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A Study of Socio Emotional Class Room Climate of Science and Non-Science Secondary School Teachers

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Abstract

The most effective classrooms appear to be those in which the atmosphere is task oriented but where at the same time the social and emotional needs of the students are met by establishing mutual respect and good rapport. In the present study 100 secondary school teachers were observed .Sampling was done in two stages: selection of institution and selection of teachers. 49 science and 51 non-science teachers' classroom climate was observed. R.L. Ober's Reciprocal Category System was used as observation tool. Findings show that means of socio-emotional classroom climate of science and non-science teachers differ significantly. Science teachers are able to create more positive classroom climate as compare to non-science teachers. To the educators it is legitimate to spend time developing relations of trust, talking with students about problems that are central to their lives, and guiding them towards greater sensitivity and competence across all the domains of care.

Keywords: Socio-Emotional Classroom Climate, Science and Non-Science Secondary School Teachers.

Introduction

Effective teaching requires that the teacher gives students plenty of opportunities to contribute and elaborate their own ideas, and that he or she genuinely listens to what students say.

The most effective classrooms appear to be those in which the atmosphere is task oriented but where at the same time the social and emotional needs of the students are met by establishing mutual respect and good rapport.

This may be carried out by the teacher in such activities as listening to the learners, responding to their suggestions, accepting their feelings, involving them in teaching and learning processes and encouraging their efforts. This in turn will create a warm, supportive and positive emotional climate in the classroom.

Noddings (1995) contends that educators should strive for adequate academic achievement as well as development of caring competent people. She asserts that by caring for and teaching students to care, they can be led to develop the skills and knowledge necessary to make positive contributions, regardless of the vocation they choose. She encourages educators to consider it legitimate to spend time developing relations of trust, talking with students about problems that are central to their lives, and guiding them towards greater sensitivity and competence across all the domains of care.

Terms Used: Socio-Emotional Class Room Climate

Beyond the physical arrangement of a classroom a psychological environment is also created, based on the interaction of key players in the classroom, namely students and teachers.

According to Richard L. Ober "a positive socio-emotional classroom climate is one in which the student feel comfortable and is motivated to learn".

Objective of The Study

To study the socio-emotional classroom climate of science and non-science secondary school teachers.

Hypothesis

H0: There will be no significant difference between classroom climate of science and non-science teachers.

Sample and Tool Used for Data Collection

In the present study 100 secondary school teachers were observed. Sampling was done in two stages: Selection of institution

and selection of teachers. 49 science and 51 non-science teachers' classroom climate was observed.

Observing, Recording and Assessing Socio-Emotional Classroom Climate:

Socio-emotional classroom climate can be objectively studied by observing teaching learning situations in the classroom.

The RCS makes possible the observation of classroom verbal interaction with particular emphasis on the socio-emotional climate of the classroom the system provides a means of looking at the warming and cooling behavior of the teachers and students as well as the positive and negative reinforcement factors.

Teachers Category	Classroom Behaviour	Student Categories
1	"Warms" (Informalizes)The Climate	11
2	Accepts	12
3	Amplifies The Contributions of Another	13
4	Elicits	14
5	Responds	15
6	Initiate	16
7	Directs	17
8	Corrects	18
9	"Cools"(Formalizes) The Climates	19
10	Silence or Confusion	10

The nine reciprocal categories devote equal attention to student talk and to teacher talk. The single digit number is recorded when teacher talk is categorized and for student talk the two digit number is used.

Delimitation

1. Only two subject categories are formed, science and non-science group. Non-science group includes both arts and commerce teachers.
2. All the teachers are observed only once.

Result and Interpretation

Table showing significance of difference between classroom climate of Science and non Science secondary school teachers

Socio-emotional classroom climate	Mean	SD	σ	CR Value	Level of significance
Science Teachers	138.2115	17.8536	7.1843	4.7369	Significant at .01 Level
Non-Science Teachers	104.1796	47.9642			

Perusal of above table reveals that means of socio-emotional classroom climate of science and non-science teachers differ significantly. Findings are in agreement with the study carried out by Jayanthi(2005).

That clearly indicates that science teachers provide better opportunity to students in classroom interaction or they score higher on RCS in category 1,2,3,11,12 and 13.

Both teacher and student keep the classroom climate warm or in-formalize the climate, accepts ideas and feelings of each other and amplify the contribution of another.

Whereas non-science teachers score higher on category 7,8,9,17,18 and 19 that means the classroom interaction exhibits authority, direct behavior, corrects and cools or formalizes the climate

Conclusion

Basis for improvement in teaching learning lies in improvement pattern of classroom interaction. Teacher training program should take in consideration that prospective teachers must bear sufficient skills to create a positive socio-emotional classroom climate. Not only this they should take responsibility of students proper social and emotional development so that they can equally contribute to positive socio-emotional classroom climate.

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