

Perceptions of Pupils and Teachers on Class Climate

Refik Çela, PhD Student

Programme Implementation Manager, Save the Children, Tirane, Albania
Email: refikcela@yahoo.com

Doi:10.5901/jesr.2014.v4n6p161

Abstract

Class climate is an important component that influences teaching effectiveness as well as pupils' learning achievement. Based on generated data by frequencies according to pupils and teachers perceptions research we may state that generally in 4th, 5th, 6th grades of compulsory school predominates positive constructivist climate, inclusive, cooperative, but there is also instructive climate where the teacher is in the center and where the pupil is a little involved in restructuring of knowledge, abilities or attitudes.

1. Introduction

This dilemma of the relationships between of teacher- pupil and pupil- pupil interaction' level and pupils' achievements that is directly linked to class climate is the premise of this paper.

The aim is to find out the role of class climate in relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and social achievements, related to other variables as well.

The paper focus on pupils and teachers' perceptions on class climate as a variable that influences in relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and social achievements.

2. Methodology of Research

The main instrument of research, was structured questionnaire that was made by five dimensions: (1) class climate, (2) teacher- pupil and pupil- pupil interaction in class and pupils' social achievements, (3) teacher- pupil and pupil- pupil interaction in class with pupil's academic achievements, (4) teacher professional development, (5) curriculum.

Besides statistical analysis made to verify the relationships between variables, class climate' frequencies values according to pupils and teachers' perceptions are compounded the basis of findings and conclusions of paper.

Pupils and teachers' sample has been selected from pupil' population of, IVth , Vth , VIth grades of schools supported by Save The Children Albania Organization in six counties in the country. Pupils' s sample was compounded by experimental and control group. The data came out by two groups has been compared and analyzed.

3. Findings

3.1 Class climate

Class climate means a climate where the pupil is in the center and where the teacher support and facilitate teaching process, or where the teacher is in the center and where the pupil has a limited active role and a limited participation in restructuring of knowledges and abilities.

3.1.1 Class climate variable - experimental group

Below there are variables values of class climate- experimental group in table and chart form:

Table 1: Distribution of class climate variable values - experimental group

No	Class climate	Frequencies	%
1	Never	9	2.90
2	Sometimes	47	15.20
3	Frequently	81	26.10
4	Always	173	55.80
	Total	310	100.00

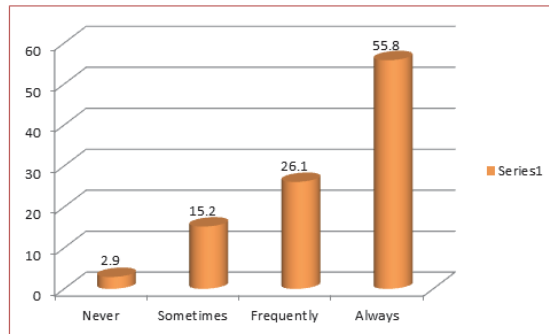


Chart 1: Distribution of class climate variable values - experimental group in %

Almost 82% of respondents- pupils of IVth , Vth , VIth grades, of primary schools- experimental group, report that there is constructivist climate in their classes frequently or always. Meanwhile about 18% of them report that there is constructivist climate in their classes never or sometimes. This means that positivist or constructivist climate predominates in class. This climate stimulate and support teaching with the pupil in the center, where teacher is sustainer and facilitator of the process, meantime pupil is an active participant in restructuring of knowledge and abilities.

Meanwhile we must emphasize that there is again a contingent of classes where positivist or constructivist climate is not there, and where there is teaching with teacher in the center, where pupil has a secondary role in restructuring of knowledge and skills.

3.1.1.1 Class climate variable - control group

What are the values of class climate variable generated by pupils' respondents- control group? Below there is distribution of class climate variable values- control group in table and chart form:

Table 2: Distribution of class climate variable values- control group

No	Class climate	Frequencies	%
1	Never	9	4.80
2	Sometimes	35	18.50
3	Frequently	47	24.90
4	Always	98	51.90
	Total	189	100.00

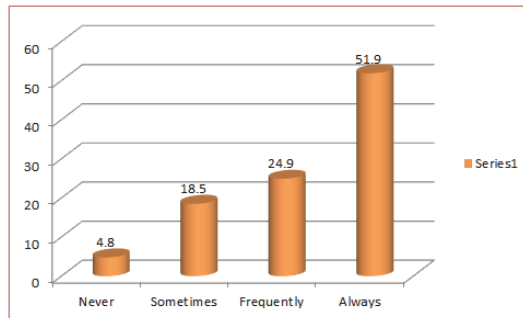


Chart 2: Distribution of class climate variable values- control group in %

Almost 77% of respondents- pupils of IVth , Vth , VIth grades, of primary schools- control group, report that there is constructivist climate in their classes frequently or always. Meanwhile about 23% of them report that there is constructivist climate in their classes never or sometimes. This means that positivist or constructivist climate predominates in class. This climate stimulate and support teaching with the pupil in the center, where teacher is sustainer and facilitator of process, meantime pupil is an active participant in restructuring of knowledge and abilities.

Although we see a difference in distribution of class climate variable values for experimental group 82% versus 18%, compared to control group 77% versus 23%, again we see the same tendency of values distribution. Predominates positivist, constructivist climate in grades IV, V, VI, as well as existence of instructive, passive climate that in control group reports to be in higher figures.

3.1.1.2 Class climate variable – according to teachers’ experimental group

Class climate variable values according to teachers- experimental group point of view are as below:

Table 3: Distribution of class climate variable values- experimental group

No	Class climate	Frequencies	%
1	Never	0	0.00
2	Sometimes	7	4.80
3	Frequently	38	26.00
4	Always	101	69.20
	Total	146	100.00

Almost 94% of respondents’ teachers- experimental group, report that there is constructivist climate that means interaction and teacher- pupil and pupil- pupil collaboration climate in their classes frequently or always. Meanwhile about 6% of them report that there is constructivist climate in their classes never or sometimes.

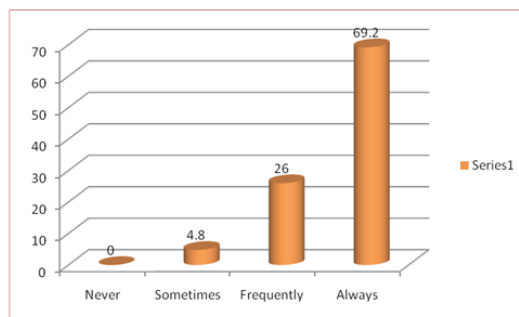


Chart 3: Distribution of class climate variable values- experimental group in %

3.1.1.3 Class climate variable – according to teachers’ control group

Class climate variable values seen by teachers- control group point of view are as below:

Table 4: Distribution of class climate variable values- control group

No	Class climate	Frequencies	%
1	Never	0	0.00
2	Sometimes	3	6.10
3	Frequently	16	32.70
4	Always	30	61.20
	Total	49	100.00

Almost 94% of respondents’ teachers- control group, report that there is constructivist climate in their classes frequently or always. Meanwhile about 6% of them report that there is constructivist climate in their classes never or sometimes.

This means that positivist or constructivist climate according to teachers- control group, where pupils construct knowledge and develop abilities with teacher support is presented in almost all of their classes, except a relatively very small number classes where we must see that class climate do not stimulate pupil’s initiatives to take part actively in teaching and learning process.

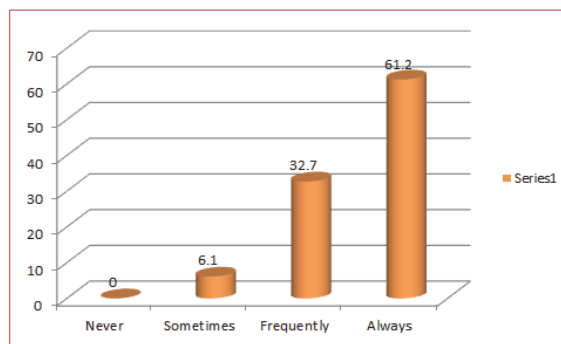


Chart 4: Distribution of class climate variable values- control group in %

Assaying distribution of class climate variable values generated by two groups of teachers respondents; experimental and control group result an absolute check out of their reported figures: 94% of two groups state that predominated class climate is positivist, collaborative, and inclusion that means they apply a teaching with pupil in the center, meanwhile only 6% of them state that in their classes, so in IV, V, VI grades predominates an instructive climate, passive where pupils generally do not take part in structuring of knowledge and abilities and where everything is planned and is used by the teacher.

But, to compare statements of teachers with pupils ones for predominated class climate, result that we have the same tendency generally, but there are differences in figures.

So, two groups of teachers state that positivist collaborative and inclusion class climate predominates in 94% of cases, meanwhile pupil’s experimental group state that this climate predominates in 82%, of cases, and pupils control group in 77% of cases. From the other side there are differences on instructive climate as well where the teacher is in the center of teaching process. So, two groups of teacher’s state that this climate repeats in 6% of cases; meanwhile pupil’s experimental group report 18%, and pupils control group report 23%.

By reading the figures we think that teachers are protective of class climate or all of the teaching process compared to their pupils that have the tendency to speak out openly for all of the issues related to teaching and learning.

4. Conclusions

Based on generated data from the research, result that generally in IVth, Vth, VIth grades of primary schools predominates constructivist, positivist, inclusive, and cooperative climate, but there is also instructivist climate, where the teacher is in the center, and where the pupil is a little involved in restructuring of knowledges, abilities, and attitudes.

Based on generated data from the research, according to teachers and pupils, supported also by qualitative data, result that generally in IVth, Vth, VIth grades of primary schools predominates warm climate of cooperation and communication pupil- teacher and pupil- pupil; teachers have been used teaching methods and instruments to keep this climate in tonus.

5. Recommendations

- The teachers should create in their teaching a cooperation, collaboration, and inclusive climate in restructuring of knowledge, and skills that would influence on promotion of teaching with the pupil in the center.
- The teachers should create in their teaching a cooperation, collaboration, and inclusive climate of pupils in class that would increase pupil's participation in the learning process and would also support their achievements.

References

- Alig-Mielcarek, A. J. J., Hoy, W. K. (2005). *Instructional leadership: Its nature, meaning, and influence*. Pearson Education, Inc. Boston, Sh. B. A.
- Bottoms, G & O, Neill, K. (2001). *Learning to teach. Handbook of educational psychology*. New York: Macmillan.
- Cross, K. P. (2001). *Motivation: Er...Will that be on the test?* The Cross papers Number 5. League for Innovation in the Community College.
- Di Paola, F. M., Hoy, K. W. (2008). *Principal Improving Instruction*. Pearson Education, Sh. B. A.
- Eschenmann, K. (1991). *Student Perceptions of Teaching Style in The Health Occupation Classroom*. Journal of Health Occupations Education, 6(1).
- Fullan, M. G. (1991). *The new meaning of educational change*. New York: Teachers college press.
- Gardner, H. (2003). *Dimensionet e Mendjes*. Insituti i Studimeve Pedagogjike. Tiranë.
- Gerald C. Ubben, Larry W. Hughes, Cynthia J. Norries (2007). *The principal- Creative leadership for excellence in schools*. Pearson Education, Sh. B. A.
- Hoy, A. W., & Hoy, W. K. (2006). *Instructional leadership: A learning- centered guide*. Boston: Allyn and Bacon. Inc. Review, Spring 2008. International program for primary education(1998). *Step by step*. [Versioni i librarisë dixhitale]. Marrë nga: http://www.stepbystep.org.mk/finalni_ang/fondacija/fond%201a.htm
- Karaj, Th. (2010). *Raport sondazhi për ndërvëprimin mësues- nxënës*. [Broshurë]. Tiranë.
- King D. (2002). *The changing shape of leadership*. Educational leadership.
- Lavoie, R. (2007). *The Motivation Breakthrough: 6 secrets to turning on the tuned-out child*. New York: Simon & Schuster.
- Leithwood, K. & Jantzi, D. (1999). *Transformational School Leadership Effects: A Replication*. School Effectiveness and School Improvement. Vol.10, No.4, f.453.
- Marzano, R. J., & Marzano, J. S. (2008). *Dimensions of Learning*. Michigan Department of Education. Tending to the Spirit/Culture. Retrieved January 11, 2009.
- Mita, N. etj. (1999). *Metoda të mësimdhënies*. Tiranë.
- Murphy, J. (1990). *Principal instructional leadership*. Advances in Educational Administration. Pearson Education, Sh. B. A.
- Musai, B (2003). *Metodologji e mësimdhënies*. Tiranë.
- Musai, B. (2009). *Të shkruajmë objektiva mësimorë për mësimdhënien dhe vlerësimin*. Tiranë.
- Orstein, C. A., Hunkins P. F. (2003). *Kurrikula - bazat , parimet dhe problemet*. Institutit i Studimeve Pedagogjike. Tiranë.
- Patterson, J. (1993). *Leadership for tomorrow's school*. Alexandria,VA: Association of supervision and curriculum development.
- Payne, R. K., PhD. (2003). *A Framework for understanding Poverty*. Highlands, Texas; Ahal Process Inc., (Original work published 1996).
- Picciano, A. G. (2006). *Educational leadership and planning for technology*. 4th Edition. Pearson Prentice Hall.
- Pollard , A. , Tann, S. (1999). *The reflective teaching in the primary education*. . [Versioni i librarisë dixhitale]. Marrë nga: <http://reflectivepractice-cpd.wikispaces.com/Reading>
- Project in Albania (1998). *HRE in pedagogical universities*. [Broshurë]. Tiranë.
- (QTKA) Qendra Kombëtare e Trajnimit dhe Kualifikimit (2005). *Mësimdhënia me në Qendër Nxënësin*. Tiranë.
- Robertson, P. J. dhe Kerri L. B. (1998). *Improving Schools Through School-Based Management: An Examination of the Process of Change*. School Effectiveness and School Improvement. Vol.9, No.1, f.29.
- RWCT Project (1999). *Critical thinking across reading and writing*. [Versioni i librarisë dixhitale]. Marrë nga: <http://www.criticalthinking>

- international.org/programs?id=13
- Senge, P., Nelda Cambron- McCabe, N., Luca, T., Smith, Dutton, J. B., Kleiner, A. (1999) *Shkollat e të Nxënit*. Instituti i Studimeve Pedagogjike. Tiranë.
- Stewart, E. B (2008). *Individual and School Structural Effects on African American High School Students' Academic Achievement*. The High School Journal 91.2 (2007) 16-34.
- Tamo, A., Karaj, Th. (2010). *Zhvillimi i shkathtësive të të mduarit kritik dhe i bashkëpunimit në fillimet e adoleshencës*. [Broshurë]. Tiranë.
- UNICEF-Serbia & Montenegro (1998). *Active learning, Teacher manual* [Versioni i librarisë dixhitale]. Marrë nga: http://www.unicef.org/serbia/active_learning_2.pdf
- Van de Grift. W. and Houtveen A.A.M. (1999). *Educational leadership and pupil achievement in primary education*. Department of Educational Sciences, Utrecht University. School
- Veenman, S e të tjerë.(1998). *Implementation Effects of a Program for the Training of Coaching Skills with School Principals*. School Effectiveness and School Improvement. Vol.9, No.2, f.137.
- Vollansky, A. and Bar-Elli, D.(1996). *In Israel / Moving Toward Equitable School-Based Management. Site-Based Management: Making It Work*. Volume 53, No 4. f.60-62.
- Vroom, V. H. (1995). *Work and Motivation*.p.75-89. San Francisco: Jossey-Bass Inc., (Original work published 1964).
- Weber, J. (1996). *Leading the instructional program*. In S. Smith & P. Piele, School leadership.Eugene Clearing House of Management.
- Wiseman, D. G., PhD, & Hunt, G. H., PhD. (2001). *Best Practice in Motivation and management in the classroom*. Springfield, Illinois. Charles C. Thomas Publisher Ltd.
- Yin Cheong Cheng. (1996). School effectiveness and school-based management. A mechanism for development. Falmer Press.