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# RELATIONSHIPBETWEEN CLASSROOM CLIMATE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

# Pay YPOTHESES OF THE STUDY

### ABSTRACT

The present study deals with the relationship between classroom climate and academic achie of higher secondary students. The survey method was used for the study. The investigator randomly secondary 350 samples from 10 higher secondary schools in Tenkasi Educational District. This study rethat there was significant relationship between classroom climate and academic achievement of secondary students

### INTRODUCTION

Focus on educational outcomes has increased in the past decade with statewide school accountability programs. In an effort to improve the academic success of students, it has become necessary to examine all components of the educational process in order to maximize the effectiveness of instruction within the classroom.

The classroom climate influence learning, achievement and process of motivation. Classroom climate is defined as the type of environment that is created for students by the school, teachers and peers. Teachers are continually looking to create a "positive classroom climate in which student learning is maximized". Wang and others (1992) described classroom climate as encompassing all the socio-psychological dimensions of classroom life. This includes common interest and the pursuit of common goal achieved through focused, organized and well planned lessons. The students' academic achievement involves different factors like students' varied mental abilities, aptitudes, attitudes towards learning of subjects, diversified interests and motivational as well as teaching methods. Many attempts have been made by investigators to assess the relative influence of various student related factors affecting their academic achievement.

# 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 be willing and able to insure that there is no intemPLE FOR THE STUDY with the learning process.

Classroom climate is defined as heected for observation and arraly environment that is created for the students by the choice of sample is made teachers and peers. Teachers are continually ke investigator has used the sim create a "positive classroom climate in which hangue to select the students fro learning is maximized". Wang and others (1952) cools in Tenkasi Educational Di classroom climate as encompassing all the isists of 350 Higher Secondary psychological dimensions of classroom life.

Higher secondary is a stage where the study OLS USED IN THE PRES improve their learning styles. A good classroom plays a vital role in enhancing the academic aches room climate that was preof these students.

# STATEMENT OF THE PROBLEM

Relationship between classroom clinrks in all the subjects in the qu academic achievement of higher secondary stutthe school as recorded in the

# OBJECTIVES OF THE STUDY

- To find out the level of classroom climate ATISTICAL TECHNIQU secondary students with respect to gender
- To find out the level of academic achievethmetic mean, standard devi higher secondary students with respect to re used.
- To find out the significant relationship ATAANALYSIS classroom climate and academic achieve jective: 1 higher secondary students.

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There is no significant difference female higher secondary student

There is no significant difference female higher secondary studeachievement.

There is no nigrificant relations climate and academic achie secondary students with respe

A sample is a small propo

The investigator has separate tool was prepared asure the achievement score the achievement score in all

Statistical techniques s

To find out the level of condary students with rest

It is inferred from the ale higher secondary stude ve average and 12.6% (

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tudents

# Pane HYPOTHESES OF THE STUDY

- There is no significant difference between male and female higher secondary students in their classroom climate.
- chieven 2. There is no significant difference between male and ily selec female higher secondary students in their academic y revea achievement.
- t of high 3. There is no significant relationship between classroom climate and academic achievement of higher secondary students with respect to gender. eacher

# in erfer SAMPLE FOR THE STUDY

A sample is a small proportion of a population the typ selected for observation and analysis from a given data. y he so The choice of sample is made by various methods. y looki The investigator has used the simple random sampling nich stu technique to select the students from 10 higher secondary 2) descr schools in Tenkasi Educational District. Thus the sample the so consists of 350 Higher Secondary Students.

# TOOLS USED IN THE PRESENT STUDY

The investigator has adopted the tool for om cli chiever classroom climate that was prepared by Babu, 1994. No separate tool was prepared by the investigator to measure the achievement score of the students. Their limate marks in all the subjects in the quarterly exams conducted tudents by the school as recorded in the school register were taken as the achievement score in all subjects.

### STATISTICAL TECHNIQUES USED te of hi

Statistical techniques such as percentage analysis, vemel arithmetic mean, standard deviation, 't'-test, correlation o gend were used.

# p betw DATAANALYSIS

# Objective: 1

To find out the level of classroom climate of higher secondary students with respect to gender.

It is inferred from the table below that 33.3% of male higher secondary students have low, 54.1% of them have average and 12.6% of them have high level of classroom climate.

# Table 1 LEVEL OF CLASSROOM CLIMATE OF HIGHER **SECONDARY STUDENTS** WITH RESPECT TO GENDER

Research Paper

Background Variable	Cate	Low		Average		High	
	gory	N	%	N	%	N	%
Gender	Male	45	33.3	73	54.1	17	12.6
	Female	37	17.2	111	51.6	67	31.2

The above table reveals that 17.2% of female higher secondary students have low, 51.6% of them have average and 31.2% of them have high level of classroom climate.

## Objective: 2

To find out the level of academic achievement of higher secondary students with respect to gender.

### Table 2

# **LEVEL OF ACADEMIC ACHIEVEMENT** OF HIGHER SECONDARY STUDENTS WITH RESPECT TO GENDER

Background	Cate	Low		Average		High	
variable	gory	N	%	N	%	N	%
Gender	Male	29	21.5	72	53.3	34	25.2
	Female	58	27.0	104	48.4	53	24.7

It is inferred from the above table that 21.5% of male higher secondary students have low, 53.3% of them have average and 25.2% of them have high level of academic achievement.

The above table reveals that 27.0% of female higher secondary students have low, 48.4% of them have average and 24.7% of them have high level of academic achievement.

# Null hypothesis: 1

There is no significant difference between male and female higher secondary students in their classroom climate.

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# Table 3

# DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR CLASSROOM CLIMATE

	INI	Calcu	Re				
CI	Variable	Class	N	Mean	SD	lated 't' value	mark at 5% level
		> 1 1	135	181.80	26.367	c 146	S
	Classroom	Male 135	133			5.146	0
	Climate	Female	215	195.53	20.608		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between male and female higher secondary students in their classroom climate.

# Null hypothesis: 2

There is no significant difference between male and female higher secondary students in their academic achievement.

# Table 4

# DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Variable	Class	N	Mean	SD	Calcu lated 't' value	Re mark at 5% level
Academic achievement	Male	135	858.58	170.100	0.624	NS
	Female	215	846.67	179.416		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their academic achievement.

# Null hypothesis: 3

There is no significant relationship between classroom climate and academic achievement of higher secondary students with respect to gender.

It is observed from the table below that there is significant relationship between classroom climate and academic achievement of higher secondary students with respect to gender.

# Table 5

RELATIONSHIP BETWEEN

CLASSROOM CLIMATE AND ACADEM
ACHIEVEMENT OF HIGHER SECONDA
STUDENTS WITH RESPECT TO GEND

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Gender	N	Calculated 'y' value	Table value	Re mark 5%
Male	135	0.293	0.159	3
Female	215	0.169	0.113	S
1 Ciliare	Later to the second		PERSONAL PROPERTY.	

# FINDINGS & DISCUSSIONS

- 1. 12.6% of male and 31.2% of female higher sen students have high level of classroom cli nate
- 2. 25.2% of male and 24.7% of female of acceptance achievement.
- female higher secondary students in their classificate. While comparing the mean scores of and female higher secondary students for classroom climate, female students are a (195.53) than male higher secondary students are a (181.80). This may be due to the fact that students are more interested in learning.
- 4. There is no significant difference between makes female higher secondary students in their act achievement.
- 5. There is significant relationship between class climate and academic achievement of secondary students with respect to gender. It natural that good classroom climate provides learning facilities and the teacher also teached effectively. So it may create a constant for motivation among the students to achieve examinations.

# RECOMMENDATIONS

1. Modern methods and techniques in teaching be adopted by the teachers.

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- Special rewards may be awarded for better achievement.
- Teachers should encourage the students to do any creative work in the classroom.
- Teachers must encourage students to express their 4. ideas and views in the classroom.
- Proper guidance and orientation should be given to 5. the students about the opportunities regarding the group chosen to arouse interest in the subject, providing adequate information about latest developments.
- Recruitment of teachers should be done carefully for better achievement and healthier classroom climate.

# CONCLUSION

With proper training, the teacher can guide and le motivate the students for better academic achievement and for successful completion of the tasks undertaken by le them. Achievement of students in the class is influenced sto by positive classroom climate. A classroom is a unique fm interpersonal relationship and it acknowledges teacher r t student relationship and peer relationship. The teacher plays a crucial role in both classroom climate and ude academic achievement. When the relationship between the teacher and the learner is friendly, maximum learning takes place and learning becomes on enjoyable experience to the learner.

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I, S. Sebastian, hereby declare that the particulars given above are true to the best of my knowledge and belief.

S. Sebastian