

A Study Of Classroom Climate Of Higher Secondary Students

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Abstract

This paper is aimed at investigating the Classroom climate of higher secondary students. Classroom Climate Scale (CCS) constructed and validated by Shefali Pandya has been administrated to a random sample of 800 higher secondary students studying in Cuddalore District. The statistical techniques adopted to analyse the collected data were descriptive and differential analysis. The results revealed that the high level of classroom climate of higher secondary students. It is found that higher secondary students differ significantly in classroom climate in respect of their gender, locality of the school and do not differ significantly in classroom climate in respect of type of school management.

Key Words: Classroom Climate, Gender, Locality of the School, Type of School Management and Higher Secondary Students.

1. Introduction

The two-year education stage is an important one because for half of those entering it, is the terminal point of formal schooling, not the terminal point of education learning is a lifelong process, and the formal, non-formal and informal learning systems must be geared to facilitate that process. But, quantitatively, those involved will not be continuing their schooling after their Higher Secondary stage which is large and impressive.

Classroom climate is the product of interacting factors in the class room i.e class composition, teacher's strategy, work organization and the interplay among these aspects as well as the inter action at school level joint planned intervention, execution and strategies of administrative organization, allocation of resources and parental involvement, etc.

2. 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 styles. 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 achievement motivation of these students.

3. Statement of the Problem

The investigator has participated motivated him to choose the problem “A Study of Classroom Climate of Higher Secondary Students”.

4. Operational Definitions

Classroom Climate

Classroom climate is defined as the type of environment that is created for students by the school, teachers, and peers which as encompasses all the socio-psychological dimensions of class room life.

Higher Secondary Students

In the present study the investigator will take 11th and 12th class students.

5. Objective of the Study

1. To find out the level of classroom climate of higher secondary students.
2. To find out whether there is any significant difference in the classroom climate of higher secondary students in respect of their following sub-samples
a) Gender, b) Locality of the school and c) Type of school management.

6. Hypotheses of the Study

1. The level of classroom climate of higher secondary students is low.
2. There is no significant difference in the classroom climate of higher secondary students in respect of their following sub-samples a) Gender, b) Locality of the school and c) Type of school management.

7. Method and Sample of the Study

The normative survey method has been adopted in this study. The random sampling technique has been used in the selection of a sample consisting 800 Higher Secondary Students in Cuddalore District in Tamilnadu State.

Scoring Procedure

The Classroom Climate Scale (CCS) constructed and standardized by Shefali Pandya was adopted has given the maximum score is 360 and the minimum score is 90. Therefore a score below 225 was considered low classroom climate and above 225 was viewed as high classroom climate.

8. Analysis of Data

Hypothesis 1

The level of classroom climate of higher secondary students is low.

Table-1
Mean and Standard Deviation Scores of Classroom Climate of Higher Secondary Students

Variable	N	M	SD
Classroom Climate	800	270.09	60.67

It is evident from the table 4.1 the computed mean and standard deviation of classroom climate scores of the higher secondary students for the total sample is found to be 270.09 and 60.67 respectively, the mean score is higher than the mid value (225). Hence, the hypothesis rejected and it is concluded that the high level of classroom climate of higher secondary students.

Hypothesis 2

There is no significant difference in the classroom climate of higher secondary students with regard to gender.

Table-2
Comparison of Mean Classroom Climate of Higher Secondary Students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance
Classroom Climate	Male	400	268.80	62.21	3.80	Significant
	Female	400	272.26	59.11		

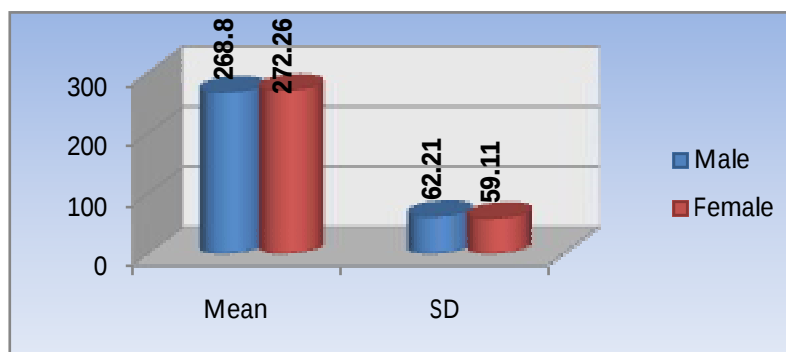


Figure 1

Bar Diagram Showing the Mean and Standard Deviation scores of Classroom Climate based on their Gender

It is inferred from the above table that the calculated 't' value 3.80, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis is rejected and it is conclude that there is significant difference between male and female higher secondary students in respect of their classroom climate. It is also inferred that female students are more classroom climate than the male students.

Hypothesis 3

There is no significant difference in the classroom climate of higher secondary students with regard to locality of the school.

Table-2

Comparison of Mean Classroom Climate of Higher Secondary Students with regard to Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance
Classroom Climate	Rural	489	269.16	61.38	3.20	Significant
	Urban	311	275.21	59.03		

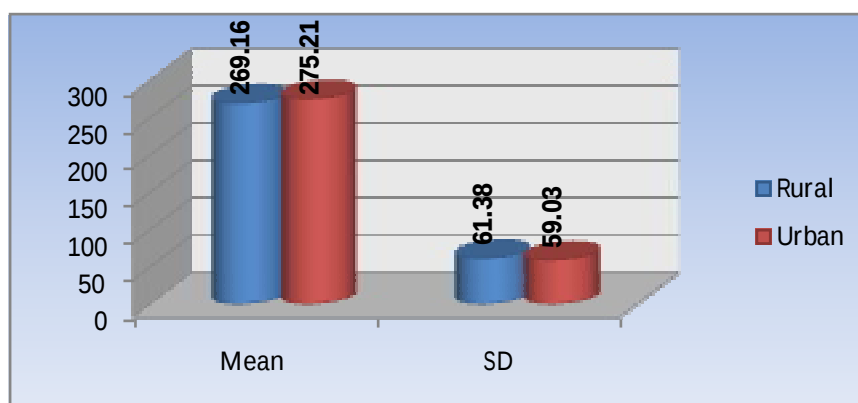


Figure 2

Bar Diagram Showing the Mean and Standard Deviation scores of Classroom Climate based on their Locality of the School

It is inferred from the above table that the calculated 't' value 3.20, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis is rejected and it is conclude that there is significant difference between rural and urban school higher secondary students in respect of their classroom climate. It is also inferred that urban school students are more classroom climate than the rural school students.

Hypothesis 4

There is no significant difference in the classroom climate of higher secondary students in respect of their type of school management.

Table 4
Comparison of Mean Classroom Climate of Higher Secondary Students with regard to Type of School Management

Variable	Type of School Management	N	Mean	SD	'F' Value	Level of Significance
Classroom Climate	Government	300	268.35	57.51	0.45	Not Significant
	Aided	200	268.53	57.40		
	Private	300	270.55	62.35		

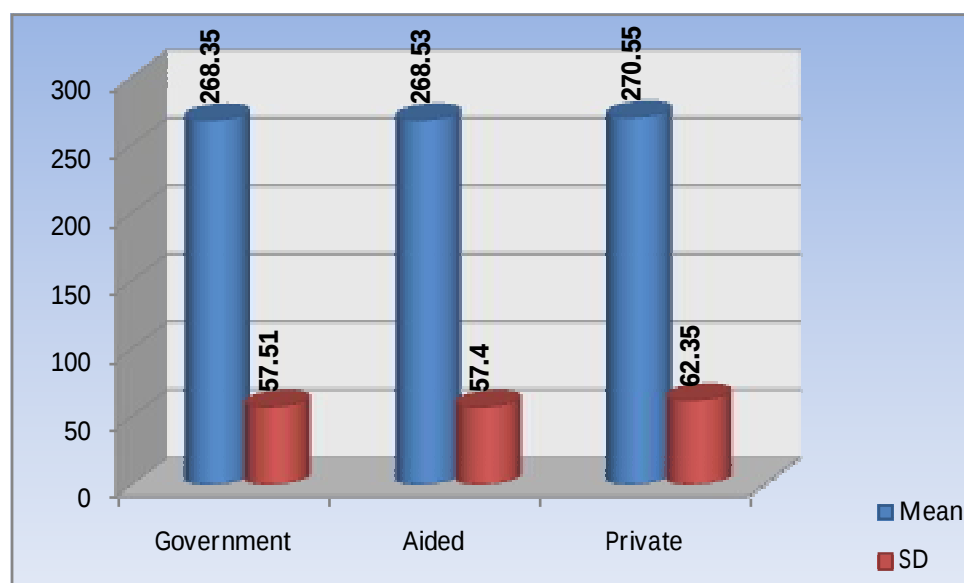


Figure 3

Bar Diagram Showing the Mean and Standard Deviation scores of Classroom Climate based on their Type of School Management

It is inferred from the above table that the calculated 'F' value 0.45, which is lesser than the table value 3.01 at 0.05 level of significance. Hence, the hypothesis is accepted and it is concluded that there is no significant difference in the classroom climate of higher secondary students with regard to type of school management. It is also inferred that urban school students are more classroom climate than the rural school students.

9. Findings of the Study

- The high level of classroom climate of higher secondary students.
- There is significant difference between male and female higher secondary students in respect of their classroom climate.
- There is significant difference between rural and urban school higher secondary students in respect of their classroom climate.
- There is no significant difference in the classroom climate of higher secondary students with regard to type of school management.

10. Conclusion

The examined the present study classroom climate of higher secondary students. It is found that the higher secondary students' classroom climate is high. It is concluded that differ significantly in classroom climate in respect of their gender, locality of the school and do not differ significantly in classroom climate in respect of type of school management.

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