A Study On Class Room Climate As Perceived By College Students At Edamalaipattypudur,Tiruchirappalli.

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ABSTRACT: Always class room is a special place where it influence the student'slife to learn many things and equip themselves. Class room climate enhance the relationship with the fellow students and the teachers and to build their personality development. And it is a platform where students build themselves as a good person updates them with their knowledge. Though, class room climate provides a positive energy among students, in this study the researcher tries to explore how far the class room climate plays a role in a student's life with the various dimension like relationship, personal development and system maintenance with the sample size of 30. The main purpose of the study is to find about the class room climate perceived by the students. .The researcher has adopted the snow ball sampling design, Non probability method and used a self-prepared questionnaire. The data has been analysed and it is discussed in the full length paper

Key words: Class room climate, students.

1. INTRODUCTION:

There is no denying fact that students spend their one third time at school. They develop precious skills, such as academic learning, cognitive skills, social interactions and etiquettes during their school hours. Teachers teach the children with some more important traits of life such as honesty, loyalty, civic sense, public etiquettes and discipline. Sometimes all the moral principles which learned from educational environment is futile.
Review of Literature:
Haddad, et.al. (1990) suggest that in both developed and developing countries, educational investment has been one of the most important factors contributing to economic growth; that expenditures on education contribute positively to labour productivity; that the economic payoff to spending on education – from both a private and public standpoint - is high, in absolute terms and compared to other investments; and that increased education of parents - especially mothers - has an important impact on child health and reduced fertility at all levels of economic development. Variation in school inputs, such as teacher experience, teacher motivation, the presence of textbooks, homework, and time spent in school during the year do contribute to varying pupil achievement, even when family background differences are accounted for.

Takayama (2008) studied academic achievement across school types in Hawaiÿi: Outcomes for Hawaiian and non-Hawaiian students in conventional public schools, western-focused charters and Hawaiian language and culture-based schools. Academic achievement tends to be measured in two primary ways: school grades and performance on standard tests. While grades and test scores are potential markers of student learning,

Hypothesis:
- ✓ There is a significant difference between gender and Class room climate
- ✓ There is a significant relationship between age and Class room climate
- ✓ There is a significant relationship between the total number of family members and class room climate
- ✓ There is a significant differencebetween educational qualification of the respondents and Class room climate dimension

2. METHODS AND MATERIALS:

The study was carried out in the area of Edamalaipattipudur, Trichy district. The researcher collected the data from 30 respondents, and the universe is 100.Structured questionnaire was used to elicit the personal data. The researcher adopted the snow ball sampling method been used due to this pandemic. Class room Climate is a standardised scale which is constructed by Shefali Pandya, the main purpose of this scale is to measure the students' perception of the psychological processes going on in the class room. It uses is to describe the classroom climate in secondary schools. Main features of the scale comprises of three dimensions 1. Relationship dimension 2.personal development dimension 3. System Maintenance dimension. These dimensions have been adopted from the study of class room environment by Moos and Tricket. But the items have been constructed by the author. There are 30 items to measure each dimension. In all the class room climate scale consists of 90 items. It is a four point Likert type scale. The four points are always, frequently, sometimes, never. Items worded positively are scored as –Always -4, frequently -3, sometimes -2, never-1. Items worded negatively are scored in the reverse order. The scoring is done in such a manner that higher the score, better is the climate. The scale has some positively worded and some negatively worded items.Validity is the content validity was established by obtaining opinions of experts in the field of education on the items. Those discrimination index was more than 0.20 were retained.

Table 1. Distribution of the respondents by their age group, Gender, Religion and Type of family

Factors	Category	Frequency (n:30)	Percentages (100 %)
Age	18-19 years	9	30.0
	20-21 years	11	36.7
	22-23 years	6	20.0
	24-25 years	4	13.3
Gender	Male	14	46.7
	Female	16	53.3
Type of Family	Nuclear	24	80.0
	Joint	6	20.0
Religion	Hindu	15	50

	Christian	15	50
Place of Residence	Rural	8	26.7
	Urban	14	46.7
	Semi Urban	8	26.7
College	Bishop Heber College	12	40.0
	Holy Cross College	7	23.3
	Christhuraj College	3	10.0
	Jamal Mohammed College	2	6.7
	E.V.R College	6	20.0
Educational Qualification	Under Graduation	18	60.0
	Post – Graduation	12	40.0
Income	Below 1 lakh	15	50.0
	Between 1 lakh to 3 lakh	8	26.7
	Between 4 lakh to 5 lakh	2	6.7
	Above 5 Lakh	5	16.7

The Table No 1 indicates that more than a third (36.7%) were belongs to the age group 20- 21 years which shows that these age group participated in this research. More than half (53.3%) of the respondents are female. Four fifths (80%) of the respondents belongs to nuclear family. (50%) Half of the respondents belongs to Hindu religion and remaining belongs to Christian. More than two fifths (46.7%) of respondents residing in urban region. Two fifths (40%) of the respondents were from Bishop Heber College, Three fifths (60%) of the respondents doing their under graduation. (50%) Half of the respondent's family income are below 1 lakh.

Table 2: Relationship between Age of the respondents with Class room climate dimension

Dimensions	Correlation Value	Statistical Inference
Class room climate	-.252	P>0.05,Not significant
Relationship	-.152	P>0.05, Not significant
Personal Development	-.288	P>0.05,Not significant
System Maintenance	-.261	P>0.05,Not significant

With regard to table 2, there is no significant relationship between age of the respondents and dimensions of class room climate

Table 3: Relationship between total numbers of family members of the respondents with Class room climate dimension

Dimensions	Correlation Value	Statistical Inference
Class room climate	.079	P>0.05,Not significant
Relationship	.071	P>0.05, Not significant
Personal Development	.127	P>0.05,Not significant
System Maintenance	.015	P>0.05,Not significant

The above table 3 shows that there is no significant relationship between total number of family members of the respondents with regard to dimensions of class room climate

Table 4: Difference between male and female of the respondents and Class room climate dimension

Dimensions	Mean	Standard Deviation	Statistical Inference
Class room climate Male Female	 262.43 252.06	31.598 35.059	t =.846 df = 28 P > 0.05 Not Significant
Relationship Male Female	 85.07 82.56	8.678 12.458	t = .631 df = 28 P > 0.05 Not Significant
Personal Development Male Female	 90.79 85.75	12.980 13.404	t = 1.042 df = 28 P > 0.05 Not Significant
System Maintenance Male Female	 86.57 83.75	12.183 10.749	t = .674 df = 28 P > 0.05 Not Significant

The above table 4 revels that there is no association relationship between the gender and dimension like Personal development, system maintenance, relationship and class room climate dimensions). There is no statical significant difference between gender of the respondents and class room climate dimension. Though, there is no significance, when compare to female, male respondents are slightlyhigher in all the dimensions of class room climate

Table 5: Difference between Educational qualification of the respondents and Class room climate dimension

Dimensions	Mean	Standard Deviation	Statistical Inference
Class room climate Under Graduation Post-Graduation	 250.94 265.83	 31.172 35..807	t =-1.208 df = 28 P > 0.05 Not Significant
Relationship Under Graduation Post-Graduation	81.72 86.75	10.693 10.567	t = -1.268 df = 28 P > 0.05

			Not Significant
Personal Development Under Graduation Post-Graduation	86.28 90.83	13.168 13.409	t = -.922 df = 28 P > 0.05 Not Significant
• System Maintenance • Under Graduation • Post-Graduation	• 82.94 • 88.25	• 9.200 13.752	• t = -1.270 • df = 28 • P > 0.05 • Not Significant

The above table 5 revels that there is no significant difference between the educational qualification of the respondents and dimension like Personal development, system maintenance, relationship and class room climate dimensions). There is no statical significant difference between educational qualification of the respondents and class room climate dimension. Though, there is no significance, when compare to under graduation, Post-graduation respondents are slightly higher in all the dimensions of class room climate.

Findings:
- ✓ Majority of the respondents are (36.7%) of 20-21 years
- ✓ Vast majority of the respondents are female (53.3%)
- ✓ Four fifths (80%) of the respondents belongs to nuclear family, it also the reason the youth spends more time in virtual sites.
- ✓ (50%) Half of the respondents belongs to Hindu religion and remaining belongs to Christian.
- ✓ More than two fifths (46.7%) of respondents residing in urban region.
- ✓ Two fifths (40%) of the respondents were from Bishop Heber College,
- ✓ Three fifths (60%) of the respondents doing their under graduation.
- ✓ (50%) Half of the respondent's family income are below 1 lakh

Suggestions:
- ✓ Class room climate is the most indispensable in each student's life, depending on the climate of the class room it enhance the developmental knowledge of the students.
- ✓ Many key factors contributes to the positive class room climate, respective educationalist, teachers should remember to build the effective class room.
- ✓ Positive class room climate help the students to nurture themselves.
- ✓ One to one interview can be conducted to the students about the influence of class room climate, by this we can easily identify the human error and rectify it for the good cause.

3. CONCLUSION:

In a summary this research study clearly male respondents is slightly higher than the female respondents in the classroom climate dimensions. Competence is the major part in

educational sector which is undeniable. However, to bring a positive class room climate, the responsibility relies on both teachers and students.

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