
Research Papers



EFFECT OF STUDENT'S CLASS ROOM CLIMATE ON ORGANIZATIONAL CLIMATE

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ABSTRACT

The government educationists, great thinkers and public in general are interested in good education which will result ultimately in human upliftment. Good education is a resultant of our educational policy and educational system. Down-fall of percentage of result occur widely in Tamil Nadu pertaining to some of the problems in schools and classrooms such as administrative inconvenience, inefficient, maintenance, inadequacy of library and laboratory facilities, non-utilitarian function and unsuited Audio-visual aids according to the syllabus, etc.,

The constraints and difficulties which stand in the way of having an ideal classroom in a developing country like India should be completed. We should identify the conditions necessary to influence the classroom setting. The interaction of the factors that take place in the classroom plays an important role as the classroom is a web of interaction in a particular way. It is imperative to consider the interaction between the teacher and the pupil, teaching and learning, availability and utilization of instructional aides, discipline control, situation and facility available etc., Classroom climate can be considered as a product of the dynamic interrelationship between the collective needs of the participants and the system maintenance requirements of the class room.

KEY WORDS: classroom interaction- class room functional and structural - spirit of the classroom- classroom climate - effect of classroom.

INTRODUCTION

Down-fall of percentage of result occur widely in Tamil Nadu pertaining to some of the problems in schools and classrooms such as administrative inconvenience, inefficient, maintenance, inadequacy of library and laboratory facilities, non-utilitarian function and unsuited Audio-visual aids according to the syllabus, etc., They are to be overcome as they tend to decline motivation and interest among pupils. They ultimately lead to downfall of percentage of results. Teachers shortage due to frequent transfer and unfilled-up vacancies, increased teacher- pupil ratio etc., May affect the implementation of our educational goals. Students- carelessness and irresponsible behaviour lead them to malpractice during examination.

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IMPORTANCE OF CLASSROOM CLIMATE

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. Class-room with suitable teaching aids and methods can achieve better results. The classroom is a system and each pupil and teacher are the subsystem and the class as a unit has properties which are not the same as the properties of the sub-system. In classroom we have interactions in class room functional and structural transactions occur. Physical environment i.e. structural setting influences the spirit of the classroom.

DEFINITION OF CLASSROOM CLIMATE

Classroom climate can be considered as a product of the dynamic interrelationship between the collective needs of the participants and the system maintenance requirements of the class room. It refers the notion of perceived environmental quality and it can be measured by the perception and physiological conditions or factors.

STATEMENT OF THE PROBLEM

In the view of idea discussed earlier it is felt that different classroom climate will have different effect on the organizational climate. The present problem chosen by the investigator to study is entitled. "A study of high school students class room climate in relation to their organizational climate in Salem District". The investigation is interested to study the classroom climate and its relationship with organizational climate of high pupils in Salem District.

OBJECTIVE OF THE STUDY

The following are the objectives of the present study to find out:

1. The condition of the classroom climate of high school in Salem District.
2. The condition of the classroom climate of private high school in Salem District.
3. The condition of the classroom climate of government high school in Salem District.
4. The condition of the classroom climate of girls' high school in Salem District.
5. The condition of the classroom climate of Boys' high school in Salem District.
6. The condition of the classroom climate of co education high school in Salem District.
7. The condition of the English medium students' classroom climate of high school in Salem District.

HYPOTHESES OF THE STUDY

On the basis of objectives the following hypotheses have framed. The condition of the classroom climate of high school in Salem District is satisfactory.

1. The condition of the classroom climate of private high school in Salem District is satisfactory.
2. The condition of the classroom climate of government high school in Salem District is satisfactory.
3. The condition of the classroom climate of girls' high school in Salem District is satisfactory.
4. The condition of the classroom climate of boys' high school in Salem District is satisfactory.
5. The condition of the classroom climate of co-education high school in Salem District is satisfactory.
6. The condition of science students classroom climate of high school in Salem District is satisfactory.
7. The condition of the Tamil medium classroom climate of high school in Salem District is satisfactory.

METHOD OF STUDY

In the present study, the investigator has employed normative survey method of analyze the effect of classroom climate in relation to organizational climate of high school in Salem District.

TOOLS OF THE PRESENT STUDY

The investigator has used Rajkurnar classroom climate scale. The students are required to

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indicate their choice with the tick mark "v" of mark in response of 'yes/no' and organizational climate scale the students are requested to indicate their choice with the tick mark of mark in response of four types. Organizational Climate Description Questionnaire (CDQ) developed by Halplin and Croft has also used in this present investigation.

STATISTICAL TECHNIQUE USED IN THIS STUDY

In this study the investigation has used the following statistical technique for analysis of the data.

1. Mean
2. Standard deviation
3. 't' test
4. Correction co-efficient

DELIMITATION OF THE STUDY

The present study is only confined with +1 (First year students of high course) students of Salem District. There are so many factors responsible for the climate condition of a classroom, the researcher has taken only two factors in the study for the lack of time and they are, physical climate and physiological climate.

SELECTION OF THE SAMQLE

Selection of the sample is to an important aspect of descriptive research. The sample is to be aptly selected to draw meaningful conclusion and generalization. In such a case, the sample should be adequate and must be the true representative of total population. It has been decided to confine the present study to the +1 students of high school, only in Salem District. Among the total population of the eight schools, Three hundred students were selected by random sampling technique.

SCORING OF THE TOOL

The +1 students of high students were asked to indicate their choice of preference by putting mark against corresponding choice. This contains positive statements as well as statements. If the subject put a mark of 'yes' for the positive statement one mark is allotted to the particular item. If the subject puts a mark of 'no' for a positive statement 'zero' is offered to the particular item. For the negative statement the reverse order is followed. For organizational climate scale contain 64 questions there is positive as well a Negative statement. Four choices were given to each and every question. They are rarely occurs, sometimes occurs, often occurs and very frequently occurs. If the subject put 'V' mark for the positive statement the marks were allotted as 1,2,3,4 respectively and it is vice versa for the Negative statements.

RELIABILITY OF THE TOOL

Reliability is the consistency of the score with which a research tool measures. In describing the consistency of measurement for psychological tests and techniques, three types of reliability co-efficient and generally used. They are:

- I. Co-efficient of internal consistency
- II. Co-efficient of equivalence
- III. Co-efficient of stability

In the present study, the co-efficient of reliability of students of classroom climate scale has been found out by the test-retest method and it was found to be 0.93

VALIDITY OF THE SCALE

The validity of a measuring instrument depends on the efficiency with which it measures. The classroom climate scale was given to twenty experts and face validity was ensured. There has been 100% agreement among judges regarding the relevance of items included in the scale.

TABLE-I. CLASSROOM CLIMATE DISTRIBUTION OF ITEMS UNDER DIMENSION (56)
(respective serial number of items are given as per the CRCS in appendix)

Situation and Facility	Physical climate (14)		Physiological Climate (42)			
	Instructional aids	Teacher and teaching	Utilization of instruction	Learn and learning aids	Teacher pupils relationship	Classroom management
-	-	1	11	3	5	-
2	28	-	22	18	6	10
4	33	9	47	24	23	15
7	38	13	56	9	27	16
8	42	19		31	30	17
-		21		32	40	25
12		34		43	45	50
14		35		46	48	51
20		36		52	52	
26		37				
44		39				
54		41				
		49				
		55				

ANALYSIS AND INTERPRETATION**1. TOTAL CONDITION OF CLASSROOM CLIMATE**

One of the important objectives of the present study into find out the condition of the classroom climate of high school in Aiyalur District mean and standard deviation have found out and represented in Table I.

The following table (II) clearly reveals that the means score of total classroom climate is 36.42 and standard deviation is 8.567 and the maximum score of the classroom climate is 56. It is inferred that the condition of total classroom climate is 65.04%. Hence it is concluded that the classroom climate of high school in Salem District is satisfactory.

TABLE-2. CLASS - ROOM CLIMATE OF TOTAL POPULATION

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
300	36.42	8.567	56	65.04%

2. PRIVATE SCHOOL CLASSROOM CLIMATE

The second objectives of the present study are to find out the condition of the private school classroom of high school in Salem District, mean and standard deviation have found out and represented in Table III

The table III shows clearly reveals that the mean score of private school classroom climate is 38.1 and the standard deviation is 8.142 and the maximum score of classroom climate scale is 56. It is concluded that the condition of private schools class room climate is 68.04%. Hence it is concluded that the classroom climate of private high school in Salem District is satisfactory.

TABLE-3. PRIVATE SCHOOL CLASSROOM CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
50	38.1	8.142	56	68.04%

3. GOVERNMENT SCHOOLS CLASSROOM CLIMATE

The third objectives of the present study is to find out the condition of the government schools classroom climate of high school in Salem District, mean and standard deviation have found out and represented in Table IV.

The table IV shows clearly reveals that the mean score of government schools class room climate is 36.08 and the standard deviation is 8.60 and the maximum score of classroom climate scale is 56. It is concluded that the condition of government schools class room climate is 64.43%. Hence it is concluded that the classroom climate of government high school in District is satisfactory.

TABLE-4. GOVERNMENT SCHOOL CLASSROOM CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
250	36.08	8.60	56	64.43%

4. GIRLS SCHOOLS CLASSROOM CLIMATE

The fourth objectives of the present study is to find out the condition of the girls schools classroom climate of high school in Salem District, mean and standard deviation have found out and represented in Table V. The table V shows clearly reveals that the mean score of girls schools class room climate is 36.54 and the standard deviation is 8.696 and the maximum score of classroom climate scale is 56. It is concluded that the condition of girls schools class room climate is 65.25%. Hence it is concluded that the classroom climate of girls high school in Salem District is satisfactory.

TABLE-5. GIRLS SCHOOL CLASSROOM CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
130	36.54	8.696	56	65.25%

5. BOYS SCHOOLS CLASSROOM CLIMATE

In order to find out the condition of the boys schools classroom climate of high school in Salem District, mean and standard deviation have found out and represented in Table VI.

The table VI shows clearly reveals that the mean score of boys schools class room climate is 37.29 and the standard deviation is 7.60 and the maximum score of classroom climate scale is 56. It is concluded that the condition of boys schools class room climate is 66.59%. Hence it is concluded that the classroom climate of boys high school in Salem District is satisfactory.

TABLE-6. BOYS SCHOOL CLASSROOM CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
70	37.29	7.60	56	66.59%

6. CO-EDUCATION SCHOOL CLASSROOM CLIMATE

In order to find out the condition of the co-education schools classroom climate of high school in Salem District, mean and standard deviation have found out and represented in Table VII.

The table VII shows clearly reveals that the mean score of co education schools class room climate is 35.65 and the standard deviation is 7.60 and the maximum score of classroom climate scale is 56. It is concluded that the condition of co education schools class room climate is 63.66%. Hence it is concluded that the classroom climate of co education high school in Salem District is satisfactory.

TABLE-7. CO-EDUCATION SCHOOL CLASSROOM CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
100	35.65	8.713	56	63.66%

9. URBAN AREA SCHOOL CLASSROOM CLIMATE

In order to find out the condition of the Urban area school classroom climate of high school in iyilir District, mean and standard deviation have found out, and represented in Table X. The Table X shows clearly reveals that the mean score of Urban area school class room climate is 37.4 and the standard deviation is 8.3 and the maximum score of classroom climate scale is 56. It is concluded that the condition of Urban area school class room climate is 66.78%. Hence it is concluded that the classroom climate of Urban area high school in Salem District is satisfactory.

TABLE-10. URBAN AREA SCHOOL CLASSROOM CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
150	37.4	8.3	56	66.78%

10. Rural Area school classroom climate

In order to find out the condition of the rural area school classroom climate of high school in Salem District, mean and standard deviation have found out and represented in Table XI. The Table XI shows clearly reveals that the mean score of rural area school class room climate is 35.43 and the standard deviation is 8.773 and the maximum score of classroom climate scale is 56. It is concluded that the condition of rural area school class room climate is 63.27%. Hence it is concluded that the classroom climate of rural area high school in Salem District is satisfactory.

TABLE-1. RURAL AREA SCHOOL CLASSROOM CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
150	35.43	8.733	56	63.27%

11. CO-EDUCATION SCHOOL ORGANIZATIONAL CLIMATE

In order to find out the condition of the organizational climate of Co-education schools in Salem District, mean and standard deviation have found out and represented in Table XII. The following Table XII clearly reveals that the mean score of total Co-education school organizational climate is 164.5 and the standard deviation is 43.94 and the maximum score of classroom climate scale is 256. It is concluded that the condition of the school organizational climate is 64.26%. Hence it is concluded that the organizational climate of co education high school in Salem District is satisfactory.

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TABLE-12. CO EDUCATION SCHOOL ORGANIZATIONAL CLIMATE

Population	Mean of the classroom climate scale	Standard deviation of the classroom climate scale	Maximum score of the classroom climate scale	Inference
100	164.5	43.94	256	64.26%

SUGGESTIONS AND CONCLUSION

It is recalled, the education commission (64-66) has aptly reported that destiny of India is being shaped in her classroom. The shape undoubtedly will depend on what on the classroom and how does it go. A well organized classroom with suitable teaching aids and methods can achieve better results. In the light of findings of the study the investigator is intended to discuss some recommendations for the enhancement of the classroom climate.

1. To eradicate the difference in classroom climate a common policy for all classrooms should be made regarding the physical structure and facilities.
2. To facilitate the availability of all instructional aids in all classroom, government may undertake the responsibility of providing such aids according to need of our educational policy throughout the state.
3. Electronic tools may be introduced to minimize manual operations, thereby making time factor economical.
4. Self - learning package, learning contracts through programmed learning instruction may be assisted by computers.
5. Teacher role should be altered as a managing guide in a classroom to create self-learning, motivation, self concept among pupils.
6. Talent of potentially of teachers should be made consistent to complete the new trends and innovations through in -service training.
7. For the development of knowledge and information books and references may be available in school; library.

SUGGESTIONS FOR FURTHER RESEARCH

It provides the idea of research to be conducted, the area which is left, or completely ignored and the missing gaps giving scope for further investigation. Investigator is interested to suggest some of the area and the topic for further studies have given. Classroom climate and achievement of students at college level will be studied. Science classroom climate and its relationship with achievement of high pupils will be conducted. An experimental study of classroom climate and its impact or achievement of students of different age groups may be conducted. Interactions between the dimensions of classroom climate and their impact on achievement of pupils may be choosen. The impact of organizational climate on class-room climate in students achievements, will be undertaken.

CONCLUSION

In Chapter V, a brief summary of the investigation, main findings of the studies recommendations as well as suggestions for further research had given. The research has given may valuable and interested guiding in the field of education. The research also feels that the guiding of their study helps the educationalists and executives to plan their future activities.

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