

DEVELOPMENT OF A SCALE TO MEASURE THE CLASSROOM CLIMATE OF HIGHER SECONDARY STUDENTS IN SALEM DISTRICT IN TAMILNADU

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Abstract

The study has been conducted to investigate the level of classroom climate of higher secondary students. The sample consists of 100 higher secondary students from various schools of Salem District. Samples of 100 higher secondary students were selected for the investigation. The main objective of the present study is to develop a research tool to measure the Classroom Climate. The investigator has used normative survey method for the study. The researcher had attempted to construct and standardize the Classroom Climate scale to measure the Classroom Climate of higher secondary students.

INTRODUCTION

The educational commission (64-66) has aptly stated in its report that destiny of India is being shaped in her classrooms. The shape undoubtedly will depend on what goes on in the classroom and how does it go. A well organized classroom with suitable teaching aids and methods can achieve better results.

The term climate is a newly emerging concept. In India even now in many organizations this term in its socio psychological significance is little known and understood. The term climate has been variously understood in many ways are 'the zeal', 'the atmosphere', 'the environment', 'the conditions prevailing and the tone of institution'.

According to Sinclair, the educational environment refers to the conditions, forces and external stimuli that fosters the development of individual characteristics. (1971).

It can be explained as a relatively enduring quality of the internal environment which is experienced by its members, influence their behaviour. Argyris used the term climate as 'the environment'. Sullivan and Brown conceived as "the catholic patterns giving identity to sub-groups and the interpersonal relations in a living organizational "(1960)". According to

Schneider and Hull (1972) 'the climate perceptions emerge as a result of the persons' numerous activities, interactions, feeling and other daily experience in the organizations.

Learning situation is structured of learning place in a structured situated is called classroom, where through certain procedures and format learning is achieved. The classroom is not a mere aggregate of pupils. The classroom is a place exposed to the society's ways and values.

Medley and Mitzel (1958) interpret classroom as a place where 1. teacher undertakes certain activities, 2. the pupils undertake certain activities. 3. certain kinds of group structure occur, 4. There is some emotional interplay, 5. Certain teaching aids are used.

Cornell, Lindvale and Saupe (1953), refer classroom a place where exists classified behaviour.

Classroom is a behaviour setting. In its personnel, the manner in which they constrained, the idealistic nature of its task objectives, and the procedures by which attempts are made to achieve the objectives, the classroom is manifesting different from other social groups.

The classroom is a system and each pupil and teacher are the sub-system and the class as a unit has properties which are not the same as the properties of the sub-system. In a classroom one has interactions in class room functional and structural transactions occur. Physical environment i.e. structural setting influences the spirit of the classroom. (William C.Morse and G.Max Wino) classrooms are cluster of setting. These setting are objective out there behavioural arenas for students and staffs. The setting exhibits physical aspects-site, enclosures, facilities manipulenda possess a program or action structure (Joachim, F.Wholwill and Harry Helt). Learning in classroom is not independent of the influence of the class. This emphasizes the importance of classroom climate.

OBJECTIVE

- To develop a research tool to measure the Classroom Climate of higher secondary students.

Classroom Climate Scale Developed and Validated by the Investigator

Classroom Climate scale for higher secondary students has been constructed by the investigator. A lot of literature on Classroom Climate, test construction procedures were used for the construction of the tool. The Classroom Climate scale was constructed after having discussions with teachers of schools and colleges, psychologists and experts in the field of education. The development of these attitudes is an outgrowth of classroom social interaction. Classroom Climate has 56 items. There are both positive and negative items. Positive items are 26, negative items are 30.

Scoring procedure

The summated score of all 56 items provide the total Classroom Climate scores. The overall score on the Classroom Climate scale was classified into 3 levels on the basis of the entire sample. A high score on this scale indicates good Classroom Climate, a medium score on this scale indicates average Classroom Climate and a low score on this scale indicates poor Classroom Climate.

| Score | Remarks |
|--------------|----------------|
| Above 33 | Favourable |
| 22-32 | Moderate |
| Below 22 | Unfavourable |

Item analysis:

The model/draft tool prepared by the investigator was administered on a sample of 100 higher secondary students. Higher secondary students were asked to mark their opinion among the given alternatives. Each statement has two alternative responses; Yes or No Scoring was done for all the statements.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t- ratios. Items with 't'

value of 1.96 and above were selected for the final tool. Thus, the final tool contains forty nine items; the list of items with the 't' value is presented in Table. 1 - Split –half method was also used to find out the consistency of the test. It has been given in table 2.

Table 1
Shows Item Analysis for Classroom Climate

| Statement number | t- value | Selected / Not selected |
|-------------------------|-----------------|--------------------------------|
| 1. | 8.478 | Selected |
| 2. | 6.669 | Selected |
| 3. | 4.146 | Selected |
| 4. | 3.034 | Selected |
| 5. | 5.783 | Selected |
| 6. | 3.833 | Selected |
| 7. | 4.475 | Selected |
| 8. | 4.575 | Selected |
| 9. | 2.319 | Selected |
| 10. | 3.964 | Selected |
| 11. | 6.026 | Selected |
| 12. | 1.023 | Not selected |
| 13. | 8.543 | Selected |
| 14. | 1.463 | Not selected |
| 15. | 7.819 | Selected |
| 16. | 1.096 | Not selected |
| 17. | 5.801 | Selected |
| 18. | 7.751 | Selected |
| 19. | 6.880 | Selected |
| 20. | 4.399 | Selected |
| 21. | 2.472 | Selected |
| 22. | 1.407 | Not selected |
| 23. | 3.297 | Selected |
| 24. | 6.709 | Selected |
| 25. | 2.101 | Selected |
| 26. | 4.684 | Selected |
| 27. | 5.040 | Selected |
| 28. | 6.663 | Selected |
| 29. | 5.452 | Selected |
| 30. | 3.753 | Selected |
| 31. | 5.180 | Selected |
| 32. | 5.111 | Selected |
| 33. | 4.287 | Selected |
| 34. | 1.225 | Not selected |
| 35. | 7.640 | Selected |
| 36. | 7.184 | Selected |
| 37. | 2.087 | Selected |
| 38. | 9.383 | Selected |
| 39. | 5.193 | Selected |

| | | |
|-----|-------|---------------------|
| 40. | 0.211 | Not selected |
| 41. | 6.567 | Selected |
| 42. | 7.208 | Selected |
| 43. | 1.857 | Not selected |
| 44. | 3.167 | Selected |
| 45. | 5.821 | Selected |
| 46. | 4.046 | Selected |
| 47. | 3.215 | Selected |
| 48. | 6.045 | Selected |
| 49. | 3.745 | Selected |
| 50. | 3.405 | Selected |
| 51. | 2.954 | Selected |
| 52. | 4.735 | Selected |
| 53. | 3.592 | Selected |
| 54. | 6.536 | Selected |
| 55. | 2.558 | Selected |
| 56. | 2.689 | Selected |

Reliability

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of “true-ability” free from chance error.

Test-retest (repetition) method was used to arrive the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and the correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores.

Table - 2

Shows reliability co-efficient of Classroom Climate

| S.No. | Method of Reliability | Values |
|-------|--------------------------|--------|
| 1. | Test-retest (Repetition) | 0.89 |
| 2 | Split – Half | 0.74 |

Validity:

The appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid.

The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as “the degree to which a test measures what it measures.” The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Classroom Climate scale is 0.89.

Description of the Final Tool:

The final tool with 49 statements was prepared in English. The tool has been prepared on a two-point rating scale. The scoring procedure for the tool with the option Yes or No. The minimum score for the tool is ‘0’ and maximum score of the tool is 49. There are both positive and negative items. Positive items are 23, negative items are 26.

Scoring procedure

The summated score of all 49 items provide the total Classroom Climate scores. The overall score on the Classroom Climate scale was classified into 3 levels on the basis of the entire sample. A high score on this scale indicates good Classroom Climate, a medium score on this scale indicates average Classroom Climate and a low score on this scale indicates poor Classroom Climate.

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CONCLUSION

This research tool focuses on gathering information about the Classroom Climate. Classroom Climate plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be of immense use for the Classroom Climate leadership of higher secondary students, which will throw light upon the Classroom Climate.

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