

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

### 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)

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### 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.

### Need and Importance of the Study

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. The Secondary Education Commission (1952-53) commented, no education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with ones fellowmen. Forming and sustaining relationships with the social world, with one s self, with emotional richness, sensitivity and values has been considered as a basic capability by the National Curriculum Framework (2005). The need to provide life with emotional content and purpose has been emphasized.

### Review of Related Studies

Singh S.K., 1988 used FIACS for observing teachers class room verbal behavior. Suhag, J. Kumar, 2001, Found significant difference in class room verbal behavior, to predict it from attitude and found significant relationship between the two, behavior of extrovert and introvert teachers. Devi D.A.1995 studied class room verbal pattern of communication of teacher and pupil in English classes.

### Terms Used

#### Socio-Emotional Class Room Climate

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. 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.

**Selected Personal Attributes**

In the present study teacher's age, sex, teaching experience and total family income have been studied as selected personal attributes of the teachers.

**Sex**

Socio-emotional classroom climate of male and female teachers has been observed and studied.

**Age**

Two groups of teachers have been formed above median and median and below it.

**Teaching Experience**

Three groups of teachers have been formed on the basis of teaching experience they had. Group 1(Below 0.5 Standard deviation), Group 2 (Between  $\pm$  0.5 standard deviation) and Group 3 (above 0.5 standard deviation).

**Total Income**

Two groups of teachers have been formed low Income group and High Income Group.

**School Type**

In the present study teachers from three types of schools have been observed namely Government, Government aided and Private.

**Statement of the Problem**

"Study of relationship between socio-emotional classroom climate and some selected personal attributes of secondary school teachers"

**Objectives**

To study the relationship between socio-emotional classroom climate and some selected personal attributes of secondary school teachers.

**Hypotheses**

Based on objective following null hypotheses were formulated for testing:

**H<sub>0</sub> 1**

There will be no significant difference between

socio-emotional classroom climate of male and female secondary school teachers.

**H<sub>0</sub> 2**

There will be no significant difference between socio-emotional classroom climate of secondary school teachers 37 years and bellow and teachers above 37 years.

**H<sub>0</sub> 3**

There will be no significant difference between socio-emotional classroom climate of secondary school teachers with low teaching experience, medium teaching experience and high teaching experience.

**H<sub>0</sub> 4**

There will be no significant difference between socio-emotional classroom climate of high income group and low income group secondary school teachers.

**H<sub>0</sub> 5**

There will be no significant difference between socio-emotional classroom climate of secondary school teachers teaching in government, government aided and private school.

**Scheme of Data Collection and Tool Used**

Socio-emotional Classroom climate of teachers have been observed using Richard L. Ober's Reciprocal Category System(RCS).The tool records teachers behaviour as well as student behaviour equally. Information related to personal attributes and school type have been collected on the format developed for the same.

**Statistical Analysis Applied**

For analyzing relationship of socio-emotional classroom climate with age, sex and total income 't' test has been applied whereas for analyzing relationship with teaching experience and type of school one way analysis of variance has been applied.

**Delimitations of the Study**

1. All the teachers have been observed only once.
2. Only 100 teachers have been observed.
3. Only three groups of school type have been forme.

**Results and Interpretation**

**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<sub>0</sub> 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	Variance	't' Value	Level of Significance
Teachers Less than 37 years age	Teachers 37 years and more age	1	2		
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 Teachers more 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			
Total	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	Variance	't' Value	Level of Significance
Low Income Group	High Income Group	1	2		
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	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	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			
<b>Total</b>	<b>298068.6</b>	<b>99</b>				

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 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.

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