Asian Resonance

Study of Relationship between Socio-Emotional Classroom Climate and Some Selected Personal Attributes of Secondary School Teachers

Please Send one passport size photo in our mail id

Gitanjali Maurya
Senior Lecturer,
Deptt.of B.Ed.,
D.G. College,
Kanpur

Abstract

Teachers and students give character to an institution. They interact formally as well as in formally to shape the web of social relationships that support and enhance learning**.** Socio-emotional Classroom climate can be defined as the mood or atmosphere created by a teacher in his or her classroom, the way the teacher interacts with students. In the present study relationship between socio-emotional classroom climate of teachers and their some selected personal attributes and the type of school in which they teach has been studied. Findings show that personal attributes of teachers and the type of school in which they teach do not affect their classroom climate significantly. Therefore there is a need for developing strong feedback mechanism as well as modification of teachers teaching behavior, also to equip them with skills of love, care and cooperation.

Keywords: Socio-Emotional Classroom Climate, Personal Attributes (Age, Sex, Teaching Experience and Total Income) Type of School (Government, Government Aided and Private School)

Introduction

Learning in school is a progressive and planned activity. Alice Ray (1996) stated, research has shown that critical thinking skills learned in the context of social emotional training, transfer easily to an academic content, whereas critical thinking skills learned in an academic context do not transfer naturally to a social emotional context. This explains why some children who have strong analytical skills in terms of maths or science, continue to make unsafe or injurious decisions in the social realm, while kids with strong social emotional abilities do better in school than their less emotionally literate classmates with higher IQ.

Table -1
Showing 't' Value for Male and Female Teachers

Mean (Socio-emotional classroom climate)		Variance 1	Variance 2	't' Value	Level of Significance
Male	Female	736.5604	591.3607	0.155214	Insignificant
107.7311	106.9098				

Perusal of table 1 shows that there is no significant difference between classroom climate of male and female secondary school teachers, therefore null hypothesis H_0 1 is accepted.

AGE

37+ and 37- (Age: Above 37 years and below 37 years) on the basis of age, two groups of observed teachers were formed and their socio-emotional classroom was analysed.

Table-2
Showing 't' Value for Socio-Emotional Classroom Climate of the Teachers
Below 37 Years Age and Above 37 Years

MEAN(socio-emotional classroom climate		Variance 1	Variance 2	't' Value	Level of Significance
Teachers Less than 37 years age	Teachers 37 years and more age				
103.0296	111.5801	671.6912	646.2386	1.665428	insignificant

Table 2 Shows that Means of Socio-Emotional Classroom Climate of Teachers Aged Less than 37 Years and Teachersmore than 37 years do not differ significantly. Therefore the null hypothesis $H_0 2$ is retained. In other words we can say that age of the teachers does not affect the classroom climate created by them. These findings contradict to the findings of Vyas (1982), who found that age of teachers is significantly correlated with success of teaching.

Teaching Experience

On the basis of teaching experience three groups of observed teachers were formed. Socio-emotional classroom climate of these teachers was compared and analysed. Three groups were teachers having experience less than 10 years, 11 years to 20 years and more than 20 years.

Summary

Groups	Count	Sum	Average	Variance
Column 1 (experience less than 10 years)	38	3855.017	101.4478	643.2232
Column 2 (exp 11-20 years)	36	3566.305	107.3974	772.2895
Column 3 (experience more than 20 years)	26	3018.4	116.0923	524.314

Anova

Source of Variation	SS	Df	Ms	F	P-value	F crit
Between groups	3310.748	2	1655.374	2.511389	0.086421	3.090187
Within groups	63937.24	97	659.1468			
Toatal	67247.98	99				

Total Income

Above table shows that socio-emotional classroom climate of teachers with different teaching experience is do not differ significantly. The null hypothesis $H_0 3$ is retained.

These findings are in agreement with the findings of Arora (1971), Sharma (1978) and Mann (1980) who have found no significant relationship between teaching experience and effective teaching. Welsh (1981) also found that teaching experience does not effect classroom climate.

Socio-Emotional Classroom Climate of Secondary School Teachers was Observed and Compared on the Basis of Total Income

MEAN (Socio-Emotional Classroom Climate)		Variance 1	Variance 2	't' Value	Level of Significance
Low Income Group	High Income Group				
106.5421	108.3014	684.9852	682.9647	1.660551	Insignificant

Three groups were formed on the basis of total income. Perusal of above table shows that teachers with high, low and medium income do not differ significantly in their socio-emotional classroom climate. The null hypothesis $H_0 4$ is retained. Mean of socio-emotional classroom climate of teachers with high income is slightly higher than that of teachers with low income.

School Type

Anova: Single Factor		(School Type)			
Summary					
Groups	Count	Sum	Average	Variance	
Column 1	25	3085.744	123.4298	4075.416	
Column 2	36	4339.288	120.5358	2931.648	
Column 3	39	4655.537	119.3727	2563.055	
Anova					
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	254.848	2	127.424	0.041503	0.959364	3.090187
Within Groups	297813.8	97	3070.245			
Total	**298068.6**	**99**				

Above table shows that classroom climate of teachers from different type of schools do not differ significantly. The null hypothesis $H_0 5$ is retained. Teachers from different type of school do not differ in their ability to create positive or negative socio-emotional classroom climate.

Conclusion

If there is an appropriate arrangement for obtaining feedback and utilizing obtained feedback for

Asian Resonance

improvement in socio-emotional classroom climate then the experience may contribute significantly in creating positive socio-emotional classroom climate. Good salary may be one of the factors for good performance but this may contribute significantly to the performance when combines with other factors like proper feedback and emotional intelligence. There is a need to sensitize teachers towards socio-emotional classroom climate.

Educational Implication

Modification of teachers teaching behavior very important for conducive learning environment. There is a need to inculcate the values and skill of love, affection, care and support in teachers. At teacher selection level only those individuals should be selected as prospective teacher who possess appropriate aptitude for teaching profession.

References

1. Best W. John and Khan V. James, (2003) Research in Education, Prentice Hall of India Pvt. Ltd.
2. Emmer Et. et al (1997) Classroom Management of Secondary Teachers (IV th Edition) USA.
3. Garrett Henery E., Statistics in Psychology and Education.
4. Ober R. L (1971) Systematic Observation of Teaching, Englewood Cliffs, New Jersey, Prentice Hall.