

CLASSROOM CLIMATE IN RELATION TO CONTINUOUS COMPREHENSIVE EVALUATION AMONG NINGTH STANDARD SCHOOL STUDENTS

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ABSTRACT:

Classroom Climate is seen as a major determiner of classroom behavior and learning. Understanding how to establish and maintain a positive classroom climate is seen as basic to improving schools. It is an important place in the field of student's Examination and Evaluation aspects. It is necessary for parents and teachers to know from time how the pupils are progressing and what their attainments are at any particular stage. It is equality necessary for the society to assure itself that the work entrusted to its institutions is being carried on satisfactory and that the pupils studying there are receiving the right type of education for attaining the required standards. This kind of check up of the work is essential in the interest of all concerned – Pupils, Teachers, Parents and Publics. So the researcher has to find out the relationship between Classroom Climate and Continuous and Comprehensive Evaluation among the IX Standard School Students. 432 High School Students were selected for this Study in India. Qualitative and Quantitative Analysis are used for Statistical Analysis. The major finding of this study is there is a very good relationship between the Classroom Climate and Study Habit among the High School Students. Key Words: Classroom Climate, Continuous and Comprehensive Evaluation, Learning and High School Students etc.

INTRODUCTION:

Classroom Climate is the combination of variables within a classroom that work together to promote learning in a comfortable environment. There are many different variables that influence a classroom's climate, which is why every classroom is unique. There are certain elements, however, that are required to establish a successful learning environment. Classroom climate is the classroom environment, the social climate, the emotional and the physical aspect of the classroom; it's the idea that teachers influence student's growth and behavior.

Continuous and Comprehensive refers to a system of school based evaluation of students that covers all aspects of student development. The term 'Continuous' in this context is meant to emphasize that evaluation of identified aspects of students 'Growth and Development' is a continuous process rather than an event, built into the total Teaching-Learning process and spread over the entire span of academic session. It means regularity of Assessment, Frequency of Unit Testing, Diagnosis of Learning Gaps, Use of Corrective Measures, Retesting and Feedback of evidence to Teachers and Students for their Self Evaluation.

The term 'Comprehensive' means that the scheme attempts to cover both the Scholastic and the Co-Scholastic aspects of student's Growth and Development. Since the Good Classroom Climate is accommodating the Ability, Attitude and Aptitude of the Students. It can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (Both Testing and Non-Testing) and aims at assessing a learner's development in area of learning like Knowledge, Understanding,

Applying, Analysing, Evaluation and Creating.

OBJECTIVES OF THE STUDY:

To find out the Classroom Climate among IX Standard Students in relation to their Personal Details.

To understand the relationship between Classroom Climate and Continuous and Comprehensive Evaluation among the IX Standard School Students.

NEED AND SIGNIFICANCE OF THE STUDY:

Classroom Climate is seen as a major determiner of classroom behavior and learning. Understanding how to establish and maintain a positive classroom climate is seen as basic to improving schools. Research suggests significant relationships between classroom climate and such matters as student engagement, behavior, self-efficacy, achievement, social and emotional development, and principle leadership style, stages of educational reform, teacher burnout and overall quality of school life. Classroom Climate is an important place in the field of student's Examination and Evaluation aspects. It is necessary for parents and teachers to know from time how the pupils are progressing and what their attainments are at any particular stage. It is equality necessary for the society to assure itself that the work entrusted to its institutions is being carried on satisfactory and that the pupils studying there are receiving the right type of education for attaining the required standards. This kind of check up of the work is essential in the interest of all concerned – Pupils, Teachers, Parents and Publics.

HYPOTHESIS OF THE STUDY:

Government, Government Aided and Private School Students do not significantly differ in their Classroom Climate.

Government, Government Aided and Private School Students do not significantly differ in their Attitude towards Continuous and Comprehensive Evaluation.

There is no relationship between Classroom Climate and Attitude towards

the Continuous and Comprehensive Evaluation among the High School Students.

Urban Boys and Urban Girls do not significantly differ in their Classroom Climate.

Rural Boys and Rural Girls do not significantly differ in their Attitude towards their Continuous and Comprehensive Evaluation.

RESEARCH DESIGN:

Nature of Study	Variables	Tool	Sample	Analysis	Statistical Methods
Survey Method	Classroom Climate Continuous and Comprehensive Evaluation	Barry J.Fraser, David F.Treagust and Norman C.Dennis (1996). By Dr.BlessingMary & Sahaya Mary.	High School Students. Boys – 219 Girls – 213 Total - 432	Qualitative & Quantitative Analysis	't' Test, ANOVA followed by Tukey HSD Test and Co-efficient of Correlation

ANALYSIS AND INTERPRETATION:

FREQUENCY DISTRIBUTION OF PERSONAL VARIABLES SELECTED FOR THIS STUDY

Variables	Frequency	Percentage
<u>Gender:</u>		
Boys	219	50.7
Girls	213	49.3
<u>Types of Management:</u>		

Government	144	50.00
Aided	144	50.00
Private	144	50.00
Locality:		
Rural	216	50.00
Urban	216	50.00

INFERENCEAL ANALYSIS:

Null Hypothesis – 1 : Government, Government Aided and Private School Students do not significantly differ in their Classroom Climate.

Table – 1 : Significant Difference among IX Standard Students studying in Different Type of Schools with Respect to their Classroom Climate.

Variable	Source of Variance	Sum of Square	df	Mean Square	F	Level of Significance
Classroom Climate	Between Group	59589.894	2	29794.947	22.603	0.000**
	Within Group	565507.736	429	1318.200		
	Total	625097.630	431			

** indicates significant at 1% Level.

Since the 'p' – value 0.000 is < 0.001 which is found to be significant at 1% level of highly significant. Hence the above null hypothesis is rejected.

The following Post HOC test showing the significant difference among Government, Government Aided and Private IX Standard Boys and Girls with respect to their Classroom Climate.

Type of School	Mean	SD	't' Value	P - Value
Government	121.32	35.565		

Government Aided	140.40	37.365	4.438	0.000**
Government	121.32	35.565	6.687	0.000**
Private	149.51	35.967		
Government Aided	140.40	37.365	2.180	0.036*
Private	149.51	35.967		

** indicates significant difference at 1% level.

* denotes Significant difference at 5% level

Private School Students are better than the Government School Students and Government Aided School Students in their Classroom Climate.

Null Hypothesis-2: Government, Government Aided and Private School Students do not significantly differ in their Attitude towards Continuous and Comprehensive Evaluation.

Table – 2: Significant Difference among IX Standard Students studying in Different Type of Schools with Respect to their Attitude towards Continuous and Comprehensive Evaluation.

Variable	Source of Variance	Sum of Square	df	Mean Square	F	Level of Significance
Continuous Comprehensive Evaluation	Between Group	44668.921	2	22334.461	19.904	0.000**
	Within Group	481390.625	429	1122.123		
	Total	526059	431			

** indicates significant at 1% Level.

Since the 'p' – value 0.000 is < 0.001 which is found to be significant at 1% level of highly significant. Hence the above null hypothesis is rejected.

The following Post HOC test showing the significant difference among Government, Government Aided and Private IX Standard Boys and Girls with respect to their Classroom Climate.

Type of School	Mean	SD	't' Value	P - Value
Government	135.30	36.503	4.613	0.000**
Government Aided	154.42	33.808		
Government	135.30	36.503	5.591	0.000**
Private	158.68	29.849		
Government Aided	154.42	33.808	1.133	0.258
Private	158.68	29.849		

** indicates significant difference at 1% level.

* denotes significant difference at 5% level

Private School Students are better than the Government School Students and Government Aided School Students in their Attitude towards Continuous and Comprehensive Evaluation.

Null Hypothesis – 3: There is no relationship between Classroom Climate and Attitude towards the Continuous and Comprehensive Evaluation among the High School Students.

Table – 3: The relationship between Classroom Climate and Attitude towards Continuous and Comprehensive Evaluation among the Ninth Standard School Students.

Variables	N	'r' - Value	P - Value	Level of Significant
Classroom Climate				

Continuous and Comprehensive Evaluation	432	0.883	0.000**	1%
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P – Value 0.000 is < 0.001 which is found to be highly significant at 1% level. This indicates that the high linear relationship between Classroom Climate and Attitude towards Continuous and Comprehensive Evaluation among the Ninth Standard School Students.

Null Hypothesis – 4: Urban Boys and Urban Girls do not significantly differ in their Classroom Climate.

Table – 4: Significant Difference between Urban Boys and Urban Girls with respect to their Classroom Climate.

Locality	N	Mean	SD	't' - Value	P - Value
Urban Boys	111	124.35	37.701	4.436	0.000**
Urban Girls	105	137.40	38.243		

**** indicates 1% level of Significance.**

The P – Value 0.000 < 0.001 which is found to be significant at 1% level. Hence, the null hypothesis is rejected. It means that there is a significant difference between Urban Boys and Urban Girls of Ninth Standard with regard to their Classroom Climate.

Null Hypothesis – 5: Rural Boys and Rural Girls do not significantly differ in their Attitude towards their Continuous and Comprehensive Evaluation.

Table – 5 : Significant Difference between Rural Boys and Rural Girls do not significantly differ in their Attitude towards their Continuous and Comprehensive Evaluation.

Locality	N	Mean	SD	't' - Value	P - Value
Rural Boys	108	141.41	43.39	5.264	0.000**
Rural Girls	1085	168.96	40.28		

The P – Value 0.000 <0.001 which is found to be significant at 1% level. Hence, the null hypothesis is rejected. It means that there is a significant difference between Rural Boys and Rural Girls of Ninth Standard with regard their attitude towards Continuous and Comprehensive Evaluation.

MAJOR FINDINGS OF THE RESEARCH:

Because of the advantages and better infrastructure facilities, Private school ninth standard students are better than the Government Aided School Students followed by the Government School Students.

Because of an awareness of importance of Education among the parents and their Socio-economic Status, Private School Students are having better Attitude towards their Continuous and Comprehensive Evaluation than the Government Aided School Students followed by the Government School Students.

Because of very good classroom climate has given high level of positive attitude towards Continuous Comprehensive Evaluation. So there is a high linear relationship between Classroom Climate and Attitude towards Continuous and Comprehensive Evaluation among the ninth standard school students.

Urban Girls are having better Classroom Climate than the Urban Boys. It's proved that the girls are more studious in their studies as compared to boys which had been indicated from the result.

Rural Girls are having better Attitude towards Continuous and Comprehensive Evaluation than the Rural boys. Here also we can say that the girls are more studious in their studies as compared to boys which had been indicated in the results.

EDUCATIONAL IMPLICATIONS:

This study clearly reflects the impact of Classroom Climate on Attitude of Students studying in Government, Government Aided and Private ninth standard school students located in rural and urban areas towards Continuous and Comprehensive Evaluation. It can further help the state and the school administration to identify the major problems that the students encounter in the classes while executing Continuous and Comprehensive Evaluation and take up the appropriate steps in the areas where they can seek help. And also it's able to prove that the teachers have acceptability regarding Continuous and Comprehensive Evaluation. Teachers are capable of executing Continuous and Comprehensive Evaluation in an effective manner if, adequate training, guidance, financial support, teaching materials and infrastructure are provided to them.

RECOMMENDATIONS OF THE RESEARCH:

School authorities should create positive awareness among parents towards the benefits of Continuous and Comprehensive Evaluation through Parent Teacher Association.

Students should be motivated to involve actively by doing assignments on their own so that it will help in the all round development of the students.

Teachers should be properly trained to assess the students under Continuous and Comprehensive Evaluation through compulsory workshops and orientation programs.

Teacher and Student Ratio of 1:30 has to be maintained in schools as per the guidelines so as to reduce the workload among teachers which is being increased after the introduction of Continuous and Comprehensive Evaluation.

Stress reducing strategies for teachers has to be implemented in schools to overcome excess work stress of teachers.

CBSE should focus on problems and requirement of the teachers involved in Continuous and Comprehensive Evaluation from time through frequent follow up programs.

CONCLUSION:

The present research has revealed that there is a high positive relationship between Classroom Climate and Attitude of students towards Continuous and Comprehensive Evaluation. Different Types of Management have significant influence on both Classroom Climate and Attitude towards Continuous and Comprehensive Evaluation. Private School Students and

Urban Girls are having better Attitude towards Continuous and Comprehensive Evaluation as compared to their counterparts. This may be due to the School Environment, Infrastructure, and Well Guided Support from Teachers and Parents. On the whole, it can be concluded that, to make the system of Continuous and Comprehensive Evaluation more effective, the implementing authorities should focus on eliminating the differences, if any, in terms of Gender, Types of School and the Location of the School by making it easier, accessible and student friendly system of evaluation.

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