

# PERCEPTION OF CLASSROOM CLIMATE OF THE TEACHERS --- RESEARCH VIEW

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**Abstract:** This study has been undertaken to investigate the perception of classroom climate of the higher secondary school teachers at Salem district in Tamilnadu. Teachers have always played a pivotal role in the society. The destiny of the nation is being shaped in our classrooms, children being our future nation builders. Therefore, the teachers have a great responsibility in molding the character of children by giving quality education in the school. Every teacher should know that in a classroom situation students may possess different types of learning styles. Surely the climate, which exists in a classroom, depends on the teacher. However it does not depend on him alone. No teacher is an island; he works in the midst of his students and with the subject. Classroom organization focuses on the physical environment of the school.

**Keywords:** Classroom climate, Quality education and physical environment.

## INTRODUCTION

Teachers have always played a pivotal role in the society. The duty of the nation is being shaped in our classrooms, children being our future nation builders. Therefore, the teachers have a great responsibility in molding the character of children by giving quality education in the school. Teachers are the main indicator of improving school quality: some researchers suggest that school quality might be inseparable from teaching effectiveness' and classroom climate It focuses on the physical environment. Effective teachers organize a positive classroom environment. Classroom climate helps the students to develop the intellectual, social, emotional, and moral characters. Indirectly it will improve the student- teacher interaction and peer group interaction in the classroom.

Classroom climate (or culture) is essentially the way the child's class feels. The Character Education Partnership (CEP) defines class climate as "shared expectations, values, and patterns of behavior that define who we are." That includes classroom expectations, the teacher's attitude, how parents and students are treated, and the work that students do. Recent research has highlighted the importance of positive school climate. In general, when a classroom has a positive climate, students feel safe and supported in learning, and academic achievement increases.

According to the Center for Social and Emotional Education, the commitment to education that schools build and the positive feedback that teachers provide affect students' self-esteem. Class climate also affects connectedness, or how connected students feel in their relationships at school, a factor that has been shown to improve health and academics in adolescents. At the most basic level, schools and classrooms should be safe. In addition to that, look for these "gold star" and "red flag" qualities when determining the climate in your child's classroom. Gold Stars means Classroom climate is about more than sunny posters, clean desks, and costly furniture. Teachers who create positive classroom climate are in control, confident, and competent from the first day.

## FEATURES OF A HEALTHY CLASSROOM CLIMATE

- ✓ Positive relationships where everyone, students and teachers, agree to help and support each other in the classroom
- ✓ Teachers encourage students to grow as learners and as human beings, and all students feel able to do so
- ✓ Routines and procedures are clear and explicit, so that students understand not just what they are doing, but also how and why
- ✓ Classroom routines respond to learners' needs and so can adapt to changing circumstance

## CLASSROOM CLIMATE IN THE SCHOOL

Classroom climates can be referred to as a way of life. When a group of people meet for an hour or more in a day in the same place and for some general purpose they will come to know what to expect from each other, what statements will be appreciated or disregarded, what sort of norm will be respected, and what sort of ideas will be rejected.

Every teacher should know that in a classroom situation students may possess different types of learning styles. Surely the climate, which exists in a classroom, depends on the teacher. However it does not depend on him alone. No teacher is an island; he works in the midst of his students and with the subject. Classroom organization focuses on the physical environment.

A school is a society in its miniature form. A visit to some school gives reflections of the society from where the children come to the school. The school is set up by the society for its own betterment. Just opening a school will not suffice. Making the school function properly through its proper growth and development should be the ultimate aim of the organizers. Only then the real aims of establishing the schools will be achieved. Elsebree is right when he says *“Organization of a classroom climate is the administrative expression of educational theory.”*

### **FACTORS INFLUENCING CLASSROOM CLIMATE**

Stereotypes cause alienation and marginalization among those who are the target of unfair generalizations. In fact, just the threat of stereotypes, what Steele and Aronson (1995) focused on "stereotype threat," can impact learning negatively. Students who have experienced stereotypes or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning.

The tone of a class environment is influenced strongly by the instructor. Studies show that students approach faculty who express encouragement more so than faculty who come off as punitive. Tone can be set by instructors through their interactions with students and through other modes of communication including syllabus. Student-student interactions during and outside of class affects the overall climate. However, the ways in which instructors and those in authority deal with negative interactions has more of an impact on student learning. Faculty-student interactions also play a role.

### **EFFECTIVE CLASSROOM CLIMATE**

An environment in the classroom that fosters student growth and quality learning is dependent on high quality teaching. There are many stakeholders play a role in supporting the school teachers in their professional growth to improve their classroom climate. There are five domains in the classroom climate

- Commitment to students and student learning
- Professional Knowledge
- Teaching
- Leadership and community
- On-going professional learning

Good environment climate in the classroom involves and integrates all five of the domains in teacher performance Appraisal system. Effective classroom system requires commitment to pupils and pupil learning, because a positive rapport with students is the foundations upon which the classroom culture is built. The teacher must promote polite and respectful student interactions and address inappropriate student behavior in apposite manner. The teacher promotes student self-esteem by reinforcing positive behaviors. (Mujibul Hasan Siddiqui 2005)

### **Tips for positive Rapport with students**

- Speak the way you expect to be spoken
- Create an atmosphere that is open and positive
- Maintain your sense of humor
- Address student by name
- Treat each student with dignity
- Make personal connection with students
- Interact positively with students, parents and school personnel

### **Teacher experience**

Experience of the teacher plays a vital role in development of school and student knowledge. Experience makes the learning effective and purposeful. When we see teacher - experience as a school indicator, it is a clear concept that learning through experience of teachers at every level is more effective than the learning through in experienced teacher. Many researches show that experienced teachers are more competent in their subject. They are also aware of the student psychology and can use helping aids in a better way than an experienced teacher. In short, experience develops the competency of teacher.

### Objectives of the study

To find out the perception of classroom climate of the teachers prevailing in the higher secondary schools of Salem district in Tamilnadu.

### Sample

The sample selected for this study consisted of 325 male and female secondary teachers working in Higher Secondary schools at Salem district.

### STUDIES RELATED TO CLASSROOM CLIMATE

Case, K. F (2013) conducted a study on “Teaching Strengths, Attitudes, and Behaviors of Professors that Contribute to the Learning of African-American and Latino/a College Students.” For students of color, succeeding at predominantly white campuses may be more challenging than at minority-serving institutions. Educational leaders must strive to enhance the learning of this growing group of college learners as campuses increase in ethnic diversity.

Swati H. Kekare (2015): in her study titled as “Classroom Environment and Academic Motivation” explored the relationship between classroom environment and academic achievement of the subjects. The subjects were 11th class students. The sample of 80 students was selected from various colleges of Aurangabad city. Simple random sampling method was used for selecting subjects. The study was experimental “pre-test post-test equivalent group design” was used for this study.. The study showed that there is significant difference between classroom physical environment and academic achievement of subjects.

Nihareeka Rankai (2016): in her study titled as “Effect of Classroom Environment on Achievement Motivation” provided information for parents, educators and school administrator to reflect upon various aspects that help students in achieving their academic goals. In doing so, they can investigate the possibility of introducing those factors to their school, which may consequently lead to enhancing students educational outcome in school. Previous studies of Whitaker (2004), explored that main variable in the classroom is not the student, but the teacher. Tyler & Boelter, (2008): teacher expectations as strong and reliable predictors of performance among elementary, middle and high school students. Tyler and Boelter (2008b), positive teacher expectations were associated with high academic performance or academic gains; whereas negative teacher expectations resulted in decrease in academic performance. Finding reveals that some of the factors of classroom environment had positive correlation with academic achievement;

### TOOL USED

#### Classroom climate scale (CCS)

Classroom Climate Description Scale was developed by the investigator and it is standardized by pilot study. The scale consists of 25 items with yes or no type questionnaire. If the response is given as ‘Yes’ for the statement the scoring value would be 1, if the response is given as ‘No’ for the statement the scoring value would be 0. The reliability of the tool is 0.698.

### ANALYSIS AND INTERPRETATION OF THE DATA

The collected data are analyzed using appropriate statistical techniques. . The obtained data are presented in the form of tables and discussed.

### DESCRIPTIVE STATISTICS

Sample details of Teachers

	Variables	NO	%	Total	%
<b>Gender</b>	Male	98	30.2	325	100%
	Female	227	69.8		
<b>Educational Qualification</b>	PG with B.Ed.	26	8.0	325	100%
	PG with M. Phil	299	92.0		
	English	121	37.2		
	Above 30	302	92.9		
<b>Type of school</b>	Government	137	42.2	325	100%
	Govt. Aided	40	12.3		
	Matriculation	97	29.8		

	Corporation	31	9.5		
	CBSE	20	6.1		

### CLASSROOM CLIMATE IS PERCEIVED BY THE TEACHERS ANALYSED

#### Opinion of the teachers to teach low achievers

Types of school	No of Teachers	% of Teachers Reported	
		Yes	No
Government	137	94.47	5.53
Government Aided	40	75.00	25
Matriculation	97	80.42	19.58
Corporation	31	67.75	32.25
CBSE	20	50	50

From this table it is understood that 94.47% of Government Higher Secondary School Teachers express that they have interest or dedication to teach low achieves students. The same is expressed by 80.42% of Matriculation Higher Secondary School Teachers, 67.75% of Corporation School Teachers and 50% of CBSE Higher Secondary Teachers and 75% of Government Aided Higher Secondary Teachers respectively.

It can be concluded that Government Higher Secondary School Teachers have more commitment to teach low achievers than other Higher Secondary School Teachers.

#### Teachers are afraid of student's questions

An effective teacher challenges their students.

Types of school	No. of Teachers	% of Teachers Reported	
		Yes	No
Government	137	4.37	95.63
Government Aided	40	15	85
Matriculation	97	20.61	79.39
Corporation	31	.61	.39
CBSE	20	-	-

From this table it is found that 100% of CBSE and 95.63 % of Govt. Higher Secondary School teachers expressed that they are not afraid for critical questions asked by the students in the classroom. The same is expressed by 85% of Government aided Higher Secondary school teachers, 79.39% of Matriculation Higher Secondary school teachers, and 39% of Corporation Higher Secondary school teachers respectively.

It is can be concluded that more than 90% of CBSE and Government Higher Secondary school teachers opine that they are not afraid of the critical question of the students, when compare matriculation, government Aided and Corporation Higher Secondary school teachers.

Types of school	No. of Teachers	% of Teachers Reported	
		Yes	No
Government	137	92.7	7.29
Government Aided	40	72.5	27.5
Matriculation	97	90.72	9.27
Corporation	31	83.87	16.12
CBSE	20	90	10



From the table it is found that 92.7% of government, 90.72% of matriculation and 90% CBSE Higher Secondary school teachers stated that they are enjoying the jokes of the students. But 83.87% corporation and 72.5% of government aided Higher Secondary school teachers express the same opinion.

It can be concluded that more than 75% of Higher Secondary school teachers only opine that they are enjoying the jokes of the students in the classroom. A timely and appropriate joke releases tension in the classroom and makes teaching more effective.

### Teachers are enjoying the jokes of the students

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### DISCUSSION

Tyler and Boelter (2008b), positive teacher expectations were associated with high academic performance or academic gains; whereas negative teacher expectations resulted in decrease in academic performance. Finding reveals that some of the factors of classroom environment had positive correlation with academic achievement. In the present study also conclude that than 90% Higher Secondary School Teachers opine that they get encouraged by their colleagues in their teaching work. Government Higher Secondary School Teachers have more commitment to teach low achievers than other Higher Secondary School Teachers. They have positive attitude in the classroom, so that they maintain the good relation with their colleagues. It will helpful to prevail good environment in the school.

### CONCLUSION

From the above study Teachers' perception of Classroom climate, it can be concluded that more than 90% Higher Secondary School Teachers opine that they get encouraged by their colleagues in their teaching work. Government Higher Secondary School Teachers have more commitment to teach low achievers than other Higher Secondary School Teachers. 75% of Government and corporation Higher Secondary School Teachers state that they are not lose their temper for student's wrong answer in the classroom. 90% of CBSE and Government Higher Secondary school teachers opine that they are not afraid of the critical question of the students.. 75% of Higher Secondary school teachers opine that they are enjoying the jokes of the students in the classroom.

From the above research, we understand that for improving the quality of education in the school the classroom climate should be positive. Cooper and Marshall(1980) state that "As teaching is a human service profession" The teachers should avoid the negative perception of the classroom.

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