CONSTRUCTION AND VALIDATION OF CLASSROOM CLIMATE FOR B.Ed. PROSPECTIVE TEACHERS

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ABSTRACT:
The purpose of the paper is to determine the extent to which the B.Ed. prospective teachers know the classroom climate. A well structured questionnaire was administered among the B.Ed. trainees. Initially the tool was constructed with 45 statements posing questions. To validate the tool the researcher used item analysis based on the t-test and finally retained 40 items for the final study. This paper discuss about the development of the tool to measure the classroom climate among prospective teachers.

KEYWORDS: *Classroom Climate, Prospective Teachers.*

INTRODUCTION
The purpose of education is to empower an individual to succeed in the future. It is the duty of the educationists to support the real facts of life by connecting classroom lectures with real-life experiences. The present education system should include personality development lessons, moral and ethical teaching. The education system should be beyond the religion, region and language. Our children would grow up to be sensible, sensitive and responsible global citizens. Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and from one generation to another.

BACKGROUND
The classroom climate is a reflection of students' opinions of their academic experience (Reid & Radhakrishnan, 2003). This includes students' perceptions of the rigor of the class, their interactions with their instructor and class peers, and their involvement in the class. Although each student will develop his or her individual sense of the classroom environment, there is also a community, or collective, sense among the students and the instructor, so the classroom climate is a general feeling shared by all in the class (Fraser & Treagust, 1986). Students' perceptions often define the classroom climate because their exposure to multiple learning environments and their many opportunities to form impressions give them a credible vantage point from which to make judgments (Fraser & Treagust, 1986). Some researchers have attempted to define and measure classroom climate in higher education. For example, Fraser and Treagust developed the College and University Classroom Environment Inventory (CUCEI)

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to assess students' and instructors' perceptions of actual and preferred classroom environments.

OBJECTIVE OF THE STUDY
- To develop a research tool to measure the understanding of classroom climate among B.Ed. trainees.

METHODOLOGY
For the construction of the tool entitled "Classroom Climate" among B.Ed. Prospective teachers, the researcher referred text books, journals, magazines, abstracts on internet and Ph.D. work and discussed with professor working in B.Ed. colleges and teacher in government and private colleges, university and research scholars were consulted and discussions with subject expert were carried out. Finally after the reference and discussions the researcher composed 45 items. The items are formed in the form of five point scale. Then each statement was taken individually and the number of prospective teachers who responded "I Strongly feel', 'I very often feel', 'I sometime feel', 'I rarely feel' and 'I never feel'' was found out in both the high and the low groups separately. Thus for all the 40 statements, the number of prospective teachers coming under each category was found out separately for both the high and the low groups.

The value of 't' is a measure of the extent to which a given statement differentiates between the high and low groups. If the t-value is equal to or greater than 1.75, it indicates that the average response of the high and low groups to a statement differs significantly, provided there are 25% subjects are in the high group and also in the low group. In the present study there were 25 subjects each in the high and low groups, the total number of subjects involved in the pilot study being 100. In order to form the final scale. As many as 38 statements having the t-values, equal to or greater than 1.75 were been selected through the said principle. This final scale was administered to 700 prospective teachers, who were doing B.Ed. programme, in college of education chosen as sample through cluster sampling technique. The final scale has as many as 40 statements were consisting. The score ranges from 40 to 200. The maximum score that one can get is 200.

Table 1: Understanding of Classroom Climate among B.Ed. Trainees

Item Number	t-value	Selected/Not Selected
Q1	1.996	Selected
Q2	2.121	Selected
Q3	2.270	Selected
Q4	2.135	Selected
Q5	**0.932**	**Not Selected**
Q6	2.312	Selected
Q7	3.529	Selected
Q8	2.064	Selected
Q9	0.952	Selected
Q10	3.223	Selected
Q11	1.941	Selected
Q12	2.824	Selected
Q13	3.124	Selected
Q14	2.161	Selected
Q15	2.331	Selected
Q16	2.696	Selected
Q17	3.331	Selected
Q18	**0.651**	**Not Selected**
Q19	4.121	Selected
Q20	3.261	Selected

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Q21	4.522	Selected
Q22	3.112	Selected
Q23	4.231	Selected
Q24	3.561	Selected
Q25	3.222	Selected
Q26	1.986	Selected
Q27	**0.881**	**Not Selected**
Q28	1.995	Selected
Q29	2.112	Selected
Q30	2.461	Selected
Q31	3.323	Selected
Q32	**1.717**	**Not Selected**
Q33	5.176	Selected
Q34	2.683	Selected
Q35	2.321	Selected
Q36	2.326	Selected
Q37	2.113	Selected
Q38	1.986	Selected
Q39	**0.632**	**Not Selected**
Q40	2.523	Selected
Q41	2.259	Selected
Q42	3.636	Selected
Q43	3.331	Selected
Q44	1.981	Selected
Q45	2.363	Selected

RELIABILITY AND VALIDITY

Reliability is the degree to which an assessment tool produces stable and consistent results. In this study, intrinsic validity was found to be 0.743. The reliability of this scale by split-half technique (consistency) followed by the use Cranach's alpha formula is found to be 0.682 at 0.01 level. Thus the classroom climate scale has validity and reliability.

CONCLUSION

This tool will be very much useful to measure the understanding of classroom climate among B.Ed. trainees. The goal of this paper was to explore the elements of a positive classroom climate. Although it does not provide an exhaustive list of important interpersonal classroom skills, it does demonstrate that interpersonal skills influence the classroom climate, which has a profound impact on prospective teachers understanding the classroom climate outcomes. Instructors should always consider how their behaviors may be interpreted by their students and keep the classroom climate and interpersonal interactions in mind when developing courses and lesson plans.

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