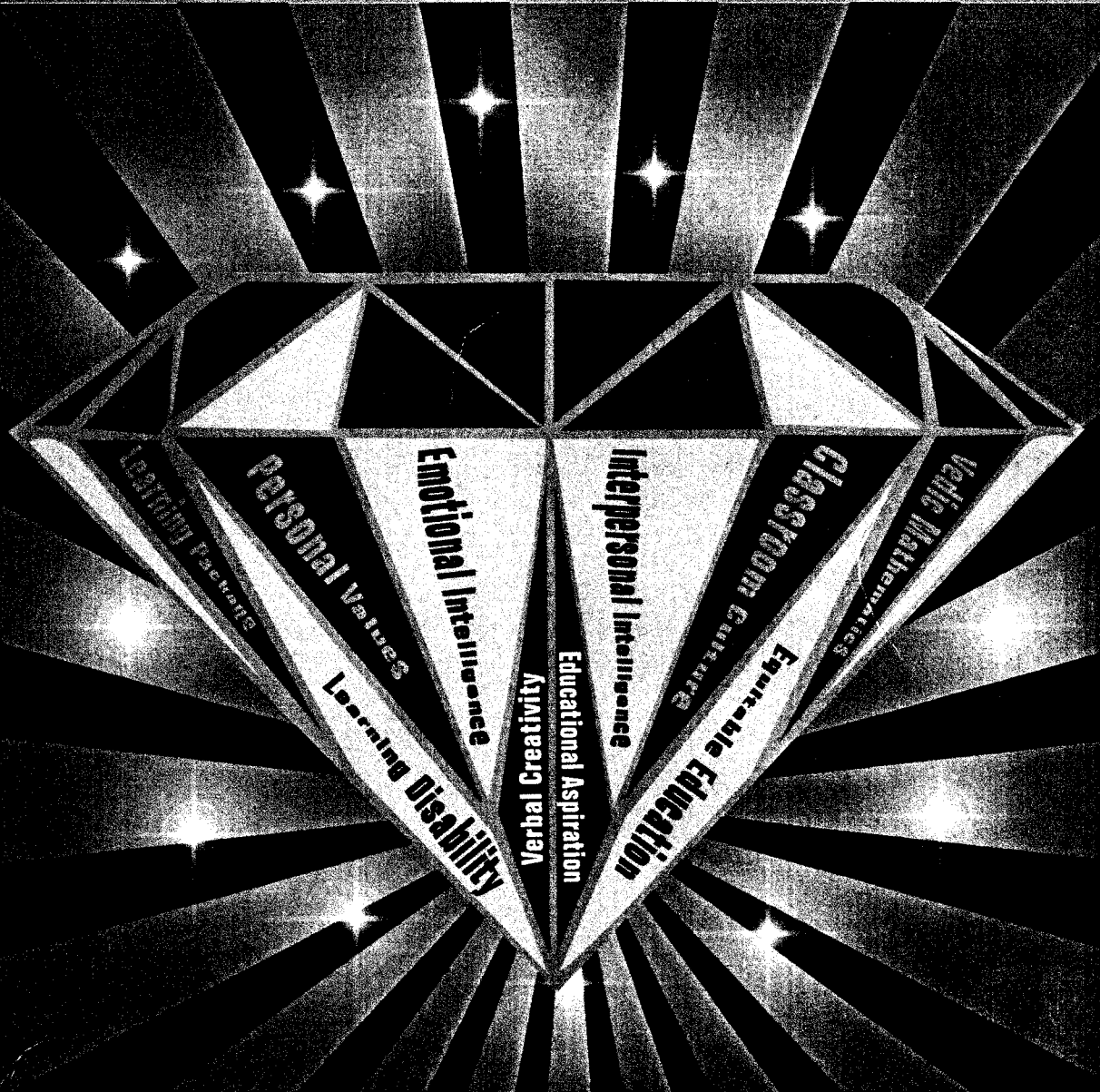




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## CLASSROOM CULTURE OF HIGHER SECONDARY STUDENTS

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### Abstract

This paper aims to describe the classroom culture of the higher secondary students. The Classroom Culture Inventory which consists of two dimensions namely, psycho-social environment, and teacher behaviour was employed to study a sample of 430 higher secondary students in order to investigate the classroom culture of higher secondary students. The findings of the study reveal that the (i) the female students have better classroom culture than male students (ii) the urban students have better classroom culture than rural students and (iii) the girl students have better classroom culture than the boys and co-education school students.

**Key Words:** *Work culture, higher secondary students, teacher behaviour and psycho-social environment.*

### Significance of the study

Education is a systematic process by which an individual is civilized, refined, cultured and educated through the formal system or structure of education called school. The term school refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

A school culture results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school's particular institutional history.

A classroom culture of trust and acceptance is the foundation for establishing an environment in which students are empowered and comfortable with providing feedback, to continuously improve classroom teaching and learning, learning from mistakes, to enhance achievement and aiming for "stretch" goals to maximize their potential. It is in the hands of the teacher who can prepare a structured routine, give directions to the classroom practices, and manage and get the attention of the students. All these terms can be said as the culture of the classroom. The determining factors of the classroom culture are the psycho-social environment and teacher behaviour in the classroom, so that the optimum level of the achievement of the learners could be realized. Hence the researcher has taken the above topic for his investigation.

### Classroom Culture

By the term classroom culture, the investigator means that beliefs, perceptions, relationships, attitudes, and written and unwritten rules which shape and influence every aspect of how a classroom functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a classroom embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

### Objective of the study

To find out the level of classroom culture of higher secondary students

### Specific objectives

- i) To find out the level of classroom culture of higher secondary students.
- ii) To find out whether there is any significant difference between the male and female students at higher secondary level in their classroom culture.

- iii) To find out whether there is any significant difference between rural and urban higher secondary students in their classroom culture.
- iv) To find out whether there is any significant difference among the boys, girls, and co-education school students at higher secondary level in their classroom culture.

#### Null Hypotheses

- i) There is no significant difference between the male and female higher secondary students in their classroom culture.
- ii) There is no significant difference between rural and urban higher secondary students in their classroom culture.
- iii) There is no significant difference among the boys, girls, and co-education school higher secondary students in their classroom culture.

#### Method and Tool Used

The researcher employed survey method to study the classroom culture of higher secondary students. The population of the present study is the higher secondary students studying in higher secondary schools who have chosen Mathematics, Computer Science, and Science as their group of study in Tirunelveli educational district, Tamilnadu. A sample of 430 higher secondary students was selected by simple random sampling technique for the investigation.

Classroom Culture Inventory (CCI) developed and validated by Michael J Leo (2016) was used to investigate the classroom culture of higher secondary students. It contains two dimensions of classroom culture namely, psycho-social environment, and teacher behaviour. The first dimension, psycho-social environment consists of 13 items, and the second dimension, namely teacher behaviour consists of 27 items. All the items contain 5 choices each namely: strongly agree, agree, undecided, disagree and strongly disagree.

**Psycho-Social Environment:** The psycho-social environment refers to the interpersonal relationships in the class, the social environment and how the students and the teacher interact with each other. The psycho-social environment is also about the students' experience of the learning situation. Psychosocial environment also refers to the culture and climate of the workplace (classroom). Examples of the psychosocial environment of a workplace include respect for work-life balance, mechanisms to recognize and reward good performance, valuing employee wellness, encourage employee feedback about organizational practices, zero tolerance for harassment, bullying and discrimination, ensuring employee psychological safety and health.

**Teacher Behaviour:** Teacher behaviour is defined as a set of hypothetical constructs which have their focus in teacher decision making. These constructs are assumed to characterize the teacher-system. They are postulated to interact with and mediate between (a) the conditions (i.e., inputs) influencing the teacher and (b) the observable teaching response in a particular situation. The functioning of the teacher-system, is described as "teacher information processing".

#### Findings

**Table 1.1 Level of classroom culture of higher secondary students**

Classroom culture and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Psycho-social environment	80	18.6	275	64.0	75	17.4
Teacher behaviour	82	19.1	292	67.9	56	13.0
Classroom culture	73	17.0	300	69.8	57	13.3

It is inferred from the above table that 18.6% of higher secondary students have low, 64.0% of them have moderate and 17.4% of them have high level of psycho-social environment.

It is inferred from the above table that 19.1% of higher secondary students have low, 67.9% of them have moderate and 13.0% of them have high level of perception on teacher behaviour.

It is inferred from the above table that 17.0% of higher secondary students have low, 69.8% of them have moderate and 13.3% of them have high level of classroom culture.

#### Null hypothesis 1.1

There is no significant difference between male and female higher secondary students in their classroom culture.

**Table 1.2 Difference between male and female higher secondary students in their classroom culture**

Classroom culture and its dimensions	Male (N=207)		Female (N=223)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Psycho-social environment	50.48	7.652	53.91	6.782	4.901	S
Teacher behaviour	111.43	13.520	117.68	12.239	5.010	S
Classroom culture	161.92	20.107	171.59	17.905	5.254	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between male and female higher secondary students in their perception on psycho-social environment, teacher behaviour and classroom culture. While comparing the mean values of male and female higher secondary students, the female students have better classroom culture than male students.

#### Null hypothesis 1.2

There is no significant difference between the rural and urban higher secondary students in their classroom culture.

**Table 1.3 Difference between rural and urban higher secondary students in their classroom culture**

Classroom culture and its dimensions	Rural (N=210)		Urban (N=220)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Psycho-social environment	50.35	7.592	54.08	6.754	5.373	S
Teacher behaviour	109.50	13.065	119.62	11.390	8.548	S
Classroom culture	159.85	19.846	173.70	16.767	7.801	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between rural and urban higher secondary students in their perception on psycho-social environment, teacher behaviour and classroom culture. While comparing the mean values of rural and urban higher secondary students, the urban students have better classroom culture than rural students.

### Null hypothesis 1.3

There is no significant difference among the boys, girls, and co-education school higher secondary students in their classroom culture.

**Table 1.4 Difference among boys, girls, and co-education school higher secondary students in their classroom culture**

Classroom culture and its dimensions	Source of variation	Sum of squares	Degrees of freedom	Mean square	Calculated 'F' value	Remarks at 5% level
Psycho-social environment	Between	466.316	2,427	233.158	4.316	S
	Within	23066.512		54.020		
Teacher behaviour	Between	4059.163		2029.581	12.200	S
	Within	71037.256		166.364		
Classroom culture	Between	6714.661		3357.330	9.086	S
	Within	157785.516		369.521		

(At 5% level of significance, for (2,427) df, the table value of 'F' is 3.01)

It is inferred from the above table that there is significant difference among boys, girls, and co-education school higher secondary students in their perception on psycho-social environment, teacher behaviour and classroom culture.

**Table 1.4 (A) Post-ANOVA - Waller Duncan test**

Type of the school	N	Psycho-Social environment		Teacher behaviour		Classroom culture	
		Mean 1	Mean 2	Mean 1	Mean 2	Mean 1	Mean 2
Boys	78	51.50		116.60		168.10	
Girls	82		54.39		120.13		174.52
Co-education	270	51.83		112.46		164.29	

While comparing the mean values of boys (51.50), girls (54.39) and co-education (51.83) school higher secondary students, the girl's school students have better psycho-social environment than boy's and co-education school students.

While comparing the mean values of boys (116.60), girls (120.13) and co-education (112.46) school higher secondary students, the girls' school students have better teacher behaviour than their counterparts as perceived by the students.

While comparing the mean values of boys (168.10), girls (174.52) and co-education (164.29) school XII standard students, the girls' school students have better classroom culture than their counterparts.

**Interpretations and Recommendations**

- i) The 't' test result reveals that the female students are better than male students in their perception on psycho-social environment, teacher behaviour and classroom culture. This may be due to the fact that the female students are clearly having the habit of adjusting with the situation. They try to participate actively in the activities of the classroom and get confidence by their adjustment mechanism. So they may be better in their classroom culture.
- ii) The 't' test result reveals that the urban students perceived that they have better perception on teacher behaviour than rural students. This may be due to the fact that the urban students may not be informed in their behaviour during the class-hours. The rural school classroom may be strict comparing with urban school. So they may be better.
- iii) The 'F' test result reveals that the girl's school students are better than boys and co-education school students in their perception on psycho-social environment, teacher behaviour and classroom culture. This may be due to the fact that the girl's school classroom is a homogeneous classroom in thinking and expression. Further, they stay together and do together regarding any task in the classroom. The problematic behaviour is avoided, since it is the classroom of girls.

**Recommendations**

On the basis of the findings, the investigator has given the following suggestions for educators.

- i) Special programmes may be arranged for students and teachers in order to develop their classroom culture.
- ii) Group activities may be encouraged through conducting debate, discussion, cultural functions, and prayer service to develop classroom culture.
- iii) Administrators can arrange in-service training programmes in order to develop the classroom behaviour of the teachers.
- iv) Guidance and counseling services should be arranged for the teachers to understand and rectify their weaknesses.
- v) The classroom environment and setup are to be maintained with the help of different groups of the students established for this purpose.

**Educational Implication**

The classroom must be having a control by sharing the responsibilities among the students and teachers. The teacher needs to work both as a facilitator and a teacher. In facilitating learning, the teacher helps students reach their educational goals, but does not do it for them. The teacher must establish an atmosphere of trust and respect for students as human beings. The curriculum must be relevant to real life and the students must be able to see the connection. The teacher should model the behavior that he/she expects from the students. The teacher should exhibit passion for the subject or passion for teaching or both. Passion makes the students interested in and excited about the subject. Instruction needs to be individualized and in an effective learning community it should be.

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