

CHAPTER I

INTRODUCTION

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1.1 INTRODUCTION

Education is the touchstone of the civilization and culture of a country. The progress of a country can be gauged from its achievement in education. In early times, education was an integral part of life. But unfortunately during the British period Indian education was neither Indian nor western education. Now we are a democratic nation and our education should be integrated with the society in a democratic set-up. Education is generally considered to be the backbone of national ideals. Educators should be aware that things learned inside and outside the classroom exert a great influence on the student's attitudes, work habits and values. The quality of education determines the quality of nation and if we want to be strong and prosperous nation we will have to recognize the importance of education based on sound principles. One of the major aim environment share influential place in child's life and also contribute to the development of children. School is an institution for educating students. It is an institution where teaching and learning processes are carried out by various participants who interact and relate with one another in a way that will ensure the successful realization of the goals of secondary education. These participants include principals; teaching and non-teaching staff; students and parents. Their interaction and attitude are part of the school climate. School is the second home to children. Teachers and parents have greater responsibility to foster mental health status of the students. At times in adverse conditions the school may also substitute the home situations and meets the emotional needs of those neglected in the home. Student's perception or attitude towards the school climate or environment has got considerable influence over their mental health. School atmosphere, includes favorable attitude towards school teacher, co-students, curriculum, methods of teaching, facilities available in the classroom and teacher-student interaction.

Climate is referred to as the feeling, character or personality of a formal and informal group features and factors in a work environment. Climate is said to affect efforts geared towards the goal attainment of a school negatively or positively. The climate of a school is said to be close or open. Marina and Hinjari (2008) identified six types of climates prevailing in schools such as open, parental, familiar, autonomous, close and controlled. Adeogun and Olisaemeka (2011) classified school climate in two forms, namely positive and negative. A positive school climate is seen as an accessible, co-operative, respectful, pleasant, approachable, supportive and highly motivational interaction among principal and teachers and students. A positive school climate improves student motivation and achievement. It has a positive impact on the mental and behavioural health of students

including contributing to a decrease in risky behaviour and depressive symptoms and an increase in feelings of belonging. A negative school climate on the other hand is tied to multiple negative outcomes for students and has been shown to exacerbate harmful behaviour and diminish achievement. In a school where the head is domineering, authoritative and totally in charge of all activities in the school is characteristics by non-cordial interaction between the School climates therefore as defined by Johnson, Steven and Zwoch (2007), is the Psychosocial context in which teachers work and teach. School climate is a relatively enduring character of a school that is experienced by its participants, that the school (Hoy, 2011). Adejumobi and Ojikutu (2013) viewed school climate as the perception of the situation in which school personnel carry out their day to day activities. Two components identified from their definition namely school characteristics and school processes. School characteristics entail features of available facilities, school size, policies of the school, value system, norms, integrity, and recognition while school processes involve social organization of a school which include the principal leadership style, communication pattern, motivation, teachers morale and teachers participation in decision making. All these lead to increased academic achievement for the students. Academic achievement is commonly measured by examination or continuous Assessment.

But there is no general agreement on how it is best tested or which aspects are most important. Academic achievement represents the performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. Among other factors, empirical evidence has confirmed that school climate is powerful in affecting students' academic achievement (Brand et al., 2008; Chen and Weikart, 2008; Collins and Parson, 2010). However, the extent to which both of student and staff perceptions of school climate influence student achievement is less clear. Furthermore, the precise psychological processes underpinning the climate-achievement link requires further investigation. Seeking to fill these gaps, the current research examines the impact of student and staff perceptions of school climate on students' achievement. Very few studies have investigated both groups' perceptions of school climate in relation to academic achievement and even fewer using robust, national, standardized measure to assess achievement.

1.2 NEED OF THE STUDY

1.2.1 EDUCATIONAL

The present study is to ascertain the relationship between classroom climate and academic achievement of class IX students. How these factors affect academic achievement of IX graders is of significant to an educational research worker? Answer to this question will help the educationist and planners to suggest the action points of

improving the learning climate. If classroom climate of schools improve, the large young population of India will be able to achieve commensurate to their intelligence and creativity. The students studying in secondary institutions will not only become high academic achievers but will also become excellent professional. Needless to say, if this happens, India, our country will be the beacon of hope for economic, social, scientific, technical and Space (Cosmology and Astronomy) areas. Such a learning climate of our secondary schools will pave the way for efficient, job oriented and skillful higher citizens. Needless to say, it is these citizens who are hopes of our country. This will make our nation, in future, a super power of world. As such, this study is important from the view point of education discipline.

1.2.2 SOCIAL

The socio-economic development of a nation is closely related with the quality of climate of institutions at the time of schooling. Cultural enrichment of a nation is closely linked with the expansion of knowledge. No nation, today, can hope to maintain its sovereignty, if its citizens fail to keep pace with the growing pace of knowledge. It is possible only when management of an institution provides a type of learning climate that motivate their teachers to put in their best and elicit their cooperation and involve them in decision making, policy formulations and in curricular activities in their institutions. Consequent to such desirable characteristics of institutional learning climate, the teachers will use such devices as will help them to motivate its students in learning. Cooperative efforts on the part of the Principal, teachers and students will help in the development of democratic citizenship as well as the development of such social behavior as tolerance, cooperation, discipline, sympathy and like among its students and teachers. It is in this context that conclusions drawn in the study have social value.

1.3 STATEMENT OF THE PROBLEM

A STUDY OF THE RELATIONSHIP BETWEEN CLASSROOM CLIMATE AND ACADEMIC ACHIEVEMENT OF CLASS IX STUDENTS OF BHOPAL

1.4 DEFINING OF THE KEY TERM

1.4.1 Classroom Climate: The sum total of all the physical, social, emotional and mental factors that contributes to the total teaching – learning situation to a group of students of the same class.

1.4.2 Climate: Internal Aspect: All physical conditions and processes, emotions, and mental processes that influence the organism and modify response to external stimuli.

1.4.3 Climate: External Aspect: Everything outside the organism which stimulates and to which the organism responds consciously or unconsciously.

1.4.4 Academic Achievement: Academic achievement refers to the quantum of academic achievement scores on either achievement test or an examination paper. Higher is the score of a student on academic achievement test for an examination paper, the higher is the academic achievement of the examinee.

An academic achievement is something that an examinee does achieve while attempting to solve the problems/ questions / items of a test / examination.

Academic achievement can be defined as an excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, arts, culture and the like.

1.5 OBJECTIVE OF THE STUDY

- To study the classroom climate of class IX of different schools of Bhopal.
- To study the academic achievement of class IX students of different schools of Bhopal.
- To study the relationship between classroom climate and academic achievement of class IX students of different schools of Bhopal.
- To compare the classroom climate of class IX students of different schools of Bhopal.

1.6 HYPOTHESIS OF THE STUDY

- 1) There is no significant relationship between classroom climate and academic achievement of class IX students.
- 2) There is no significant relationship between classroom climate and academic achievement class IX students of state government schools of Bhopal.
- 3) There is no significant relationship between classroom climate and academic achievement class IX students of central government schools of Bhopal.
- 4) There is no significant relationship between classroom climate and academic achievement class IX students of private school of Bhopal.
- 5) There is no significant difference between classroom climates in different schools of Bhopal.
- 6) There is no significant difference between academic achievements of class IX students of different schools of Bhopal.