A STUDY ON RELATIONSHIP BETWEEN CLASSROOM CLIMATE AND STUDENT ACHIEVEMENT IN SECONDARY SCHOOLS OF PRAKASAM DISTRICT

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ABSTRACT

The present investigation was an attempt to determine the relationship between Classroom Climate on Students Achievement in Secondary Schools in Prakasam district. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consisted of 200 students from Prakasam district using stratified random sampling method. Questionnaire was constructed for the students to find out the opinions on Classroom Climate in relation to Student Achievement in Secondary Schools of Prakasam district. The data were analyzed using various statistical methods like correlation, t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables like gender, medium of instruction, school management. The study revealed that there is a positive strong correlation between Classroom Climate and student Achievement of IX class students. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.

INTRODUCTION

Education has become highly competitive and commercial in many countries. It is on the basis of high academic performance that students get selected to good secondary schools, better courses of study, and eventually better jobs. Academic achievement has become a yardstick of self worth and success. The outcome of education determines the quality of life, progress and status of people living anywhere in the world (Mayuri & Devi, 2003). Academic performance is a complex behavior. Research has consistently shown that academic achievement is not an outcome of any single factor; rather it is the result of the interplay of a large number of factors (Gupta, 1993). Many reasons have been advanced as the cause of high rates of failure, including bad study habits, low IQ, faulty teaching methods, erroneous examination systems, social and economic disparities etc. Classroom plays important and vital role in students’ performance and behavior modification. Classrooms environment are the catalysts of change; they are the torch bearers always lighting the path towards progress of the world in all its facets.

The classroom climate influences the student achievement, their self-esteem and participation in the lesson. The most important aspect of classroom climate is the relationship between teacher and students. There must be elements of caring, trust and respect in the interpersonal relationships between teachers and students. An effective classroom climate is one in which the teachers’ authority to organize and manage the learning activities is accepted by the students. There is mutual respect and good rapport, and the atmosphere is one of purposefulness and confidence in learning. A key consideration is the extent to which the teacher is able to foster favorable perceptions towards learning among students, by establishing in students self-respect and self-esteem regarding themselves as learners

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that are the focus of activities in instructional environments such as school, college, and university. Therefore, academic achievement sets the limits as to whether one can take part in higher education. It also decides the kind of career one can take up after the completion of formal education. Besides individual development, academic achievement is of utmost importance for the wealth of a nation and its prosperity.

Relationship between Classroom Climate and Student Achievement

The classroom learning environment has a strong influence on student outcomes and play an important role in improving the efficiency and levels of engagement in the classroom (Arisoy, 2007; DiTullio, 2014; Yu-Liang, 2015). The physical environment, specifically the material setting of the classroom...
such as furniture, lighting, spaces, desks, and chairs, affects the safety and comforts of students, as well as their individual learning development (Arisoy, 2007; Atbas, 2004). Research on the exposure to various educational materials listed several benefits for students. The benefits includes a) making learning easier, (b) supporting active and individual learning, (c) providing real life experiences, (d) improving critical thinking, (e) problem solving, and (f) creative thinking skills (Apperson, Laws, & Scepansky, 2006).

**Need and Importance of the Study**

The quality of the classroom climate established by a teacher is the single most important factor in influential how well a child will develop relationships and engage in learning. A student's own individual motivation and level of engagement is also another important factor that affects student achievement. While rigorous standards are important, schools must also work to create environments that meet a child's social and cultural development needs. School environments strive to create the possibility for students to develop their own identity, experience engagement at a far more meaningful and in-depth level. Consistent exposure to a positive school environment has been associated with higher-academic achievement.

**Objectives of the Study**

1. To study the relationship between Classroom Climate and Student Achievement of secondary school Students in Prakasam District
2. To study the significant differences on the perceptions of secondary school students towards Classroom Climate in Prakasam District basing on Socio-economic variables viz, a) Gender, b) Medium of Instruction, c) School Management and d) Locality of the school.
3. To study the significant differences on the perceptions of secondary school students towards Achievement basing on their socio-economic variables viz, a) Gender, b) Medium of Instruction, c) School Management and f) Locality of the school.

**Hypotheses of the present Study**

1. There is no significant relationship between Classroom Climate and Student Achievement of Secondary School Students in Prakasam District.
2. There is no significant difference between socio-economic variables of students perceptions (Viz., Gender, Medium of Instruction, School Management, and Locality of the school) towards classroom climate of Secondary School Students in Prakasam District.
3. There is no significant difference between socio-economic variables of students (Viz., Gender, Medium of Instruction, School Management and Locality of the school) towards Student Achievement of secondary School Students in Prakasam District.

**Limitations of the Study**

This study was limited to know the perceptions of secondary school students towards Classroom Climate in relation to Student Achievement of Secondary School Students in Prakasam District. The study is limited to 200 Students from Secondary Schools of Prakasam District. This study is also limited to collect data from the 9th class students from Prakasam district.

**Review of Related Literature**

Abdul-Majeed Attayib Umar (2017) studied on “The Effect of Classroom Environment on Achievement in English as a Foreign Language (EFL): A Case Study of Secondary School Students in Gezira State: Sudan”. Classroom environment plays a significant role in determining students’ level of academic achievement and enhancing their holistic growth. For students, the classroom is not just an intellectual space, but also a social, emotional and physical environment. The results reveal that there are significant differences between the achievements of the Experimental and the Control group in English in favour of the Experimental group who have studied under favourable classroom conditions. The researcher has also explored the administrators’ and teachers’ viewpoints regarding the learning environment in the study zone and its possible impact on students’ achievement in English. The study ends up with some recommendations including conducting further studies on the environmental effect on other school subjects and on female students’ achievement.

Ayesha Kausar *et al* (2017) studied on “Effect of Classroom Environment on the Academic Achievement of Secondary School Students in the Subject of Pakistan Studies at Secondary Level in Rawalpindi District, Pakistan”. The study was carried out to investigate the effect of classroom environment on the academic achievement of students in the subject of Pakistan studies in Rawalpindi district, Pakistan. The findings revealed that a well-managed and vibrant classroom environment has a positive effect on the academic achievement of students in the subject of Pakistan studies at secondary level. Based on findings, it was recommended that an effective, well-managed, vibrant and favourable classroom environment should be ensued for effective instructional process.

Tariq Javed (2017) studied on “Association of Classroom Environment with Academic Achievement of Secondary School Girls in Pakistan”. Mediterranean Journal of Social Sciences, The purpose of the study was to find out the association of classroom environment with the academic achievement of secondary school girls in Pakistan. There was a positive association between the classroom environment and academic achievement of girls at secondary school level.

**Variables:** Gender, Medium of Instruction, School Management and Locality of the school.

**Design of the Study**

The investigator followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

**Research Tool**

The present investigation is collected from the perceptions of students towards Classroom Climate in relation to Student Achievement of Secondary School Students in Prakasam District, Questionnaire was constructed and administered to find out the Classroom Climate in relation to Student Achievement of Secondary School Students.  

**Sample**
According to the research, the survey will be conducted amongst the (200) students which are located in Prakasam district of Andhra Pradesh.

**Statistical Techniques Used**

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the ‘t’ - test and Analysis of Variance have been used by the investigator. The ‘t’ test is used to test the null hypothesis when the data is correlated from matched groups. Analysis of (ANOVA) variance is used to find out the effect, if any, of the variables studied.

**Table 1** Correlation between Classroom Climate and Student Achievement of Secondary School students

<table>
<thead>
<tr>
<th>N</th>
<th>‘r’-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.28**</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

**Table 1** we observed that, there is a high significant correlation between Classroom Climate and Student Achievement of Secondary School students. The ‘r’-value is found to be 0.28 which is significant at 0.01 level.

**Table 2** Mean, SD, and ‘F’/’t’ Values on the achievement of IX class students in Secondary Schools in Prakasam district.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Mean</th>
<th>S.D.</th>
<th>F/t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>158.20</td>
<td>10.92</td>
<td>4.58**</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>145.42</td>
<td>9.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>Telugu</td>
<td>162.50</td>
<td>10.64</td>
<td>1.92 NS</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>161.80</td>
<td>11.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Zilla Parishad</td>
<td>159.40</td>
<td>11.20</td>
<td>5.30**</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Municipal</td>
<td>161.06</td>
<td>10.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>165.97</td>
<td>11.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>161.32</td>
<td>10.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>165.22</td>
<td>9.88</td>
<td>3.65**</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Significant at 0.01, *Significant at 0.05 level and NS : Not Significant

**Table 2** revealed that, there is a significant difference among the achievement of students based on their Socio-Economic variables i.e., gender, Medium of Instruction, school management and locality of the school towards Achievement of IX class students in Secondary School Students of Prakasam district. The t /F – values were found to be 4.52, 2.88, 4.11 and 8.16 and the p-values were 0.00, 0.00, 0.00 and 0.00 which were statistically significant at 0.01 levels. Hence, the null hypothesis was rejected. We conclude that, according to their gender, female category students perceived high than that of male category students, based on their medium of instruction, English medium students perceived high compared to Telugu medium students, whereas according to their school management, Private school students perceived high compared to other schools, according to their locality, Urban area of students perceived high than that of rural area students.

**FINDINGS AND CONCLUSIONS**

1. We noticed that, there is a high significant correlation between Classroom Climate and Student Achievement of Secondary School students in Prakasam district.

2. There is a significant difference among the perceptions of students based on their Socio-Economic variables i.e., gender, class, school management and locality of the school towards Classroom Climate in Secondary Schools. The t /F – values were found to be 4.58, 5.30 and 3.65 and the p-values were 0.00, 0.00, and 0.00 which were statistically significant at 0.01 level. Hence, the null hypothesis was rejected. We conclude that, according to their gender, male category students perceived high perceptions than that of female category students, whereas according to their school management, illiterate Private school students perceived high compared to Government, ZP and Municipal school students. According to their locality, urban area students perceived high than that of rural area students.

3. There is a significant difference among the achievement of students based on their Socio-Economic variables i.e., gender, Medium of Instruction, school management and locality of the school towards Achievement of IX

**Table 3** Mean, SD, and ‘F’/’t’ Values on the achievement scores of students based on their Socio-Economic variables towards Student Achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Mean</th>
<th>S.D.</th>
<th>F/t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>316.68</td>
<td>13.84</td>
<td>4.52**</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>337.25</td>
<td>11.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>Telugu</td>
<td>314.44</td>
<td>12.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>313.43</td>
<td>14.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Zilla Parishad</td>
<td>328.08</td>
<td>12.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Municipal</td>
<td>321.94</td>
<td>12.29</td>
<td>4.11**</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>346.67</td>
<td>10.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Localty</td>
<td>Urban</td>
<td>338.16</td>
<td>12.64</td>
<td>8.16**</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Significant at 0.01, *Significant at 0.05 level and NS : Not Significant
class students in Secondary School Students of Prakasam district. The t /F – values were found to be 4.52, 2.88, 4.11 and 8.16 and the p-values were 0.00, 0.00, 0.00 and 0.00 which were statistically significant at 0.01 levels. Hence, the null hypothesis was rejected. We conclude that, according to their gender, female category students perceived high than that of male category students, based on their medium of instruction, English medium students perceived high compared to Telugu medium students, whereas according to their school management, Private school students perceived high compared to other schools, according to their locality, Urban area of students perceived high than that of rural area students.

Suggestions

1. Teachers and administrators should continue to focus on building positive and respectful relationships with students in the classroom.
2. A comprehensive approach will be needed, involving changes in school and classroom climate, increased teacher-parent involvement.
3. Classroom physical environment plays a crucial role in strengthening students’ academic achievement therefore, it is strongly recommended that classroom physical should be well structured and physical facilities should be provided to each school on priority basis.

References


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