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

Table No: 4.
Mean, S.D. and t-value of Male Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

Variables	N	Mean	S.D	t-value	Significant Level
Male Teachers working in Girls Schools in Coimbatore Corporation Area.	6	81.0	4.7	0.5	Not significant at 0.05 level
Male Teachers working in Mixed Schools in Coimbatore Corporation Area.	14	78.8	14.97		

Interpretation:

From the above Table it is clear that the calculated t-value 0.5 is lesser than that of the Table value of 2.101 for 18 degrees of freedom at 0.05 level. Since the t-value is not significant at 0.05 level, the null hypothesis is accepted.

Conclusion:

There is no significant difference between Male Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

Hypothesis No. 5.

There is no significant difference between Female Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

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Table No: 5.
Mean, S.D. and t-value of Female Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

Variables	N	Mean	S.D	t-value	Significant Level
Female Teachers working in Girls Schools in Coimbatore Corporation Area.	41	87.65	9.58	0.66	Not significant at 0.05 level
Female Teachers working in Mixed Schools in Coimbatore Corporation Area.	44	88.94	8.25		

Interpretation:

From the above Table it is clear that the calculated t-value 0.66 is lesser than that of the Table value of 2.00 for 83 degrees of freedom at 0.05 level. Since the t-value is not significant at 0.05 level, the null hypothesis is accepted.

Conclusion:

There is no significant difference between Female Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

FINDINGS OF THE STUDY
1. There is Significant Difference exists between Male and Female Teachers working in Corporation Schools in Coimbatore Corporation Area in respect of School Climate. Female Teachers were better than that of Male Teachers in Corporation Schools in Coimbatore Corporation Area in respect of School Climate.
2. There is Significant Difference exists between Male and Female Teachers working in Mixed Schools in Coimbatore Corporation Area in respect of School Climate. Female Teachers were better than that of Male Teachers working in Mixed Schools in Coimbatore Corporation Area in respect of School Climate.
3. There is Significant Difference exists between Male and Female Teachers working in Girls Schools Coimbatore Corporation Area in respect of School Climate. Female Teachers were better than that of Male Teachers working in Girls School in Coimbatore Corporation Area in respect of School Climate.
4. There is no significant difference between Male Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.
5. There is no significant difference between Female Teachers working in Girls Schools and Mixed Schools in Coimbatore Corporation Area in respect of School Climate.

EDUCATIONAL IMPLICATIONS
1. The institution makes an interaction among teachers, students, staff and parents so as to improve the school climate.
2. School should organize meetings to bring teachers, parents and pupils together, and organize short training courses for them, to improve the school climate.
3. The community should take part in teaching and educating the younger generation with collaboration among associations and unions, such as the Parents' Association, Women's Union and Youth Union for supporting the teachers, students, staff and parents.

4. The schools should play a role in reducing academic pressure and creating an approachable learning environment i.e., *Create a friendly environment between teachers and students in academic activities and achievement.*

CONCLUSION:

      The present study is focused on "The influence of School Climate on Corporation School Teachers in Coimbatore Corporation Area". The present study reveals that Male and Female Teachers working in Coimbatore Corporation Area Schools differ in respect of school climate. Female Teachers were better than that of Male Teachers working in Coimbatore Corporation Area Schools in respect of School Climate. There is no significant difference between Female teachers working in Girls Schools and Mixed Schools in respect of School Climate in Coimbatore Corporation Area.

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