RELATIONSHIP BETWEEN CLASSROOM CLIMATE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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 se 350 samples from 10 higher secondary schools in Tenkasi Educational District. This study re that 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 teach be willing and able to insure that there is no inte with the learning process.

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Higher secondary is a stage where the stud improve their learning styles. A good classroom plays a vital role in enhancing the academic ac of these students.

STATEMENT OF THE PROBLEM

Relationship between classroom clim academic achievement of higher secondary stud

OBJECTIVES OF THE STUDY

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

2. To find out the level of academic achiev higher secondary students with respect to g

3. To find out the significant relationship classroom climate and academic achiev higher secondary students.

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HYPOTHESES OF THE STUDY

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

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

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

SAMPLE FOR THE STUDY

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

TOOLS USED IN THE PRESENT STUDY

The investigator has adopted the tool for 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 marks in all the subjects in the quarterly exams conducted by the school as recorded in the school register were taken as the achievement score in all subjects.

STATISTICAL TECHNIQUES USED

Statistical techniques such as percentage analysis, arithmetic mean, standard deviation, 't' – test, correlation were used.

DATA ANALYSIS

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

Background Variable	Cate gory	Low		Average		High	
		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 variable	Cate gory	Low		Average		High	
		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.

Table 3
DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR CLASSROOM CLIMATE

Variable	Class	N	Mean	SD	Calculated 't' value	Remark at 5% level
Classroom Climate	Male	135	181.80	26.367	5.146	S
	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	Calculated 't' value	Remark 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[IC] ACHIEVEMENT OF HIGHER SECONDA[RY] STUDENTS WITH RESPECT TO GEND[ER]

Gender	N	Calculated 'γ' value	Table value	Remark 5% le[vel]
Male	135	0.293	0.159	S
Female	215	0.169	0.113	S

FINDINGS & DISCUSSIONS

1. 12.6% of male and 31.2% of female high[e]r sec[ondary] students have high level of classroom cli[m]ate

2. 25.2% of male and 24.7% of fema[le] [higher] secondary students have high level of aca[demic] achievement.

3. There is significant difference between m[ale and] female higher secondary students in their clas[sroom] climate. While comparing the mean scores o[f male] and female higher secondary students fo[r] classroom climate, female students are a[bove] (195.53) than male higher secondary st[udents] (181.80). This may be due to the fact that f[emale] students are more interested in learning.

4. There is no significant difference between m[ale and] female higher secondary students in their aca[demic] achievement.

5. There is significant relationship between clas[sroom] climate and academic achievement of [higher] secondary students with respect to gender. It i[s] natural that good classroom climate provide[s] learning facilities and the teacher also teache[s] effectively. So it may create a constant fo[r] motivation among the students to achieve [in] examinations.

RECOMMENDATIONS

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

2. Special rewards may be awarded for better achievement.

3. Teachers should encourage the students to do any creative work in the classroom.

4. Teachers must encourage students to express their ideas and views in the classroom.

5. Proper guidance and orientation should be given to the students about the opportunities regarding the group chosen to arouse interest in the subject, providing adequate information about latest developments.

6. Recruitment of teachers should be done carefully for better achievement and healthier classroom climate.

CONCLUSION

With proper training, the teacher can guide and motivate the students for better academic achievement and for successful completion of the tasks undertaken by them. Achievement of students in the class is influenced by positive classroom climate. A classroom is a unique interpersonal relationship and it acknowledges teacher student relationship and peer relationship. The teacher plays a crucial role in both classroom climate and 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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