

# CHAPTER-II

## SURVEY OF RELATED RESEARCH

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Research study on different dimensions of Classroom Climate have been conducted and their findings used for enhancing the general potential for learning by pupils. These studies have been conducted using different approaches such as climate in an eclectic approach; study of social behaviour; study of integrated dominating behaviour Learner-centred and Teacher-centred behaviour, etc. Various approaches for data collection have been advocated such as questionnaire method, opinionnaire, observation system, etc. Some of the studies and their findings are quoted here:

Achievement has been used both as an input variable and an outcome. Medley reports that positive relations are found between positive affect and pupils self-concept. Campbell (1970) found warmth to be positively related with pupils' desire to accept each other. Soar (1966) found that pupils' criticism is positively related to increasing pupils' independence.

Welberg (1969) collected students' perceptions by Penick and Paper instruments and found presenting difficulty level as the predictor of gain and petty-quarrel as the predictor of loss. He found intimacy did not relate to outcome in terms of achievement level.

Withall (1949) developed a climate index with the following definition, "To represent the emotional tone, which is concomitant of interpersonal interaction". The following is the index of the Classroom Climate developed by him:

1. Learner supportive;
2. Accepting and Clarifying;
3. Problem structuring;
4. Neutral;
5. Directive;
6. Repeating;
7. Teacher Self-supporting.

The index was interpreted into categories of Teacher centred, Learner-centred and neutral.

Anderson uses the term dominating for Teacher-centred and integrative for Learner-centred in his research work. He has used the term climate as an index of emotional tone.

Flander has prepared category codes supported by an observation schedule as the Classroom Interaction Analysis Model.

Walter Doyle (1986) describes the nature of classroom groups. His opinion is that classroom settings have

organised for learning or what approach a teacher uses teaching. According to him, the classroom climate constitutes for the following properties:

(1) Multi-dimensionality:

Multi-dimensionality means a classroom has students with different backgrounds and abilities. teacher is expected to plan lessons and activities to special interests. A single event could have multiple consequences and interpretations for different students.

(2) Simultaneity:

Many things happen in a classroom. At the same time teacher is supposed to explain a concept to class, motivates student to answer, watches for signs of comprehension or confusion monitor to minimise interruptions etc..

(3) Immediacy:

Things happen with a rapid pace. Mostly teachers have little leisure time to reflect before acting.

(4) Unpredictability:

Classroom events could take unexpected turns. Distractions and interruptions are frequent. To quote Jackson (1968) found over 500 exchanges of individual students with a primary school teacher on a single day. Teachers were found either praising or reprimanding students.

(5) Publicness:

For pupils, classrooms are public places as students are interested by each other.

(6) History:

Classes meet regularly months and years and there a large number of students accumulate common experiences and routines which are developed as study habits.

The above six properties were found to affect classroom climate.

Atkinson (1958) developed need disposition theory. According to him pupils are motivated to take action in the pursuit of three outcomes: Achievement, Affiliation, Influence.

Bernerd, Welner (1970) has proposed attribution theory. According to him, pupils perceive and interpret the causes of their success or failures as the major determinants of their achievement motivation.

Richard Schumuck and Patricia Schumuck (1975) studied classroom climate in terms of inter-personal and group processes. They identified the following six group processes that when interacting each other produce a positive classroom climate. These are as follows:

1) Expectations:

iii) Attraction;

iv) Norms;

v) Communication;

vi) Cohesiveness.

Several other researches have indicated the environments characterised by mutual respect, high standards and a caring attitude enhance student achievement. It is the interaction of both the social and personal dimensions that shapes a classroom climate. Social interaction motivates pupils responding to each other in the social setting of the classroom. The interaction not only helps reproducing climate but also sustains it. Personal perception results into social dimensions of classroom climate. The perceptions are need based and individuals have their own concepts of motivation and achievement.

The present study is an attempt to look into the pupils' perceptions of various dimensions of a classroom in Indian classroom conditions. It being a vast area, on achievement has been taken as a variable to study its influence on the pupils' perceptions.