STUDY OF CLASSROOM CLIMATE OF SECONDARY TEACHERS IN RELATION TO THEIR PROFESSIONAL COMPETENCE

A

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"STUDY OF CLASSROOM CLIMATE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL COMPETENCIES"

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TABLE OF CONTENTS

Contents		Page No.
	Supervisor's Certificate	i
	Acknowledgement	ii
	Tables of Content	iv
	List of Tables	vii
	List of Appendices	viii
	List of Abbreviation	ix
	Abstract	x
	CHAPTER-I	
	INTRODUCTION	
1.1	Introduction	1
1.2	Meaning of Classroom Climate	3
	1.2.1 Types of classroom climate	5
1.3	Professional Competencies	6
	1.3.1 Elements of professional competency	8
	1.3.2 Characteristics of Professional Competency	11
1.4	Need and Significance of the Study	12
1.5	Statement of the Problem	15
1.6	Operational Definition	15
1.7	Objectives of the Study	15
1.8	Hypothesis of the Study	16
1.9	Delimitations of the Study	16

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1	Introduction	17
2.2	Review of Classroom Climate	17
2.3	Review on Professional Competency	23
2.4	Conclusion	30

CHAPTER-III

RESEARCH METHODOLOGY

3.1	Introduction	31
3.2	Design of the study	32
	3.2.1 Method	32
	3.2.2 Population	32
	3.2.3 Sample of the Study	32
	3.2.4 Variables of the Study	33
3.3	Tool Employed and its Description	34
	3.3.1 Classroom Climate Scale	35
	3.3.2 Professional Competency Scale	37
3.4	Administration of the Tools	39
3.5	Statistical Techniques Employed	39

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1	Introduction	40
4.2	Results of the Study	41
	4.2.1 Research objective 1	41

4.2.2 Research objective 2 42

4.2.3 Research objective 3 43

4.2.4 Research objective 4 43

4.2.5 Research objective 5 44

CHAPTER-V

FINDING, CONCLUSION, IMPLICATIONS AND SUGGESTIONS FOR THE FURTHER RESEARCH

5.1 Introduction 46

5.2 Findings of the Study 46

5.2.1 Research objective 1 46

5.2.2 Research objective 2 47

5.2.3 Research objective 3 47

5.2.4 Research objective 4 47

5.2.5 Research objective 5 47

5.3 Conclusion and Discussion 48

5.4 Educational Implications of the Study 49

5.5 Suggestions for the Further Study 49

SUMMARY 51

REFERENCES 65

APPENDICES 68

LIST OF TABLES

Table No.	Description	Page No.
3.1	Government schools	35
3.2	Dimensions wise distribution of items	35
3.3	Scoring procedure for classroom climate	36
3.4	Reliability scores of classroom climate	36
3.5	Validity scores of classroom climate	37
3.6	Dimension wise distribution of items	37
3.7	Scoring procedure for professional competency	38
4.1	Values of Mean Standard Deviation and t-Test gender difference in classroom climate of secondary school teachers	41
4.2	Values of Mean Standard Deviation and t-Test for professional competence of secondary teachers with respect to gender	41
4.3	Values of Mean Standard Deviation Standard Error Mean and t- test for professional competency of secondary school teachers with respect to type of school	42
4.4	Values of N mean standard deviation and t for professional competency of secondary teachers with respect to type of school	43
4.5	Pearson's coefficient of correlation value between classroom climate and professional competency of higher secondary school teachers in Jammu	44

LIST OF APPENDIX

Appendix-A A Standardized tool by Beri, Srinivasan and Suresh (2005)

LIST OF ABBREVIATIONS

S.D	Standard Deviation
SPSS	Statistical Package of Social Science
PC	Professional Competencies
CC	Classroom Climate

ABSTRACT

A classroom is a physical or virtual space designed for teaching and learning. In a traditional sense, it typically refers to a room within a school or educational institution where a teacher instructs a group of students. Classrooms are equipped with desks or tables and chairs for students, a teacher's desk or podium, a chalkboard or whiteboard, and other educational resources. Classroom climate refers to the overall atmosphere and environment within a classroom, including the attitudes, behaviors, and interactions of both teachers and students. It encompasses the social, emotional, and academic aspects of the learning environment. A positive classroom climate is essential for creating a conducive and effective learning space. The present study attempts to examine the classroom climate of secondary school teachers in relation to their professional competencies. The study is quantitative in nature and the sample consists of 101 secondary school teachers in Jammu city 7 government school and 7 from the private school located from Jammu city through Random stratified sampling techniques. The main objective of the study is to find out the significant difference to the classroom climate of secondary school teachers in relation to their professional competencies .This abstract highlights the significance of the classroom climate of secondary teachers and the positive impact I can have on the educational landscape. The study aims to investigate the classroom climate of secondary school teachers. For this study a random sampling technique was employed. The Study was conducted on hundred and one secondary school teachers working in Jammu city. Descriptive survey method employed for this study. For this study, "*Classroom Climate Scale And Professional Competence Scale* " developed by Srinivasan and Suresh (2005) and Beri (2005) was used. To analyze the data, the statistical technique of t-test and correlation is employed. Further ,analysis of data revealed significant and positive relationships between classroom climate and gender. Women are more competent than male. No significant difference in classroom climate of secondary school teachers with respect to type of school.

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

A classroom is a space within a school or educational institution where a teacher instructs a group of students in a specific subject or set of subjects. It is typically a room equipped with desks or tables for students to sit at, a chalkboard or whiteboard for the teacher to write on, and various educational materials and resources to support learning. Classrooms are the primary location where formal education takes place and they are used by teachers to facilitate learning and provide instruction to students.

A classroom or schoolroom is a learning space in which both children and adults learn. Classrooms are found in educational institutions of all kinds, ranging from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. The classroom provides a space where learning can take place uninterrupted by outside distraction

Education is the process of acquiring knowledge, skills, values, and attitudes through various forms of learning, such as studying, training, teaching, or researching. It is a lifelong process that starts at birth and continues throughout a person's life. Education is a fundamental human right and is essential for personal growth, social development, and economic progress. It encompasses formal education, such as primary, secondary, and tertiary education, as well as non-formal and informal learning opportunities, such as vocational training, apprenticeships, self-learning, and community-based education. The purpose of education is to prepare individuals to become active and responsible citizens, to contribute to society, and to improve their quality of life

Classroom climate refers to the prevailing mood, attitudes, standards, and tone that teacher and student feel when they are in your classroom. A negative classroom climate can feel hostile, chaotic, and out of control. A positive classroom climate feels safe, respectful, welcoming, and supportive of student learning

Classroom climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. Classroom climate is a perceived quality of the setting. It emerges in a somewhat fluid state from the complex transaction of many immediate environmental factors (e.g., physical, material, organizational, operational, and social variables). Both the climate of the classroom and the school reflect the influence of a school's culture, which is a stable quality emerging from underlying, institutionalized values and belief systems, norms, ideologies, rituals, and traditions. And, of course, classroom climate and culture both are shaped by the school's surrounding and embedded political, social, cultural, and economic contexts (e.g., home, neighborhood, city, state, country).

Classroom climate is seen as a major determiner of classroom behavior and learning, Understanding how to establish and maintain a positive classroom climate is seen as basic to improving schools. Research suggests significant relationships between classroom climate and such matters as student engagement, behavior, self'-efficacy, achievement, and social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life (Fraser, 1998; Freiberg, 1999). Promoting a positive classroom climate

(1) Enhancing the quality of life in the classroom for students and staff,

(2) Pursuing a curriculum that promotes not only academic, but also social, and emotional learning,

(3) Enabling teachers to be effective with a wide range of students,

(4) Fostering intrinsic motivation for classroom learning and teaching. Generally, the successfulness and effectiveness of the teaching-learning process mainly depends on teachers, students and classroom climate. The equal ratio of these roles is so important for increasing the level of achievement of students. Teachers and students need a conducive environment for academic transactions. The logic behind that no teacher can teach and no students can learn in a poor environment. The conductive environment produces the students' mind to capture subject concepts easily and attentively. The classroom environment or climate must be conducive for maintaining an enthusiastic level of participation. Nonetheless, the less availability of the amenities of the classroom may distract the learning

process too. For example insufficient seating, arrangement, improper ventilation, lack of teaching aids etc. may lead to decrease in achievement. If the school has a good classroom climate, the teacher can teach the subject interestingly and the student can learn it attentively. Praveena and Srinivastava (2012) categorized two types of factors which affect learning such as internal and external factors. An external factor especially the learning environment also affects the students' learning and quoted the sentence to emphasize the learning environment that "proper ventilation, noiseless surroundings, seating arrangements, availability of professional teacher, teacher - student relationship, etc., greatly influences the process of learning". This statement insisted, the learning and achievement of the learner depends on the learning environment. With this discussion, the classroom climate should be maintained in proper manner and it should be measured periodically for successful teaching and learning. For measuring the level of classroom climate, an appropriate tool may be constructed and it should be objective. Therefore, considering the preciseness and increasing the objectiveness, an appropriate tool to measure the classroom climate has been developed. It is used to identify the insufficiencies of the classroom and help to take additional steps to make a conducive classroom climate.

1.2 MEANING OF CLASSROOM CLIMATE

Wang, Haertel and Walberg (2009), Classroom climate is a place which encompasses all the socio-psychological dimensions of students' classroom life (as cited Galani & Efthymia, 2009).

In the year 1996, Chapin & Eastman defines classroom climate as that the physical arrangement of the classroom furniture, the availability of the resource materials and length of the class period (as cited in Young, 2014).In addition to, the type and pace of instruction (Wang et al., 1993), including classroom management and inter personal relationship (Gottfredson & Gottfredson,

1989) quoted by the Center for Teaching Innovation [CT] (2015).

Classroom climate refers to the prevailing mood attitudes, standards and tone that teacher and the students feel when they are in the classroom (Kamb, 2012).

Ambrose et. al. (2010) defines classroom climate as "The intellectual, social, emotional, and physical environments in which our students learn. Classroom climate is determined by a constellation of interacting factors that include

faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials" (as cited in CTI, 2015).

A classroom climate is the combination of variables within a classroom that work together to promote learning in a comfortable environment. There are many different variables that influence a classroom's climate, which is why every classroom is unique.

There are certain elements, however, that are required to establish a successful learning environment (Gabriel, 2014).

According to Reid and Radhakrishnan (2003), 'Classroom climate is a reflection of student' opinions of their academic experience' (Barr, 2016).

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors .Classroom climate refers to the prevailing mood, attitudes, standards, and tone that you and your students feel when they are in your classroom. A negative classroom climate can feel hostile, chaotic, and out of control. A positive classroom climate feels safe, respectful, welcoming, and supportive of student learning.

A classroom climate is the combination of variables within a classroom that work together to promote learning in a comfortable environment. There are many different variables that influence the classroom climate (Saputra, Rahmi, Fitriyani and Anngraeni, 2009)

The External Environment refers to different variables that exist and act outside of the school unit's boundaries and interact with it. The Internal Environment consists of

specific factors, which in one way or another affect the organization, the function, the behavior and the effectiveness of it

1.2.1 Types of Classroom Climate

Classroom climate refers to the overall atmosphere and environment in a classroom, which is shaped by various factors, such as the teacher's behavior, the relationships among students, and the Positive Classroom Climate: A positive classroom climate is characterized by a sense of belonging and inclusiveness, where students feel comfortable and respected by their peers and teachers. Positive reinforcement and mutual respect are hallmarks of this type of classroom climate.

Negative Classroom Climate: A negative classroom climate is characterized by tension, hostility, and lack of trust among students and teachers. Students may feel discouraged and disengaged in such a classroom environment.

Supportive Classroom Climate: A supportive classroom climate is one where students feel encouraged and motivated to learn. Teachers provide support and guidance, and students are given opportunities to develop their skills and interests.

Authoritarian Classroom Climate: An authoritarian classroom climate is one where the teacher has complete control and authority over the students. This type of classroom climate may lead to passive and disengaged students who are afraid to speak up or express themselves.

Collaborative Classroom Climate: A collaborative classroom climate is characterized by cooperative learning, teamwork, and mutual respect among students. Teachers encourage students to work together and share ideas, which helps build strong relationships and promotes learning.

Competitive Classroom Climate: A competitive classroom climate is one where students are pitted against each other, often to the detriment of their learning. This type of classroom climate can lead to stress, anxiety, and decreased motivation among students.

Overall, a positive and supportive classroom climate is ideal for promoting student learning, engagement, and overall well-being in the physical layout of the classroom.

1.3 PROFESSIONAL COMPETENCIES

The term professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs people need for success in a profession. Teachers' professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc. which are needed for effective teaching. As the term 'professional competency' is made of two words 'professional' and 'competency', a profession may be defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary, and the competence is a consistent ability to realize particular sorts of purposes to achieve desired outcomes. Professional competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession. Teaching competency can be considered as the set of knowledge, skills and capabilities of teachers to perform the duties and functions of teaching profession.

Professional competence means having requisite knowledge, skills, and abilities to provide quality services as defined by the technical and ethical standards of the profession. The expertise needed to undertake professional responsibilities and to serve the public interest. Professional competencies are skills, knowledge and attributes that are specifically valued by the professional associations, organizations and bodies connected to future careers. Maintaining professional competence allows individuals to continue to learn throughout their career, to develop their technical skills, and to keep pace with accountancy changes and innovations. It includes four components: target, activity, informative and effective, which allow considering the professional practice of students as the most important integral element in the highly qualified specialists' training.

Effective professional development will profoundly affect the work of teachers in and out of school. Professional development also affects the relationship between teachers' beliefs and behaviors and the quality and practice of teachers in the classroom, thereby affecting students' learning and performance competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's

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Effective professional development will profoundly affect the work of teachers in and out of school. Professional development also affects the relationship between teachers' beliefs and behaviors and the quality and practice of teachers in the classroom, thereby affecting students' learning and performance. Professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs which are all important for gaining success in a profession. As the term 'professional competency' is made of two words 'professional' and 'competency', to have a better understanding of the term, the meaning and definition of the two words will be helpful. "Professional word is drived from the word profession, which is defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary'.

Competency is usually understood as a quality performance. it is not in the form of single and discrete acts such as particular attitudes, habits or specific knowledge. It is in the form of summation of some behaviors as clustered activities. Further, competence is a dynamic pattern of performance. It remains an estimate unless actually demonstrated in actual performance situations. Professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc. which are needed for effective teaching.

1.3.1 Elements of Professional Competency

It refers to a pattern of expected behavior associated with the rights and duties of a designation. It takes into account the totality of activities expected to be performed by school principals in the context of his/her duties.

1. Institutional Planning Skills-Institutional planning is considered as a conscious process of deciding how to raise the level of the institution, so as to achieve institutional goals. The following components are included under institutional planning:

   (a) Identification of the goals and objectives of the institution. (2) Assessing the potential of the teachers, equipment, laboratories and other available aids. (3) Planning action to accomplish the goals and objectives. (4) Designing activities and programs to achieve the planned action. (5) Monitoring of the activities. (5) Undertaking formative evaluation and providing feedback to better achieve the objectives.

2. Conflict Resolution Skills-Individuals differ in socio-psychological behaviors and sometimes adjustment problems are faced in the institution resulting in conflicts. The principal could come in conflict with an overreacting subordinate or even a drifter.

   Any attempt to immediately repriim and someone may solve a problem for a while but it could result in a conflict. Conflict management skills provide insight to principals in establishing and maintaining harmony.

3. Decision Making Skills-A decision is termed as a choice amongst alternatives. It implies the ability for identifying a cutoff point in making and implementing the right choice. Decision making has been identified as the key of principals' efficiency, its components being:

   1. Assimilation of information

   2. Setting up of priorities

   3. Scheduling

4. Communication.

Decision making skills also require intuitiveness, scientific thinking, democratic behavior, impartiality as the value attributes of the person functioning as the principal.

Effective decision making implies that decisions be made closest to the point of implementation.

4. Staff Relations Skills- An efficient principal is the one who has the capability of practicing human relationship which inter-alia requires a principal to practice harmonious relationship with all the members of the staff; to understand temperament and potential of various personnel working with the principal, to plan strategies of utilizing their talent and resource potential; to provide professional leadership; to exercise broad judgments; and to set high but attainable expectations from the staff.

   Staff welfare and staff development go hand in hand with the staff relations skills. In the present-day context setting up of high priorities to raise teacher competence and provision of positive reinforcers to motivate them for excellence are considered necessary attributes of developing and maintaining staff relations.

5. Information Seeking/Providing Skills-Several new concepts which could not be put into the curricula are now expected to be provided. These are communicated through circulars. Environment and ecological concerns, population control, communal harmony, harnessing of energy from non-conventional resources, global concerns on aspects such as rights of children, status of women, human rights are some areas where information is to be sought from other sources and provided to students through curricular and co-curricular programs. It is expected that the principal would have the skill to identify the sources of information, seek it, authenticate these, process these at the students' level. In this sense, information provided has to be correct, concise and appropriately timed.

   In addition to general information required in curricular and co-curricular contexts, a principal is also expected to know on aspects like service rules, financial rules, policies on incentives, stipends, provisions regarding loans grants,

etc. in fact, one of the expectations from principals is to be updated in information seeking and providing.

6. Financial Administration Skills-School finances are the instrument through which the principal establishes himself and the school programs. Financial administration skills are required in aspects such as budgetary planning, purchases, cash book maintenance audit and administration of school by pursuing the financial rules and regulations. As a general case, very few principals have opportunities for training in financial administration skills. Therefore, they become dependent on some of the administrative staff and teachers, experienced in financial matters. A lot of time is also spent due to lack of knowledge of financial administration skills. A well-groomed principal is the one who continuously works for the regular and lawful use of financial provisions. This requires both a sense of judgment and commitment in the principal.

7. Record Maintenance Skills- Record maintenance skills would equip a principal to understand the nature of different records and plan for their maintenance. A skillful principal should have an updated knowledge of the official policies pertaining to various records of teachers, financial records, property charges, examination records, etc. further some of the records, and disposal of records after the stipulated time mentioned in the official circular. The record maintenance skills, therefore, contribute to an efficient functioning of an administrative role of the principal.

8. Community Involvement Skills-An efficient functioning of the school requires a healthy school-community cooperation program. In the context of the National Policy On Education, 1986 local communities are to be activated in the management of schools. So far, the secondary school system suffered for want of community involvement because of a few reasons like the low level of education of the local community, lack of relevance of the curriculum to the community context, lack of awareness in the community on how to provide leadership to the schools. In the present situation, revamping of educational management lays emphasis on harnessing community resources and developing a system of accountability of the school to the community.

This obviously requires skills to enthuse local community members and teachers for participation, seek cooperative participation, and avail community resources.

9. Time Structuring Skills-Time structuring is a crucial stage in the transaction of school activities. Some of the skills required i n time structuring as follows:

1. To set time frames for instructional activities.

2. To develop plans for periodical review of the implementation of time frames.

3. To assist teachers in understanding the various time management skills that help in releasing more time for the pupils to learn.

4. To decide strategies for saving time and enhancing pupils, achievement such as reducing instructional time strategies.

5. To establish procedures for conducting co-curricular and other activities without loss to classroom instructional activities.

6. To plan use of one's own time, etc.

10. Supervisory Skills-The acid test of the effectiveness of a school principal could be in evaluating his ability to effectively supervise the institution. The concept of school supervision has changed from criticism of the staff to co-operation to the staff.

A principal should be able to plan, organize, evaluate, diagnose, remediate, guide the institution in its macro-level plans and staff in their day to day activities. In other words, the supervisory skills extend beyond supervision to include counseling, guidance and human relationship. Supervisory skills consist of Academic skills, human relationship skills and technical skills. All the skills taken together improve the overall performance of the school, staff members and the principal.

1.3.2 Characteristics of Professional Competency

Expertise: A professional is expected to have a deep understanding of their area of expertise and to be knowledgeable about the latest developments in their field.

Ethics: Professionals are held to high ethical standards and are expected to act with integrity, honesty, and objectivity.

Accountability: Professionals take responsibility for their work and are accountable for their actions and decisions.

Adaptability: Professionals are able to adapt to changing circumstances and are flexible in their approach to problem-solving.

Communication: Professionals are skilled communicators and are able to convey complex information in a clear and concise manner.

Teamwork: Professionals are able to work collaboratively with others and contribute to a team's success.

Professionalism: Professionals present themselves in a professional manner, with a focus on maintaining high standards of behavior and appearance.

Continuous learning: Professionals are committed to continuous learning and are always seeking to improve their skills and knowledge.

Critical thinking: Professionals are skilled at analyzing information and making sound judgments based on evidence and logic.

Creativity: Professionals are able to think creatively and come up with innovative solutions to complex problems

1.4 NEED AND SIGNIFICANCE OF THE STUDY

Professional associations, organizations and bodies connected to your future career. Classroom or learning climate refers to the “intellectual, social, emotional, and physical environments in which our students learn. The existing practice is for the selection/promotion/placement of a principal on the basis of seniority as a teacher or preliminary screening through interview where also a long-term experience as a teacher is an essential qualification. Generally, the selection is not based on criteria of professional competence in organizational matters or management aspects. The principal's acquiring of professional competence is on the job itself in the process of trial and error. Due to lack of training to principals on appropriate competencies,

some principals spend a disproportionately large part of their time in routine work; some prefer to do public relations jobs; some believe that they have to come to school for administrative supervision only. In most schools, due to lack of professional competence in administrative, management and financial tasks, many principals have to block off their time partially from the institution's academic programs. A competent principal is identified as the one who is able to hold the show. Most principals feel the need to have knowledge of the required competencies for efficient management of the schools under their charge.

In the traditional set up, Principles of less efficient schools considered that the best way to operate for efficiency is to exercise a close control and take resources to official actions to achieve organizational objectives. The teachers, students and the parents should be led by their personal decision making. On the other hand, Principles of highly efficient schools reflect that the job of an effective principal is to create conditions where motivation plays a key role in functionalizing a school. A motivated person has a social appeal and people around him desire to be creative and responsible at work. Secondly, the more the delegation of responsibility by decentralization of duties and responsibilities in the organization, the higher could be the self-activation level of workers on their task. So, in brief, generation of the activity is the basic outcome of the motivation and an activity-oriented environment raises institutional efficiency.

Miriam Bitterova, Alena Haskova, Maria Pisonova concluded that the quality of school leaders and managers is one of the basic factors influencing significant quality of teaching and learning processes at each level of the system of education. The Results indicates that the practicing school leaders consider as the most significant competencies of a school leader profile in the four mentioned spheres of the management area competency to create motivational strategies based on shared values of the school, competency to create and develop learning environment effective for pupils and students learning, competency to define clearly, distribute and delegate responsibilities and power scopes and tasks, and competency to lead and control colleagues, respectively.

Professional competency is influenced by demographic variables such as age, gender, teaching experience, type of school management (Bella, 1999; Sheik, 1999) as well as

intelligence, self-esteem, creativity professional pleasure (Sheik 1999) and it has a great impact on school professional development and learning environment of students (Ali, Zohreh & Nia, 2012; Bitterova, Haskova & Pisonova 2014).

Professional competencies are skills, knowledge and attributes that are specifically valued by the Develop and reinforce classroom rules and norms that clearly support safe and respectful behavior. Having classroom rules helps you create a predictable, safe learning environment for your students Classroom dominated by positive climate is a prerequisite of a successful and effective educational process. Pupils feel good only in a classroom dominated by positive climate, where they can express their opinions and are encouraged to be active and creative, and this ultimately results in a full development of their personality A school classroom in which a positive climate prevails is a precondition for an efficient educational process. Pupils feel good only in a classroom with a positive climate. They can express their opinions, they are encouraged to activity and creativity . The school classroom climate must be understood as a complex that involves the quality of interpersonal relationships, communication and interaction between teacher and pupil, long-term socio-emotional attitude and relatively stable behavioural patterns based on implicit and explicit values and classroom rules. Classroom Climate is very important to promote positive learning and stimulate students who want to learn. The Classroom Climate needs to address all types of learning styles. The room needs to be clean and the desks need to be arranged in an orderly fashion to encourage student participation. Without a good Classroom Climate no one can teach effectively. One teacher may work best in a very structured classroom while another may prefer a more laid back approach. In either instance the teacher must be willing and able to ensure that there is no interference with the learning process. Higher Secondary is a stage where the students can improve their learning styles. A good Classroom Climate plays a vital role in enhancing the academic achievement of the students and it will enhance learning and give skilled teacher can always provide good to other so it will be very helpful for the students if there are professionally skilled teachers and teacher who are up to date with every information and every new technique and its professional competency is also need of the hour so everywhere its required very much so learning environment with best skilled teachers can always do wonders . This study has powerful impact on teachers that they would get to know what all we required to be more competent and

in classroom how we can utilize things if we are more skilled it will ultimately have good impact to the classroom climate which will lead to the healthy atmosphere a good classroom climate is always described by a more competent teacher.

1.5 STATEMENT OF THE PROBLEM

CLASSROOM CLIMATE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL COMPETENCY

1.6 OPERATIONAL DEFINITIONS OF THE TERM

Professional Competency- The capability to perform the duties of one's profession generally or to perform a particular professional task, with skill of an acceptable quality. In the present study, professional competency are the scores achieved by secondary school teachers on *Professional Competency Scale* by Beri (2005)

Classroom Climate- Classroom climate is a learning environment. In present study, classroom climate of secondary school teachers by using *Classroom Climate Scale* by Srinivasan and Suresh (2005)

Secondary School Teachers-In the present study secondary school teachers refer to the teachers teaching in government and private secondary schools of Jammu city.

1.7 OBJECTIVES OF THE STUDY

- To study gender difference in classroom climate of secondary school teachers
- To study difference in professional competency of secondary school teachers with respect to gender
- To study the difference in classroom climate of secondary school teachers with respect to type (government or private)
- To study difference in professional competency of secondary school teachers with respect to type of school (government or private)
- To establish relationship between classroom climate and professional competency of secondary school teacher

1.8 HYPOTHESES OF THE STUDY

- There is no significant gender difference in the classroom climate of secondary school teachers
- There is no significant gender difference in professional competency of secondary school teachers
- There is no significant difference in classroom climate of secondary school teachers (government or private)
- There is no significant difference in professional competency of secondary school(government or private)
- There is no significant relationship between classroom climate and professional competency of secondary school teachers

1.9 DELIMITATIONS OF THE STUDY

The present study has been delimited to 100 secondary school teachers from 14 schools of Jammu 60 females and 41 males .

This study is delimited to only two standardised tools

1 Professional Competency Scale by Beri (2005)

2 classroom Climate Scale by Srinivasan and Suresh (2005)

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A review of literature is the description of the literature to a particular field or topic it gives an overview of the what has been said who the key writer are what are the prevailing theories and hypothesis what questions are being asked and what methods and methodologies are appropriate and useful as such it is not in itself primary research but rather it reports on other findings (cooper, 1988)

Many studies have been conducted in India and Abroad on the topic related to teachers , pupils, classroom teaching ,teacher behavior and so on. The review of literature is the basis of the research project in the physical science, natural science, social science, humanities (Aggarwal 2021) In this chapter literature describing research on classroom climate and secondary school teachers in relation to professional competency has been explored. The present chapter acquaints with the related literature on classroom climate to get up to date knowledge on the work which others have done. In this chapter divided into three parts

Particularly all human knowledge can be found in both books and libraries unlike other animals that must start new with each generations man builds upon the accumulated and recorded knowledge of the past his constant adding to the vast store of knowledge makes possible progress in all areas of human endeavor

2.2 REVIEW ON CLASSROOM CLIMATE

Chakraborty, Kingshuk (2005) conducted a study on Classroom climates in secondary schools in West Bengal under different types of management and their relationship with some aspects pupil growth The present study included schools classified according to the following types of management 1) Aided Schools, 2) Private Schools 3) Government Schools. The school sample consisted of 82 secondary schools of rural and urban areas as well with Bengali and English as the medium of instruction in West Bengal. The schools were selected using stratified random sampling procedures.

The schools were selected in both rural and urban areas as well in the sample The teacher sample included 145 male teachers and 145 female teachers of aided, private and Government Schools in West Bengal. The study was cross-sectional in nature and adopted the descriptive research method of the causal-comparative type.The results of the study revealed that significance of difference in mean physical conditions between Government (Govt.) and Aided Schools was not significant at the .05 level. Though the government school possessed a bit better conditions is academic and infrastructural that the Aided Schools

Johnson and Anderson (2010) conducted a study on classroom climate instruments in suburban Midwestern school districts. Thee sample of 859 students of grade 5th to 9th. The findings of the study that there is significant correlational analyses of relationships between scales measuring attitudes toward social interdependence and attitudes towards relationships with peers and teachers. Students who participated frequently in cooperative learning experiences were compared with students who had only infrequently experienced cooperative learning. Cooperativeness and frequently participating in cooperative learning situations were positively related to perceptions of support, help, and friendship from teachers and peers.

Rao (2010) examined the Impact of academic motivation and perceptions of classroom climate on academic achievement of secondary school students in north coastal Andhra region

The investigator personally met the subjects and collected the data by using Rating scales so this work is basically Survey type, Descriptive, Analytical, Evaluative and also Qualitative in nature.District here refers to Srikakulam, Vizianagaram or Visakhapatnam districts in North Coastal Andhra region. Of all the methods of sampling the procedure commonly used in surveys is stratified sampling In order to study the problem, 480 secondary school students have been selected belonging to various categories in the North Coastal Andhra region at a stratified random sampling method. The investigator used correlation for studying the relationships of various variables, T-test to test the significant difference between two means and ANOVA to test the significance of difference among various classes in different variables. There is a significant difference in Academic achievement between Government and Private school students

Flower and Krishnamurthy (2011) conducted a study on classroom climate prevailing in the higher secondary schools of Puduchery. They framed objective to find out if there is any significant difference between sub samples of religion, community and type of institutions, gender and nature of school. They had taken a sample of 400 from the higher secondary schools students of Union Territory of Puduchery. findings were that there was no significant difference between sub samples of religion, community and type of institutions and there was significant difference in gender and nature of school among students belonging to the Union Territory of Puduchery with respect to their classroom climate.

Shaharas (2012) conducted a study a study of the relationship between adjustment life skills classroom climate and socio economic status of secondary school students the present investigation aims to study the relationship of adjustment life skills classroom climate and socio economic status of secondary school students it is a descriptive research of quantitative type for the purpose of this study the population includes adolescents students of class IX of all secondary schools of greater mumbai affiliated to the S.S.C boards of studies and whose medium of instruction is english for the purpose a three stage sampling technique was used with stratified random sampling and incidental sampling method being used at the different stages the school sample consisted of 20 secondary school of greater mumbai with english as the medium of instruction and affiliated to the S.S.C board coefficient of correlation and T test statistical technique are used there is no significant between total adjustment score and home adjustment score

Selve (2014) conducted a study on the impact of classroom climate on academic achievement of higher secondary school students . The study comprises a sample of 400 secondary school students in 20 higher secondary schools located in vellore district of Tamil Nadu. The sample was selected by using simple random sampling technique Mean t-Test, f-ratio are used as statistical technique. The result reveals no significant difference in the classroom climate of secondary school in relation to their academic achievement.

Rekha (2015) conducted a study on classroom climate of the educational institutions of Dibrugarh District with the aim of studying the classroom climate of the Higher Secondary (H.S.) level educational institutions of Dibrugarh district. The sample for

the present study was drawn from educational institutions which offer higher secondary levels (class XI &XII) of education. The study was confined to the variables of Gender-Male & Female, Location- Rural & Urban, Management- Private & Government and Board- CBSE & AHSEC. Here the kurtosis values for the variables male, private, govt., CBSE & AHSEC are .224, .072, .089, .002 & .006 are less than .263. It means that the scores are mostly concentrated in the same place or in some limited points than the normal distribution and the shape of the curves are more pt Higher Secondary Relation To Pupils Academic Motivation And Learning Style A Studeaked than the normal.

There is no significant difference between the classroom climate of H.S. level educational institutions of Dibrugarh district in relation to their location, management and affiliating agency of the educational institutions

Geetha (2016) conducted a study on Achievement In Economics Of Higher Secondary Students In Relation To Academic Stress Classroom Climate And Self Confidence

To find the levels of Academic Stress along with its dimensions, Classroom Climate along with its dimensions, Self-Confidence along with its dimensions and Achievement in Economics among higher secondary students. The sample was restricted to 900 students In the present study, the investigator has used the survey method to study "Achievement in Economics of higher secondary students in relation to Academic Stress, Classroom Climate and Self-Confidence".

Personnel data sheet, developed by the Investigator is the tool used by the investigator

There is no significant difference between higher secondary boys and girls in their academic stress in toto and its dimensions

Veni (2018) conducted a study on Self perception and psychological well being as determinants of classroom behavior of learning disabled children in the schools of Kerala The present study mainly aimed at gauging the influence of self perception and psychological well-being on classroom behavior of learning disabled children and normal pupils in the schools of Kerala, and determining which of the two is a better predictor of classroom behavior. Normative method using survey as a technique was

adopted for collecting data relevant for the study. A representative sample of learning disabled (LD) children (N = 225) and non- learning disabled (NLD) children (N = 260) were selected for the study. The data were collected using standardized tools like (i) A scale of self perception, (ii) mental health profile and (iii) classroom behavior inventory along with a (iv) personal information sheet. The data were analyzed using appropriate statistical techniques like computation of statistical indices like mean and standard deviation, computation of independent t-test, analysis of variance (ANOVA), Pearson's product moment coefficient of correlation (r), and stepwise multiple regression analysis to verify the hypotheses of the study Findings revealed that (i) pupils with learning disability in the schools of Kerala were found to be lower than normal pupils (non-/d) with regard to their 'self perception', 'psychological wellbeing' and 'classroom behavior'. (ii) significant difference has been found between learning disabled children from government and private schools with regard to their self perception, with private school children having a more positive self perception.

Chakraborty (2019) examines the influence of classroom climate and achievement motivation together on academic achievement. Sample of the study comprises 98 higher secondary school students of Sultan-Ul-Uloom Junior College, Banjara Hills, Hyderabad, Telangana, India. Classroom climate construct is measured using classroom climate inventory by Muthee 2009 and achievement motivation is measured using achievement motivation inventory by Muthee, & Thomas, 2009.Students percentage in latest formative test is used to measure their academic achievement. SPSS Ver.23 is used to measure the regression coefficient and squared regression coefficient. The study found that classroom climate and achievement motivation together highly significantly (using F-test) influence academic achievement, with R = 0.444 and R 2 = 0.197. Also, girls are found to be more influenced (r = 0.34) by the classroom climate construct than boys

Rani (2019) conducted a study on Attitude Towards Information And Communication Technology Classroom Climate And Learning Satisfaction Among Higher Secondary Students In the present study, normative method is employed to describe and interpret Teacher Dedication with other selected independent and demographic variables of high school teachers. Survey method is employed by selecting samples and to discover the relative incidence, distribution and interrelations from large number

respondents representing a specific population collected through highly structured and detailed questionnaires. Data is collected, tabulated, classified, interpreted, compared, evaluated and then generalizations are made. It involves some types of comparison or contrast and attempts to discover relationships between existing non-manipulated variables. The systematic empirical investigation of quantitative properties and phenomena and their relationship necessitated a crystal clear classification of the dependent, independent and demographic variables followed by a detailed description of the sample population to be studied. TOOL 1: Description of the tool -Tools for any investigation are like respiration to life. Choice of the tool plays a key role in any research. The investigator has taken enough care in choosing tools for the study. If a standardized tool is available for the chosen variables, then the investigator has taken the same for her study. In case the available tool does not serve the purpose in the fullest sense, with the consultation of her Supervisor, the investigator has modified the available tools according to the need of the study and used for investigation. the final sample size was 960 for the present study There will be no significant difference between male and female high school teachers with respect to their teacher‘s commitment, teacher‘s effectiveness, organizational climate, teacher‘s role conflict and teacher‘s dedication Jothiramani (2020) conducted a study on teaching competency of prospective teachers in relation to professional ethics One of the objectives of the present investigation is to study the levels of teaching competency of prospective teachers, and classroom climate Survey method is a method of collecting and analyzing data, obtained from large number of respondents representing a specific population collected through highly structured and detailed questionnaire or interviews. The present investigation has been confined to a representative sample of 700 B.Ed. prospective teachers. The sample has been taken from seven B.Ed. colleges located in Villupuram District of Tamil Nadu State. Random sampling technique has been employed for the selection of the sample so as to obtain an adequate sample with randomness and representativeness. The detailed break-up of the sample is given in the table below Statistical techniques are necessary for understanding of the general trends and group characteristics from a variety of individual characters. In the present investigation the following statistical techniques are used namely Arithmetic Mean, Standard Deviation (SD), ‘t’ test, ANOVA, Pearson’s product moment correlation and Regression analysis. The level of teaching competency of prospective teacher is low

Wang, Degol, Amemiya and Guo (2020)conducted a study on Classroom climate and children's academic and psychological well being: A systematic review and meta-analysis research has documented the link between classroom climate and children's learning, evidence about whether and how classroom characteristics are linked to academic and psychological outcomes remains equivocal. This study used a meta-analytic approach to synthesize existing research with the goal of determining (a) the extent to which classroom climate as a multidimensional construct was associated with youth's academic, behavioral, and socioemotional outcomes from kindergarten to high school and (b) whether the relations between classroom climate and youth's outcomes differed by dimensions of classroom climate, study design, and child characteristics. Analysis included 61 studies (679 effect sizes and 73,824 participants) published between 2000 and 2016. The results showed that the overall classroom climate had small-to-medium positive associations with social competence, motivation and engagement, and academic achievement and small negative associations with socio emotional distress and externalizing behaviors. Moderator analyses revealed that the negative association between classroom climate and socioemotional distress varied by classroom climate dimensions, with socioemotional support being the strongest. The strength of the associations between classroom climate and youth's outcomes also differed by measurement of classroom climate and study design, though the patterns of the associations were mostly consistent.

2.3 REVIEW ON PROFESSIONAL COMPETENCY

Lalitha (2007) conducted an investigation into the impact of Information and Communication Technology ICT on the professional competencies of teacher educators in Andhra University area To study the development in establishment of computer / ICT labs in the colleges of education in the Andhra University Area. The study is delimited to the computer education and Educational Technology provided in the colleges of education in the Andhra University Area. Here the population encompasses the colleges of education in the area of Andhra University. The area consists of five districts Viz., Visakhapatnam , Vizianagaram, Srikakulam, East Godavari and West Godavari. These colleges of education are affiliated to Andhra University. Out of 200 teacher educators 150 were taken as sample for the study. The investigation has been carried out by descriptive statistical analysis, such as

calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the f test and Analysis of Variance have been used by the investigator. The T test was used to test the null hypothesis when the data was correlated from matched groups. Analysis of (ANOVA) variance was used to find out the effect, if any, of the variables studied. Correlation techniques are incorporated for the quantification of data. There is no significant difference between teacher educators working in Rural and Urban areas in their opinion in all aspects towards the impact of the ICT on the Professional Competencies of Teacher Educators in Andhra University Area.

Sapre (2014) conducted a study on Construction and standardization of the test of professional competency of school supervisors This study could produce some benefits towards superintends, principals, school boards and faculty members to improve their performance in the class room In the present study, for the statistical analysis of the data, we used statistical software Predictive Analysis Software for Windows (PASW) - SPSS 18 from the Statistics Department of MG Science Institute, Ahmedabad In the present study, the researcher has used the "Guttman Split-half coefficient method" for testing reliability of collected pilot data. In this method, the test statements were first divided into two equal halves and the correlation coefficient between the mean scores of these halves was calculated In the present study, the gender, type of school, area, teaching experience and size of school of the supervisors were independent variables and professional competence was dependent variable. There is no significant difference between the mean scores of the professional competence of male and female supervisors

Selvam (2017) conducted a study on Perception of teacher educators on educational technology in relation to professional competency and professional satisfaction The investigator adopted the survey method to study the perception of teacher educators on educational technology in relation to professional competency and professional satisfaction. The survey method gathers data from a relatively large number of cases at a particular time. It attempts to describe and interpret what exists at present the conditions, practices, processes, trends effects, attitudes and beliefs for which the survey type of research would be more relevant and useful The area of the study consists of five Southern revenue districts of Tamil Nadu namely Madurai, Theni,

Dindigul, Virudhunagar and Sivagangai. The map spotting these areas of study is attached. The population for the present study includes all the teacher educators working in the colleges of education affiliated to Tamil Nadu Teachers Education University of the above mentioned southern districts The investigator had used stratified random sampling for selecting the sample. The investigator randomly selected forty selected colleges of education affiliated to Tamil Nadu Teachers Education University, situated in Madurai, Theni, Dindigul, Virudhunagar and Sivagangai districts. The sample consists of 27 percent from Madurai District, 25 percent from Theni District, 17 percent from Dindigul District, 27 percent from Virudhunagar District and 4 percent from Sivagangai District. Statistical tools used ANOVA (Analysis of variance) Pearson Product-moment Correlation and t test has been used There is no significant difference between male and female teacher educators in their Perception on educational technology. The female shows better Perception than the male teacher educators.

Verma and Shraddha (2017) studied work motivation and professional competence as determinants of change proneness in rural urban school teachers. A sample of 300 male teachers of government and non government schools of rural and urban areas and 300 female teachers of government and non government schools of rural and urban areas were selected for the study. Two strandrazied tools were used namely. Work Motivation Questionnaire by Dr Agrawal General Teaching Competency Scale by Dr. Passi & Lalita. ANOVA is used as statistical technique. The study reveal that there is no significant difference in the self motivation skill of professionals with respect to gender, marital status, age, experience and nature of employment

Dominic (2018) conducted a study on Effectiveness of reflective practice in developing metacognitive awareness and professional competency among teachers The objective of the present study was to examine the effectiveness of Reflective Practice in developing Professional Competence and Professional Competency among teachers Experimental method was followed for the present study to examine the effectiveness of Reflective Practice in enhancing Metacognitive Awareness and Professional Competency among teachers.. Systematic sampling is sampling in which individuals are selected from a list by taking every K th name. Even though choices are not independent, a systematic sample can be considered a random sample if the

list of the population is randomly ordered (Gay, 1996).The population of the present study consists of secondary school teachers of Kerala. The sample for the present study consisted of 160 secondary school teachers of two aided schools under the same educational agency in Kollam Corporation of Kerala. The statistical techniques used for the data analysis of the present study Pearson's Product-moment Coefficient of Correlation Analysis of covariance (ANCOVA) There is no significant difference between the pretested experimental group (E1) and pretested control group (C1) with respect to the pretest scores for Metacognitive Awareness among Teachers There is no significant difference between the pretested experimental group (E1) and pretested control group (C1) with respect to the pretest scores for Metacognitive Awareness among Teachers

Kaur (2018) conducted a study on Professional competency of elementary school teachers in relation to their occupational stress type A behavior pattern and self efficacy To study the professional competency, occupational stress, type-A behavior pattern and self-efficacy among elementary school teachers. To know the qualification-wise differences in professional competency, occupational stress, type-A behavior pattern and self-efficacy of elementary school teachers. In the present study too, the population was very large and scattered over all the high schools of 22 districts of Punjab. The investigator, therefore, has employed the Stratified Multistage Random Sampling Technique in order to select a representative sample of the entire state of Punjab. The universe of the study is 127303 elementary school teachers teaching in 7807 schools in 22 districts in the state of Punjab (According to DIES, 2013-14). The data were analyzed separately for male, female, urban, rural and total elementary school teachers. Descriptive statistics such as mean, median, mode, standard deviation, skewness, kurtosis were computed to explain variables under study.No significant difference is found in respect of professional competency between more and less qualified elementary school teachers

Manju (2018) conducted a study on A Comparative Study Usage of internet and Professional Competency of University Teachers In the present study, investigators adopted Normative online survey method. After the investigator selects a problem for study and becomes thoroughly familiar with its possibilities through a careful bibliographical survey of the field represented, Target population is defined as a

specific group of people or objects for which the data can be gathered or observations made to develop required data structure and information. Being the place and residence of the researcher, Tamil Nadu is the study area. The University teachers working in 19 universities of Government (Central, State) Deemed/Private Universities were considered as the population for the present study.. Roscoe (1975) proposed the rules of thumb for determining the sample size where it is more than 30 and less than 500 are appropriate for the most research. For this study, the sample consists of 279 university teachers who are selected for further analysis.. A total of 755 university teachers were selected as a sample for this study from 19 Universities, located in urban and rural areas of Tamil Nadu. An online survey was carried out using survey monkey portal. There is a significant difference between the factors of usage of internet and selected factors of professional competency of the selected university with respect to

Utilizations of Internet applications & Lifelong Learning Competencies, Online communication & Technological Competencies and Internet Technologies & Teaching Competencies except Perception of Teachers about Internet & Research Competencies, Internet Applications for Teachers & Communication competencies and Preference of Internet Application & Curriculum Competencies.

Karri (2019) conducted a study on A study on the professional competency of teachers in secondary schools of Visakhapatnam district To study the levels of professional competency of the teachers of secondary school of Visakhapatnam Visakhapatnam district consists of 43 mandals, out of which the researcher selected 3 mandals from rural locality, 2 mandal from tribal locality and 2 municipal localities from urban area by adopting random sampling method. The total selected mandals are seven Since the present investigation is related to the collection of information from the opinions of the teachers regarding Professional Competency of Secondary School Teachers working in Visakhapatnam district, an ‘questionnaire’ was constructed and administered and to find out the perceptions of teachers on Professional Competency of Secondary School Teachers in Visakhapatnam district. The research scholar adopted a random sampling 176 technique to identify the selected schools, and took 350 teachers for collecting the data. Schools were selected on the basis of simple random sampling procedure. Teachers were selected based on the step wise simple

random sampling technique. All together 70 schools and 350 teachers were randomly selected for this study in Visakhapatnam district. As the present study is of more qualitative in nature, collected data were analyzed using both qualitative and quantitative techniques. Quantitative data were analyzed with simple statistical techniques. The investigation has been carried out by descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypotheses, the 't' - test and Analysis of Variance have been used by the investigator. The 't'-test was used in 177 to test the null hypothesis when the data was correlated from matched groups. Analysis of (ANOVA) variance was used to find out the effect, if any, of the variables studied. The data were coded and prepared for analysis using the Statistical Package for Social Sciences (SPSS) . From the results we noticed that there is a significant difference between the perceptions of Headmasters and teachers towards Professional Competency at Secondary Level. We conclude that, 179 Headmasters category respondents expressed high perceptions towards Professional Competency at Secondary Level than that of teachers category respondents

Annisa and manurung (2020) studied the teacher competence in carrying out the teaching and learning process is not only determined by their competence, but also the competence of all those involved in managing all available resources. This research focuses on the professional competence of teachers in the teaching and learning process that emphasizes the achievement of teachers in carrying out these activities A Sample of 300 male teachers of government and non government schools of rural and urban areas and 300 female teachers of government and non government schools of rural and urban areas were selected for the study

Kaur (2020) conducted a study on Impact of organizational climate on the self esteem and Professional Competency Of Government And Private School Teachers Of Punjab A Comparative Study the study was conducted through descriptive method of research The teachers of both government and private schools of Punjab constituted the population of the subject in the present study. Out of 22 districts of Punjab, schools from four districts i.e. Patiala, Mansa. Fatehgarh Sahib and Faridkot were selected randomly. Further, 70 government and private schools were selected from these four districts again by applying random selection. The study was conducted on a

sample of 500 government and private school teachers of schools selected randomly The tabulations and the results for analysis were done with the help of SPSS (Statistical Package for Social Sciences) and Microsoft Excel for Statistical measurements such as simple percentages, mean values etc. An independent sample t test was calculated to compare the sample means. P-values were calculated to determine the significance levels of the respondents' perceptions on various aspects of the questionnaire. ANOVA test was administered to study the main and interaction effect of school organizational climate on self-esteem and professional competency in relation to their type of school, gender, marital status, teaching experience etc The present study reveals that the interaction effect of the type of school and school organizational climate, teaching experience and school organizational climate on self esteem is statistically significant whereas the interaction effect of gender and school organizational climate, marital status and school organizational climate on self esteem is statistically non-significant. This means that the significant main effect of school organizational climate on self esteem is dependent upon the type of school and teaching experience. On the other hand, the significant main effect of school organizational climate on self esteem is independent of gender groups and marital status

Bada (2021) conducted a study on A study on professional competencies of teachers in relation to students achievement of residential schools in north coastal Andhra Pradesh The effective education system can be achieved through the efforts of competent and effective teachers. The questionnaires were administered among the Teachers of Residential Schools in North Coastal Districts of Andhra Pradesh with a view to getting the whole sample base and better results. Subjects were selected from 26 Residential schools from rural, urban and tribal localities situated in Srikakulam, Vizianagaram and Visakhapatnam districts Srikakulam, Vizianagaram and Visakhapatnam districts consists of 61 Residential Schools managed by Tribal Welfare, Social Welfare and BC welfare departments. The researcher categorized all the 61 schools in to three (3) categorize viz., Rural, Urban and Tribal localities basing on the school locations. First the researcher arranged all the 47 schools situated in rural area, 4 Residential schools located in urban area and 8 residential schools situated in tribal area were arranged in an alphabetical order, later the researcher adopted simple random sampling technique in selecting the schools This part consists

of a detailed account of the mechanics of instrumentation and scale construction. This study was designed as a quantitative survey. The researcher used the following statistical techniques to know the perceptions of teachers on the Professional Competencies of Teachers. The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socioeconomic variables, 't'-test and 'F-test (ANOVA) were the technique deployed. the researcher presented, various statistical measures such as Means, Standard Deviations, Correlation ('r'-value), 't' – value and Analysis of Variance (ANOVA) have been calculated It was noticed that, 81.62 percent of teachers expressed that, they effectively using ICT (Information & Communication Technologies in Teaching-Learning whereas 16.24 percent of the teachers undecided and 2.14 percent of the teachers disagreed

2.4 CONCLUSION

From the review of related studies as mentioned above, it can be concluded that a few researches were conducted to relate classroom climate with professional competency. There are few studies to show the relationship of these variables and some studies have failed to show the significant difference of these variables. But it helps to guide a future plan with deeper insight. The influence of classroom climate plays a significant role in the professional competency achievement of the teachers. Keeping in mind the findings of above mentioned studies, the researcher thought it worthwhile to study the undertaken problem i.e. study of classroom climate of secondary school teachers in relation to their professional competency

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The procedure followed to reach the accurate solution of the problem is called methodology. The methodology consists of all those procedures and techniques adopted by the researcher to solve the research problem. It includes sampling selection of tools and administration of tests, scoring classification and tabulation of data and administration of tests, scoring, classification and tabulation of data. The basic concept of research methodology refers to the way in which researchers conduct their research and how they collect the data they need. Whenever a researcher or organization needs to investigate a particular area of their research dealings, they need to adapt the most suitable research methodology for the job. Research methodology typically involves a full breakdown of all the options that have been chosen by a researcher in order to investigate something. This would include the procedures and techniques used to perform the research, as well as any of the terminology and explanations of these methods will be applied effectively.

Research methodology is a systematic way to solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying the research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods, techniques but also the methodology. The proper direction in any research work yields positive and meaningful results. This chapter provides the information about population and sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and also the statistical techniques used. The present chapter shows the details of the procedures followed in conducting this piece of research. In addition to this, it also provides a picture of the instruments employed for the analysis of the data. Each study possesses its own problem and size of the sample varies from study to study.

3.2 DESIGN OF THE STUDY

The Design of the Research is the blueprint of the procedure for the completion of various steps and researching valid conclusions.

3.2.1 Method

To achieve the objectives of the present study, proper methodology is required to select an appropriate sample and a tool so as to get information from teachers. It must be appropriate, feasible, objective, reliable, well planned and well understood. The Descriptive survey method has been used for the present study.

3.2.2 Population

Population refers to any collection of specified groups of human beings or non-human entities such as objects, educational institutions, time units and geographical areas. All the teachers teaching in private and government secondary schools of Jammu City constituted the population of the present investigation. At present total teachers are 167106

3.2.3 Sample of the study

Sample is indispensable to the researcher. Since, it is physically impossible to work with the total population in any scientific investigation and sampling is the only alternative. Research, therefore, is invariably conducted by means of a sample, drawn from the population on the basis of which generalizations are arrived at and are made applicable to the target. In the present study, Random Sampling Technique has been employed for selecting a sample of 101 teachers 60 female and 41 male teachers both from private and government schools of Jammu

Table 3.1

Government schools

S.No	Name of the schools	N= 101	
		60 Female	41 Male
1	Govt girls school mubarak mandi	5	5
2	Govt SRML model hsc	5	3
3	Govt boys high school	5	3
4	Govt high school	3	3
5	Govt boys high school	5	3
6	Girls govt high school	5	3
7	Govt higher secondary school	2	2

Private schools

1	Army public school	5	2
2	Bsf sr sec school	5	3
3	Oriental academic sr sec school	5	3
4	Model academy	5	3
5	Shri Mahavir Jain hr sec school	5	3
6	Bal Shishu Shiksha Kendra high school	3	3
7	Rs public high school	2	2

3.2.4 Variable of the Study

A variable is something which varies. It is a symbol to which we assign numerical values.

An independent variable is the presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent: dependent is the consequent (Kerlinger, 2009). A variable is something that can be changed, such as a characteristic or value. The dependent variable is the variable that is controlled by the investigator. The independent variable is the variable that is controlled and manipulated by the investigator. In simple words, in a study the independent variable is a variable that is varied or manipulated by the investigator, and the dependent variable is the response that is measured. An independent variable is the presumed cause, whereas the dependent variable is the presumed effect. The independent variable is the antecedent, whereas the dependent variable is the consequent. The variable used in the study has been described below:

A) Independent variable

Gender: Male and Female

Type of school: Government and Private

B) Dependent variable

Classroom climate

Professional Competency

3.3 TOOLS EMPLOYED AND THEIR DESCRIPTION

In every type of research, the researcher is required to apply certain instruments to collect facts and explore new fields of knowledge. The instruments thus employed are called fools, selection of tools for data collection depends upon the nature of the problem undertaken. For the purpose of the accomplishment of objectives, the following tools of research have been used

1 Classroom Climate Scale by *P. Srinivasan and K. Suresh*.(2020)

2 Professional Competency Scale by *Nimisha Beri (*2019)

3.3.1 Classroom climate scale

Classroom climate scale has been developed by P. Srinivasan and K.Suresh (2020) has been employed by the researchers in the present study the scale comprised of eight dimensions

(1) teacher support 2) learners students autonomy 3) learners students interaction 4) interpersonal relationship 5) classroom management 6) classroom organization 7) Availability of resources 8) Individual satisfaction

Table 3.2

Dimensions wise distribution of items

Sr.no	Dimensions	Nature of items	No. of items	Total No. of items	Total
1	Teaching Support	Positive	1,9,14,33	04	08
		Negative	18,24,32,50	04	
2	Learners/students Autonomy	Positive	11,38	02	07
		Negative	2,7,12,22,44	05	
3	learners/students interaction	Positive	4	01	07
		Negative	10,13,16,28,44,49	06	
4	Interpersonal Relationship	Positive	6,20,39,47	04	06
		Negative	3,6	02	
5	Classroom Management	Positive	25,46	02	04
		Negative	30,35	02	
6	Physical Arrangement	Positive	17,21,27,37,40	05	08
		Negative	8,31,36	03	
7	Availability of Resources	Positive	29,45	02	06
		Negative	15,19,23,41	04	
8	Individual Satisfaction	Positive	5,34,48	03	04
		Negative	42	01	

SCORING

The scoring system of classroom climate scale given below for positive items it is scored as 2,1 and 0 whereas for negative item it is reverse indicated item are negative

Table 3.3

Scoring procedure for classroom climate

Response	**Agree**	**Uncertain**	**Disagree**
Positive	2	1	0
Negative	0	1	2

Reliability

It refers to the consistency and stability of the tool. This is obtained from the ratio between true variance of the test items and the test scores/obtained variance. Cronbach defined reliability as "Consistency throughout a series of measurements". The reliability of the Classroom Climate Scale is given below in table .

Table 3.4

Reliability scores of classroom climate

Reliability Values by using different Method		
KR 20	Spearman Brown	Guttman
0.81	0.87	0.79

*Significant at .01 level of significance.

Validity

Validity means the readiness and truthfulness of the tool to measure. According to Boring, "The degree to which the test actually succeeds in measuring what it sets out to measure is called its validity" (as cited in Goswami, 2011). It is always related to

the specific objectives or purpose of the test. It is simply called "The degree of excellence in measurement". The following validities were found against the Classroom Climate scale

Table 3.5

Validity scores of classroom climate

Validity Values by using different validity		
KR 20	Spearman Brown	Guttman
0.90	**0.93**	**0.89**

3.3.2 Professional Competency

The professional competency scale was developed by Nimisha Beri (2019)

It refers to a pattern of expected behavior associated with the rights and duties of a designation it takes into account the totality of activities expected to be performed by school principals in the context of his /her duties

Table 3.6

Dimension wise distribution of items

S. No.	Dimensions	Sr. No. of Items	Total No. of Items
1	Institutional planning	1-5	05
2	Curriculum management	6-20	15
3	Financial Management	21-26	06
4	Staff/students welfare prog.	27-36	10
5	Administrative functions/controls	37-44	08
6	Community involvement	45-52	08
Total Items			52

Scoring

This scale is a five-point scale. The scoring weights of all the items were 5, 4, 3, 2 and 1 for the alternatives strongly agree, agree, neutral, disagree and strongly disagree. In the list of 52 items for the professional competency scale, are positively worded the minimum score on the scale is 52 and maximum score is 260.

Table 3.7

Scoring procedure for professional competency

Nature of item	**Strongly agree**	**Agree**	**Neutral**	**disagree**	**Strongly Disagree**
positive	5	4	3	2	1

Reliability

Reliability of the Professional Competency Scale was determined through Cronbach's Alpha method and split half method with the help of resulting scores Cronbach’s

Alpha was calculated which was found to be 0.96 and split half reliability of 52 items was found to be 0.92

Validity

Validity is an important character of a good scale. The data collection must produce not only relevant information but also should be free from systematic error. The validity of the professional competency scale was determined by face validity. For that professional competency scale was given to teachers expert of University of Punjab. On the basis of their valuable suggestions some items was deleted some some were modified and finally the scale was declared valid for the study

3.4 ADMINISTRATION OF THE TOOLS

The researcher aimed to collect data from the teachers of secondary schools. The researcher collected data in the month of November and December, 2022 and January, 2023. The researcher obtained formal permission from the concerned authorities of Education wherever possible and from the school Principals to collect data from the teacher. The concerned authorities and the principals were briefed about the purpose and objectives of the research. With the permission of the school principals, the researcher got the opportunity to interact with the teachers for data collection. proper introduction was established with the teachers. After that the researcher explained to them the purpose of collecting the data. The objectives of each tool to be administered were clearly explained to the teachers. The researcher assured them that their identity and responses will be kept confidential and will not affect them. The researcher gave proper instructions to fill the forms and also helped the teachers in responding to the first 2-3 items of each tool. The teachers were asked to respond to the tools honestly with a free and frank thought as the tool items did not have any right or wrong answers. Both the tools were administered in a single day wherever possible or in 2-3 days within the school itself. . After collecting the data the researcher thanked the principals, the persons who helped in the data collection and the sampled teachers for giving their time and cooperation in the data collection. Thus, in this manner the required data was collected for the study**.**

3.5 STATISTICAL TECHNIQUES EMPLOYED

In the present study, the following statistical techniques were employed to test the research hypothesis:

1) T test

2) Pearson's Correlation Coefficient.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligence and interpretable form so that meaning full results can be arrived at. Analysis of the data can be done in the light of the objectives of the study. The most important step in any research project is analysis and interpretation of the collected data. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. Analysis of data means the study of tabulated material in order to determine inherent facts of meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled properly, analyzed and interpreted by using sophisticated techniques. Barr says analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research.

The present chapter described the results from the quantitative analysis of data obtained through administration of the classroom climate of secondary school teachers in relation to their professional competency..Data was collected and tabulated manually. Data was further processed and analyzed using SPSS as per research design.

Data was collected from 101 teachers of higher secondary schools to understand the classroom climate and professional competency of the teachers. The analysis of results and their interpretation is being given below in the tables

4.2 RESULTS OF THE STUDY

The statistical techniques used for analyzing the resulting data are mean standard deviation and t test

4.2.1 Research Objective

To study gender difference in classroom climate of secondary school teachers with respect to gender

To study gender difference in classroom climate of secondary school teachers ; mean, standard deviation, t-value has been calculated. The resultant data have been shown in table 4.1

Table 4.1

Values of Mean Standard Deviation and t-Test gender difference in classroom climate of secondary school teachers

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t- value	Level of significance
Classroom climate	**male**	62	1.35	0.79	0.10	99	0.63	**Not Significant**
	female	39	1.46	0.88	0.14			

Table 4.1 reveals that the calculated t-value (0.63) is less than the table value of ' t'(1.98) level of significance for classroom climate of secondary school teachers in relation to gender. Thus there is no significant difference between the classroom climate of secondary school teachers with respect to gender.

Hence hypothesis stating that there is no significant difference in classroom climate with respect to gender stands accepted.

4.2.2 Research Objective

To study difference in professional competency of secondary school teachers with respect to gender

To study differences in professional competency of secondary school teachers with respect to gender; mean, standard deviation, t-value has been calculated. The resultant data have been shown in table 4.2

Table 4.2

Values of Mean Standard Deviation and t-Test for professional competence of secondary teachers with respect to gender

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Level of significance
Professional competency	**Male**	**62**	209.81	26.31	3.34	99	2.09	**Significant at 0.05 level**
	Female	**39**	220.18	20.30	3.25			

Table 4.2 shows that the calculated t - value (2.09) is more than the table value (1.98) at 0.05 level of significance for professional competency of secondary school teachers in relation to gender. From the mean values (table 4.2) it is clear that secondary school male teachers have better professional competencies in comparison to female teachers.

In the light of the above findings the hypothesis stating that no significance difference found to exist between male and female teachers stands rejected.

4.2.3 Research Objective

To study the difference in classroom climate of secondary school teachers with respect to type of school

To study the difference in professional competency of secondary school teachers with respect to type of school; mean, standard deviation, t-value has been calculated. The resultant data have been shown in table 4.3

Table 4.3

Values of Mean Standard Deviation Standard Error Mean and t- test for professional competency of secondary school teachers with respect to type of school

Variables	Types of school	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Classroom climate	Government	58	213.84	24.54	3.22	99	0.01	Not significant
	Private	43	213.77	24.94	3.80			

Table 4.3 shows that the calculated t-value (0.01) is less than the table value of ' t'(1.98) level of significance for classroom climate of secondary school teachers in relation to gender. Thus there is no significant difference between the classroom climate of secondary school teachers with respect to gender.

Hence hypothesis stating that there is no significant difference in classroom climate with respect to gender stands accepted.

4.2.4 Research Objective

To study difference in professional competency of secondary school teachers with respect to type of school (government or private)

To study differences in professional competency of secondary school teachers with respect to type of school; mean, standard deviation, t-value has been calculated. The resultant data have been shown in table 4.4

Table 4.4

Values of N mean standard deviation and t for professional competency of secondary teachers with respect to type of school

Variables	Types of school	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Professional competency	Government	58	71.02	16.14	2.12	99	3.29	significant at 0.01 level
	private	43	80.23	10.04	1.53			

Table 4.4 shows that the calculated t-value (3.29) is more than the table value of 't'(1.97) level of significance for classroom climate of secondary school teachers in relation to school. Thus there is a significant difference at 0.01 level between the classroom climate of secondary school teachers with respect to school.

Hence the hypothesis stating that there is no significant difference in classroom climate with respect to school is rejected..

4.2.5 Research Objective

To establish relationship between classroom climate and professional competency of secondary school teacher

Pearson's coefficient of correlation (r) has been computed to analyze the relationship between Classroom climate and professional competency of secondary school teachers

Table 4.5

P*earson's coefficient of correlation value between classroom climate and professional competency of higher secondary school teachers in Jammu*

Variable	N	r	Level of significance
Classroom climate	101	-0.19	Significant at 0.05 level
Professional competency			

The result of table 4.5 shows that the calculated value of pearson's coefficient (r=0.19) correlation between classroom climate and professional competency of higher secondary school teachers is 0.198 and is significant at 0.05 level of significance. This result indicates that there is a significant correlation between classroom climate and professional competency of higher secondary school students. and the relationship appears to be negative, indicating that if one variable is increased the other variable will be decreased and vice versa Hypothesis stating that there has been no significant correlation between classroom climate and professional competence stands rejected

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CHAPTER-V

FINDINGS, CONCLUSIONS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, Obtaining and interpreting the results. The findings have been delimited and discussed in the present chapter. The findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations do not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of the study. As such some suggestions have been given for further research. The chapter is therefore devoted to focusing the conclusions, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 FINDINGS OF THE STUDY

The main findings of the present study are reported in the following subsections:

5.2.1 Research Objective 1

To study gender difference in classroom climate of secondary school teacher

As far as the first objective of the study is concerned, the study reveals that there has been no significant gender difference in classroom climate of secondary school students but the mean scores of females (1.46) are slightly higher than male teachers (1.35) and the calculated t-value is (0.63) which is smaller than the table value

5.2.2 Research Objective 2

To study difference in professional competency of secondary school teachers with respect to gender

In this study results showed that there is a significant difference in professional competency. Of secondary school teachers in relation to gender in which the mean of male (209.81) has been found to be smaller than the female (220.18) and the calculated t-value value (2.09) is more than the table value of 't (1.98) at 0.05 level.

5.2.3 Research Objective 3

To study the difference in classroom climate of secondary school teachers with respect to type (government or private)

In this study result shows that there is no significant difference in classroom climate of secondary school teachers with respect to type of government and private whereas the mean scores of government teachers (213.84) have been found to be higher than the private teachers (213.77) and the calculated t-value (0.01) is less than the table value of 't (1.98).

5.2.4 Research Objective 4

To study difference in professional competency of secondary school teachers with respect to type(government or private)

In this study the result shows that there is a significant difference in perception by secondary school teachers whereas mean values for private (80.23) are found to be slightly better)than the government (71.02) and the calculated t-value (3.29)is more than the table value of t at 0.01 level.

5.2.5 Research Objective 5

To establish relationship between classroom climate and professional competency of secondary school teacher

In this study the results shows that there is no significant relationship between the classroom climate and professional competency of higher secondary school teachers

and the calculated value of pearson's correlation r = 0.19 which is negative negligible and significant at 0.05 level

5.3 CONCLUSION AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study the following conclusions are drawn:

1 The present study reveales that there is no significant difference between the classroom climate of secondary school teachers with respect to gender. the reason may be better classroom climate of secondary school teachers . Study by Shahras (2012) also reported similar results indicating that gender has no impact in classroom climate while study by Johnson and Anderson (2010) reported results contrary to the present study

2. The present study revealed that there is significant difference between the professional competency of secondary school teachers with respect to gender. Study by Karri (2019) also reported that similar results that there is significant difference between the professional competency of secondary school teachers

3 The present study revealed that there is no significant difference between the classroom climate of secondary school teachers with respect to type government private study by Chakraborty, Kingshuk (2005) also reported similar results indicating that there is no significant difference between the classroom climate of secondary school teachers with respect to type government and private school

4. The present study revealed that there is no significant difference between the professional competency of secondary school teachers with respect to type government and private study by Bada (2021) also reported that the results are contrary to the present study

5 The present study revealed that there is no correlation between the classroom climate and professional competency of secondary school teachers

5.4 EDUCATIONAL IMPLICATION

On the basis of conclusion and inferences drawn following are the implications of the present study

1 The results of the present study help to grow academically. Professional competency is also crucial for teachers to be effective in their roles. Teachers who are competent in their subject matter and pedagogy can provide high-quality instruction and support for their students.

2 The classroom climate can have a significant impact on student learning and achievement. A positive classroom climate can foster a sense of belonging, promote engagement, and encourage risk-taking and creativity. Teachers who are competent in creating and maintaining a positive classroom climate can help their students to feel safe, respected, and supported in their learning

3 It has been observed from the results of the present study that the female teachers have perceived better professional competency than male teachers. So, there is a need to create a more congenial environment for male teachers too so that they may not feel neglected and concentrate more on their academic work better. With the help of orientation and workshops can be done

4 The result of the present study shows that private school teachers are perceived better than government school teachers. So, proper support and healthy classroom climate should be provided to the teachers which will encourage them to perform better.

5 The result of the present study reveals that there is a need to facilitate good quality of classroom room with a proper communicative and supportive colleagues and also ethical values should be promoted for effective working in an institution

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Research in any branch of knowledge is never a closed book. There is always a persistent need of finding solutions to new problems and testing the variety of the solutions to older problems. There is no piece of meaningful research that does not

provide clues for further experiences; the solution of one problem tends to indicate many other unsolved problems. the present study has brought out

1. Similar study can be conducted on a larger sample by involving secondary school teachers from areas adjoining Jammu .
2. A similar study can be conducted on teachers teaching in higher education institutions.
3. A study can be conducted to validate the results of the present study.
4. A study can be replicated in other districts and states with other variables.
5. A study can be conducted on classroom climate pupils psyche and teacher behaviour in innovative classrooms of some schools in the state of Jammu.
6. A study can be conducted on the influence of Teachers' effectiveness and Classroom Climate among the High School teaches.

SUMMARY

STUDY ON CLASSROOM CLIMATE OF SECONDARY SCHOOL TEACHER IN RELATION TO THEIR PROFESSIONAL COMPETENCE

SUPERVISOR **INVESTIGATOR**

Dr. Bindu Dua **NEHA SHARMA**

A. THE PROBLEM

A classroom is a space within a school or educational institution where a teacher instructs a group of students in a specific subject or set of subjects. It is typically a room equipped with desks or tables for students to sit at, a chalkboard or whiteboard for the teacher to write on, and various educational materials and resources to support learning. Classrooms are the primary location where formal education takes place and they are used by teachers to facilitate learning and provide instruction to students.

A classroom or schoolroom is a learning space in which both children and adults learn. Classrooms are found in educational institutions of all kinds, ranging from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. The classroom provides a space where learning can take place uninterrupted by outside distraction

Education is the process of acquiring knowledge, skills, values, and attitudes through various forms of learning, such as studying, training, teaching, or researching. It is a lifelong process that starts at birth and continues throughout a person's life. Education is a fundamental human right and is essential for personal growth, social development, and economic progress. It encompasses formal education, such as primary, secondary, and tertiary education, as well as non-formal and informal learning opportunities, such as vocational training, apprenticeships, self-learning, and community-based education. The purpose of education is to prepare individuals to become active and responsible citizens, to contribute to society, and to improve their quality of life

Classroom climate refers to the prevailing mood, attitudes, standards, and tone that teacher and student feel when they are in your classroom. A negative classroom climate can feel hostile, chaotic, and out of control. A positive classroom climate feels safe, respectful, welcoming, and supportive of student learning

Classroom climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. Classroom climate is a perceived quality of the setting. It emerges in a somewhat fluid state from the complex transaction of many immediate environmental factors (e.g., physical, material, organizational, operational, and social variables). Both the climate of the classroom and the school reflect the influence of a school's culture, which is a stable quality emerging from underlying, institutionalized values and belief systems, norms, ideologies, rituals, and traditions. And, of course, classroom climate and culture both are shaped by the school's surrounding and embedded political, social, cultural, and economic contexts (e.g., home, neighborhood, city, state, country).

Classroom climate is seen as a major determiner of classroom behavior and learning, Understanding how to establish and maintain a positive classroom climate is seen as basic to improving schools. Research suggests significant relationships between classroom climate and such matters as student engagement, behavior, self'-efficacy, achievement, and social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life (Fraser, 1998; Freiberg, 1999). Promoting a positive classroom climate

(1) Enhancing the quality of life in the classroom for students and staff,

(2) Pursuing a curriculum that promotes not only academic, but also social, and emotional learning,

(3) Enabling teachers to be effective with a wide range of students,

(4) Fostering intrinsic motivation for classroom learning and teaching. Generally, the successfulness and effectiveness of the teaching-learning process mainly depends on teachers, students and classroom climate. The equal ratio of these roles is so important for increasing the level of achievement of students. Teachers and students need a conducive environment for academic transactions. The logic

behind that no teacher can teach and no students can learn in a poor environment. The conductive environment produces the students' mind to capture subject concepts easily and attentively. The classroom environment or climate must be conducive for maintaining an enthusiastic level of participation. Nonetheless, the less availability of the amenities of the classroom may distract the learning process too. For example insufficient seating, arrangement, improper ventilation, lack of teaching aids etc. may lead to decrease in achievement. If the school has a good classroom climate, the teacher can teach the subject interestingly and the student can learn it attentively. Praveena and Srinivastava (2012) categorized two types of factors which affect learning such as internal and external factors. An external factor especially the learning environment also affects the students' learning and quoted the sentence to emphasize the learning environment that "proper ventilation, noiseless surroundings, seating arrangements, availability of professional teacher, teacher - student relationship, etc., greatly influences the process of learning". This statement insisted, the learning and achievement of the learner depends on the learning environment. With this discussion, the classroom climate should be maintained in proper manner and it should be measured periodically for successful teaching and learning. For measuring the level of classroom climate, an appropriate tool may be constructed and it should be objective. Therefore, considering the preciseness and increasing the objectiveness, an appropriate tool to measure the classroom climate has been developed. It is used to identify the insufficiencies of the classroom and help to take additional steps to make a conducive classroom climate.

PROFESSIONAL COMPETENCIES

The term professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs people need for success in a profession. Teachers' professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc. which are needed for effective teaching. As the term 'professional competency' is made of two words 'professional' and 'competency', a profession may be defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary, and the competence is a consistent ability to

realize particular sorts of purposes to achieve desired outcomes. Professional competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession. Teaching competency can be considered as the set of knowledge, skills and capabilities of teachers to perform the duties and functions of teaching profession.

Professional competence means having requisite knowledge, skills, and abilities to provide quality services as defined by the technical and ethical standards of the profession. The expertise needed to undertake professional responsibilities and to serve the public interest. Professional competencies are skills, knowledge and attributes that are specifically valued by the professional associations, organizations and bodies connected to future careers. Maintaining professional competence allows individuals to continue to learn throughout their career, to develop their technical skills, and to keep pace with accountancy changes and innovations. It includes four components: target, activity, informative and effective, which allow considering the professional practice of students as the most important integral element in the highly qualified specialists' training.

Effective professional development will profoundly affect the work of teachers in and out of school. Professional development also affects the relationship between teachers' beliefs and behaviors and the quality and practice of teachers in the classroom, thereby affecting students' learning and performance competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession. Teaching competency can be considered as the set of knowledge, skills and capabilities of teachers to perform the duties and functions of teaching profession.

Professional competence means having requisite knowledge, skills, and abilities to provide quality services as defined by the technical and ethical standards of the profession. The expertise needed to undertake professional responsibilities and to serve the public interest. Professional competencies are skills, knowledge and attributes that are specifically valued by the professional associations, organizations and bodies connected to future career. Maintaining professional competence allows

individuals to continue to learn throughout their career, to develop their technical skills, and to keep pace with accountancy changes and innovations. It includes four components: target, activity, informative and effective, which allow considering the professional practice of students as the most important integral element in the highly qualified specialists' training.

Effective professional development will profoundly affect the work of teachers in and out of school. Professional development also affects the relationship between teachers' beliefs and behaviors and the quality and practice of teachers in the classroom, thereby affecting students' learning and performance. Professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs which are all important for gaining success in a profession. As the term 'professional competency' is made of two words 'professional' and

'competency', to have a better understanding of the term, the meaning and definition of the two words will be helpful. "Professional word is drived from the word profession, which is defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary'.

Competency is usually understood as a quality performance. it is not in the form of single and discrete acts such as particular attitudes, habits or specific knowledge. It is in the form of summation of some behaviors as clustered activities. Further, competence is a dynamic pattern of performance. It remains an estimate unless actually demonstrated in actual performance situations. Professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc. which are needed for effective teaching.

B. NEED AND SIGNIFICANCE OF THE STUDY

Professional associations, organizations and bodies connected to your future career. Classroom or learning climate refers to the “intellectual, social, emotional, and physical environments in which our students learn. The existing practice is for the selection/promotion/placement of a principal on the basis of seniority as a teacher or preliminary screening through interview where also a long-term experience as a teacher is an essential qualification. Generally, the selection is not based on criteria of

professional competence in organizational matters or management aspects. The principal's acquiring of professional competence is on the job itself in the process of trial and error. Due to lack of training to principals on appropriate competencies, some principals spend a disproportionately large part of their time in routine work; some prefer to do public relations jobs; some believe that they have to come to school for administrative supervision only. In most schools, due to lack of professional competence in administrative, management and financial tasks, many principals have to block off their time partially from the institution's academic programs. A competent principal is identified as the one who is able to hold the show.Most principals feel the need to have knowledge of the required competencies for efficient management of the schools under their charge.

In the traditional set up, Principles of less efficient schools considered that the best way to operate for efficiency is to exercise a close control and take resources to official actions to achieve organizational objectives. The teachers, students and the parents should be led by their personal decision making. On the other hand, Principles of highly efficient schools reflect that the job of an effective principal is to create conditions where motivation plays a key role in functionalizing a school. A motivated person has a social appeal and people around him desire to be creative and responsible at work. Secondly, the more the delegation of responsibility by decentralization of duties and responsibilities in the organization, the higher could be the self-activation level of workers on their task. So, in brief, generation of the activity is the basic outcome of the motivation and an activity-oriented environment raises institutional efficiency.

Miriam Bitterova, Alena Haskova, Maria Pisonova concluded that the quality of school leaders and managers is one of the basic factors influencing significant quality of teaching and learning processes at each level of the system of education. The Results indicates that the practicing school leaders consider as the most significant competencies of a school leader profile in the four mentioned spheres of the management area competency to create motivational strategies based on shared values of the school, competency to create and develop learning environment effective for pupils and students learning, competency to define clearly, distribute and delegate

responsibilities and power scopes and tasks, and competency to lead and control colleagues, respectively.

Professional competency is influenced by demographic variables such as age, gender, teaching experience, type of school management (Bella, 1999; Sheik, 1999) as well as intelligence, self-esteem, creativity professional pleasure (Sheik 1999) and it has a great impact on school professional development and learning environment of students (Ali, Zohreh & Nia, 2012; Bitterova, Haskova & Pisonova 2014).

Professional competencies are skills, knowledge and attributes that are specifically valued by the Develop and reinforce classroom rules and norms that clearly support safe and respectful behavior. Having classroom rules helps you create a predictable, safe learning environment for your students Classroom dominated by positive climate is a prerequisite of a successful and effective educational process. Pupils feel good only in a classroom dominated by positive climate, where they can express their opinions and are encouraged to be active and creative, and this ultimately results in a full development of their personality A school classroom in which a positive climate prevails is a precondition for an efficient educational process. Pupils feel good only in a classroom with a positive climate. They can express their opinions, they are encouraged to activity and creativity. The school classroom climate must be understood as a complex that involves the quality of interpersonal relationships, communication and interaction between teacher and pupil, long-term socio-emotional attitude and relatively stable behavioural patterns based on implicit and explicit values and classroom rules. Classroom Climate is very important to promote positive learning and stimulate students who want to learn. The Classroom Climate needs to address all types of learning styles. The room needs to be clean and the desks need to be arranged in an orderly fashion to encourage student participation. Without a good Classroom Climate no one can teach effectively. One teacher may work best in a very structured classroom while another may prefer a more laid back approach. In either instance the teacher must be willing and able to ensure that there is no interference with the learning process. Higher Secondary is a stage where the students can improve their learning styles. A good Classroom Climate plays a vital role in enhancing the academic achievement of the students and it will enhance learning and give skilled teacher can always provide good to other so it will be very helpful for the students if

there are professionally skilled teachers and teacher who are up to date with every information and every new technique and its professional competency is also need of the hour so everywhere its required very much so learning environment with best skilled teachers can always do wonders . this study has powerful impact on teachers that they would get to know what all we required to be more competent and in classroom how we can utilize things if we are more skilled it will ultimately have good impact to the classroom climate which will lead to the healthy atmosphere a good classroom climate is always described by a more competent teacher.

C. STATMENT OF THE PROBLEM

STUDY ON CLASSROOM CLIMATE OF SECONDARY SCHOOL TEACHER IN RELATION TO THEIR PROFESSIONAL COMPETENCE

D. OBJECTIVES OF THE STUDY

- To study gender difference in classroom climate of secondary school teachers
- To study difference in professional competency of secondary school teachers with respect to gender
- To study the difference in classroom climate of secondary school teachers with respect to type (government or private)
- To study difference in professional competency of secondary school teachers with respect to type of school (government or private)
- To establish relationship between classroom climate and professional competency of secondary school teacher

E. HYPOTHESES OF THE STUDY

- There is no significant gender difference in the classroom climate of secondary school teachers
- There is no significant gender difference in professional competency of secondary school teachers

- There is no significant difference in classroom climate of secondary school teachers (government or private)
- There is no significant difference in professional competency of secondary school(government or private)
- There is no significant relationship between classroom climate and professional competency of secondary school teachers

F. DELIMITATIONS OF THE STUDY

G. SAMPLE OF THE STUDY

Random sampling technique has been employed for selection a sample of 101 schools teachers of both government and private of Jammu city.

TOOL EMPLOYED IN THE STUDY

1 *Professional Competency Scale* by Beri (2005)

2 *Classroom Climate Scale* by Srinivasan and Suresh (2005)

G RESULTS

Research Objective 1

To study gender difference in classroom climate of secondary school teachers with respect to gender

To study gender difference in classroom climate of secondary school teachers ; mean, standard deviation, t-value has been calculated. The resultant data have been shown in table 1

Table 1

Value of Mean Standard Deviation and t-Test gender difference in classroom climate of secondary school teachers

Variable	gender	N	Mean	Std. Deviation	Std. Error Mean	df	t- value	Level of significance
Classroom climate	**male**	62	1.35	0.79	0.10	99	0.63	**Not Significant**
	female	39	1.46	0.88	0.14			

Table 1 reveals that the calculated t-value (0.63) is less than the table value of ' t' (1.98) level of significance for classroom climate of secondary school teachers in relation to gender. Thus there is no significant difference between the classroom climate of secondary school teachers with respect to gender.

Hence hypothesis stating that there is no significant difference in classroom climate with respect to gender stands accepted. TABLE 1

Research Objective. 2

To study difference in professional competency of secondary school teachers with respect to gender

To study differences in professional competency of secondary school teachers with respect to gender; mean, standard deviation, t-value has been calculated. The resultant data have been shown in table 2

Table 2

Values of Mean Standard Deviation and t-Test for professional competence of secondary teachers with respect to gender

Variable	gender	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Level of significance
Professional competency	**Male**	**62**	209.81	26.31	3.34	99	2.09	**Significant at 0.05 level**
	Female	**39**	220.18	20.30	3.25			

Table.2 shows that the calculated t - value (2.09) is more than the table value (1.98) at 0.05 level of significance for professional competency of secondary school teachers in relation to gender. From the mean values (table.2) it is clear that secondary school male teachers have better professional competencies in comparison to female teachers.

In the light of the above findings the hypothesis stating that no significance difference found to exist between male and female teachers stands rejected.

RESEARCH OBJECTIVE 3

To study the difference in classroom climate of secondary school teachers with respect to type of school

To study the difference in professional competency of secondary school teachers with respect to type of school;mean, standard deviation, t-value has been calculated. The resultant data have been shown in table .3

Table 3

Value of Mean Standard Deviation Standard Error Mean and t- test for professional competency of secondary school teachers with respect to type of school

Variables	Types of school	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Classroom climate	Government	58	213.84	24.54	3.22	99	0.01	Not significant
	Private	43	213.77	24.94	3.80			

Table 3 shows that the calculated t-value (0.01) is less than the table value of ' t'(1.98) level of significance for classroom climate of secondary school teachers in relation to gender. Thus there is no significant difference between the classroom climate of secondary school teachers with respect to gender.

Hence hypothesis stating that there is no significant difference in classroom climate with respect to gender stands accepted.

RESEARCH OBJECTIVE 4

To study difference in professional competency of secondary school teachers with respect to type of school (government or private)

To study differences in professional competency of secondary school teachers with respect to type of school; mean, standard deviation, t-value has been calculated. The resultant data have been shown in table 4

Table 4

Value of N mean standard deviation and t for professional competency of secondary teachers with respect to type of school

Variables	Types of school	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Professional competency	Government	58	71.02	16.14	2.12	99	3.29	significant at 0.01 level
	private	43	80.23	10.04	1.53			

Table 4 shows that the calculated t-value (3.29) is more than the table value of ' t'(1.97) level of significance for classroom climate of secondary school teachers in relation to school. Thus there is a significant difference at 0.01 level between the classroom climate of secondary school teachers with respect to school.

Hence the hypothesis stating that there is no significant difference in classroom climate with respect to school is rejected..

RESEARCH OBJECTIVE 5

To establish relationship between classroom climate and professional competency of secondary school teacher

Pearson's coefficient of correlation (r) has been computed to analyze the relationship between

Classroom climate and professional competency of secondary school teachers

Table 5

Pearson's coefficient of correlation value between classroom climate and professional competency of higher secondary school teachers in jammu

Variable	N	r	Level of significance
Classroom climate	101	-0.19	Significant at 0.05 level
Professional competency			

The result of table 5 shows that the calculated value of pearson's coefficient (r=0.19) correlation between classroom climate and professional competency of higher secondary school teachers is 0.198 and is significant at 0.05 level of significance . This result indicates that there is a significant correlation between classroom climate and professional competency of higher secondary school students.and the relationship appears to be negative, indicating that if one variable is increased the other variable will be decreased and vice versa Hypothesis stating that there has been no significant correlation between classroom climate and professional competence stands rejected

SUGGESTIONS FOR FURTHER RESEARCH

Research in any branch of knowledge is never a closed book. There is always a persistent need of finding solutions to new problems and testing the variety of the solutions to older problems. There is no piece of meaningful research that does not provide clues for further experiences; the solution of one problem tends to indicate many other unsolved problems . the present study has brought out

1 it is suggested that similar study can be conducted on self efficacy and self esteem

2 it is suggested that similar study can be conducted on higher education working in universities

3 the similar study can be conducted in other districts of the country

4 we can even apply such researches in the students life of also and can get to know about there aptitude and attitude

5 it is suggested that we can apply such studies in communities also that we be able to know how talent also community members are

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Appendix-A

INTRODUCTION

Generally, the successfulness and effectiveness of teaching-learning process mainly depends on teachers, students and classroom climate. The equal ratio of these roles is so important for increasing level of achievement of students. Teachers and students need conducive environment for academic transactions. The logic behind that no teacher can teach and no students can learn in poor environment. The conductive environment produces the s tudents' mind to capture subject concepts easily and attentively. The classroom environment or climate must be conducive for maintaining enthusiastic level of participation. Nonetheless, the less availability of the amenities of the classroom may distract the learning process too. For example insufficient in seating, arrangement, improper ventilation, lack of teaching aids etc. may lead to decrease in achievement. If the school has good classroom climate, the teacher can teach the subject interestingly and the student can learn it attentively. Praveena and Srinivastava (2012) categorized two types of factors which affects learning such as internal and external factor. In external factor especially the learning environment also affects the students learning and quoted the sentence to emphasize the learning environment that "proper ventiliation, noiseless surroundings, seating arrangements, availability of professional teacher, teacher - student relationship, etc., greatly influences the process of learning". This statement insisted, the learning and achievement of the learner depends on learning environment. With this discussion, the classroom climate should be maintained in proper manner and it should be measured periodically for successful teaching and learning. For measuring the level of classroom climate, an appropriate tool may be constructed and it should be objective. Therefore, considering the preciseness and increasing the objectiveness, an appropriate tool to measure the classroom climate has been developed. It is used to identify the insufficiencies of classroom and help to take additional steps to make conductive classroom climate.

Meaning of Classroom Climate

Wang, Haertel and Walberg (2009), Classroom climate is a place which encompassing all the socio-psychological dimensions of students' classroom life (as cited Galani & Efthymia, 2009).

In the year 1996, Chapin & Eastman defines classroom climate as that the physical arrangement of the classroom furniture, the availability of the resource materials and length of the class period (as cited in Young, 2014).

In addition to, the type and pace of instruction (Wang et al., 1993), including classroom management and inter personal relationship (Gottfredson & Gottfredson, 1989) quoted by the Center for Teaching Innovation [CTI] (2015).

Classroom climate refers to the prevailing mood attitudes, standards and tone that teacher and the students feel when they are in classroom (Kamb, 2012).

Amborse *et. al.* (2010) defines classroom climate as "The intellectual, social, emotional, and physical environments in which our students learn. Classroom climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials" (as cited in CTI, 2015).

A classroom climate is the combination of variables within a classroom that work together to promote learning in a comfortable environment. There are many different variables that influence a classroom's climate, which is why every classroom is unique. There are certain elements, however, that are required to establish a successful learning environment (Gabriel, 2014).

According to Reid and Radhakrishnan (2003), 'Classroom climate is a reflection of student' opinions of their academic experience' (Barr, 2016).

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors (Education.com, n.d.).

A classroom climate is the combination of variables with in a classroom that work together to promote learning in a comfortable environment. There are many different variables that influence the classroom climate (Saputra, Rahmi, Fitriyani and Anngraeni, 2009).

Identification of Dimensions

With well understanding of the meaning of classroom climate from the above quoted definitions, the classroom climate can be defined as "the intellectual, social, emotional, and physical environments in which the students learn". With the help of all the above definitions, eight dimensions were filtered for developing items to measure classroom

climate as whole. The dimensions teaching support, Learner's/Student's autonomy as well as interaction and individual satisfaction are taken from Ambrose's (2010) definition of classroom climate, interpersonal relationship is taken from the Ambrose and Gotfredson's definitions, classroom organization is taken from Young's (2014) definitions and availability of the resources is taken from Young's (2010) and Chapin & Eastman's (1996) definitions. The outline about the dimensions of Classroom Climate Scale (CCS) is given in the Table 1.

TABLE 1

Outline of Dimensions of Classroom Climate Scale

Sr. No.	Dimensions	Supported by	Definitions
1.	*Teaching Support*	***Ambrose (2010)***	The teaching support is explained from the integrated activities of a teacher in a classroom. The teaching support includes the teacher activities such as showing interest in students learning, giving opportunity to express opinions, help students to do their work, teaching on students' understanding level and use new techniques in teaching.
2.	*Learner's/ Student's Autonomy*	***Ambrose (2010)***	Learner/students autonomy is also called as freedom of students. It is a situation in which the learners are responsible for all decision concerns. It emphasizes freedom to learn, support, and desirable psychological and physiological activities of the learners.
3.	*Learner's/ Student's Interaction*	***Ambrose (2010)***	Learners' interaction is the positive participation of learners during teaching-learning process such as asking clarification, queries and answering. It can be Learner to teacher, teacher to learner and teacher to a learner group.
4.	*Inter-Personal Relationship*	***Ambrose (2010) & Godfredson (1989)***	It is a relationship between the teacher and the learners in the classroom those who compromise each other's explicit or implicit, physical or emotional needs in some way.

contd...

5.	Classroom Manage-ment	Godfredson & Godfredson (1989)	Classroom management normally refers to the teacher how they use human and other resources in teaching-learning process. It explains the skills of the teacher to keep students organized orderly, focused, attentive on task and academic productive during teaching.
6.	Classroom Organi-zation	Young (2014)	Classroom organization means ventilation, light, seating arrangements, placement of the teacher and blackboard in a classroom.
7.	Availability of Resources	Young (2014) & Chapin and Eastman (1996)	Resources are basics in all activities. It may be a text books, audio and video materials, software and hardware, and other materials that are used to teaching-learning process.
8.	Individual Satis-faction	Ambrose (2010)	Individual satisfaction means the happiness and pleasant feelings on the results of something which can be done by an individual or that can be happen to the individual.

Construction and Standardization of Classroom Climate Scale

For maintaining the standard of objectiveness and reliable, the scale has been constructed with pre-defined dimensions. The investigators took care about writing items and checks whether it covers the dimensions. The following procedures have been followed by the investigators for construct the Classroom Climate Scale.

1. Description of Items

Effectiveness of the items is directly depends upon the reflection of the measuring variables. For enhancing effectiveness of a sclae, Item writing must be relevant to the dimensions and it entirely reflects the measuring variables. Dimensons are the base and essential in producing a valid statement. For identifying dimensions, the investigators have proposed an operational definition for classroom climate which is defined with purposefully identified a numbers of definitions. From the operational definition, eight dimensions have been filtered and defined. They are Teaching Support, Learner's/Student's Autonomy, Learners'/Students' Interaction, Inter-Personal Relationship, Classroom Management, Physical Arrangements, Availability of

Resources and Individual Satisfaction. Generally, no one can measure a trait 100% psychologically in social sciences. because the respondents' may be subjective while responding the tool and it affects the truthfulness and validity of the measurement of the variable. Teachers are plays crucial role in teaching and learning process and have process and have responsibility in moulding the students' behaviour. Teachers are the decision makers in their classroom that how the classroom climate would be like; as well as the things to be arranged/had in classroom because they may have much experience. Classroom Climate Scale was constructed with three points responses ***(Agree, Uncertain, Disagree)*** and it is classified under Interval Scale. Each dimension has a minimum of 6 and not exceeds 11 numbers of items and they are developed by reflecting the meaning of the respective dimensions. The total number of items constructed was 71.

2. Expert Opinion

The Classroom Climate Scale was given to the panel of subject experts which includes one Associate professor, two Assistant Professors and one higher secondary school teacher for obtaining suggestion against the fulfilment of the objectives of the scale. With the guidelines of subject experts, the suggestive things were made in of Classroom Climate Scale and they are subjected to item analysis.

3. Pilot Study

The tool was constructed with three point responses, viz. ***Agree, Uncertain*** and ***Disagree***. The preliminary survey was conducted with random sample of 121 teachers of higher secondary schools of Thanjavur District, Tamil Nadu for item analysis.

Selection of items, the null hypothesis was formulated that there is no significant difference among the responses of **agree, uncertain** and **disagree.** According to Edward (1957), the statements for which t-value is greater than or equal to 1.75 was regarded as an item, which possesses in formal Consistency and Discriminating Power. So, fifty items were retained which are posses the critical value and its greater value in all dimensions. Table 2 depicts the status of the items.

TABLE 2

Item Analysis

Item No.	Dimension No.	Nature of Question	t-value	Item Status	New Item No.
1.	1	Positive	2.11	Retained	1
2.	2	Negative	5.12	Retained	2
3.	4	Negative	2.35	Retained	3
4.	3	Positive	3.59	Retained	4
5.	8	Positive	3.82	Retained	5
6.	4	Positive	3.59	Retained	6
7.	2	Negative	1.86	Retained	7
8.	6	Negative	3.18	Retained	8
9.	1	Positive	5.62	Retained	9
10.	3	Negative	4.46	Retained	10
11.	2	Positive	5.84	Retained	11
12.	4	Negative	0.71	Rejected	–
13.	8	Positive	0.78	Rejected	–
14.	2	Negative	6.57	Retained	12
15.	6	Positive	0.16	Rejected	–
16.	3	Negative	5.24	Retained	13
17.	1	Positive	5.50	Retained	14
18.	7	Negative	3.57	Retained	15
19.	5	Positive	0.07	Rejected	–
20.	3	Negative	1.87	Retained	16
21.	6	Positive	3.59	Retained	17
22.	8	Positive	0.21	Rejected	–
23.	1	Negative	4.62	Retained	18
24.	7	Negative	4.32	Retained	19

contd....

Item No.	Dimension No.	Nature of Question	t-value	Item Status	New Item No.
25.	4	Positive	3.52	Retained	20
26.	6	Positive	3.61	Retained	21
27.	3	Positive	0.49	Rejected	–
28.	1	Positive	0.98	Rejected	–
29.	2	Negative	6.98	Retained	22
30.	7	Negative	2.25	Retained	23
31.	1	Negative	4.28	Retained	24
32.	4	Negative	0.03	Rejected	–
33.	5	Positive	1.91	Retained	25
34.	4	Negative	1.88	Retained	26
35.	6	Positive	7.60	Retained	27
36.	3	Negative	5.90	Retained	28
37.	7	Positive	4.27	Retained	29
38.	5	Negative	1.84	Retained	30
39.	4	Positive	0.65	Rejected	–
40.	3	Negative	1.23	Rejected	–
41.	6	Negative	4.36	Retained	31
42.	1	Negative	9.80	Retained	32
43.	1	Positive	4.08	Retained	33
44.	5	Negative	1.63	Rejected	–
45.	8	Positive	2.27	Retained	34
46.	3	Positive	1.72	Rejected	–
47.	4	Positive	0.49	Rejected	–
48.	5	Negative	4.13	Retained	35
49.	6	Negative	3.77	Retained	36
50.	6	Positive	5.24	Retained	37
51.	2	Positive	6.57	Retained	38

contd....

Item No.	Dimension No.	Nature of Question	t-value	Item Status	New Item No.
52.	4	Positive	5.72	Retained	39
53.	6	Positive	4.76	Retained	40
54.	7	Negative	3.42	Retained	41
55.	4	Positive	0.73	Rejected	–
56.	8	Negative	3.18	Retained	42
57.	2	Negative	5.62	Retained	43
58.	5	Positive	0.98	Rejected	–
69.	3	Negative	5.11	Retained	44
60.	7	Positive	2.11	Retained	45
61.	5	Positive	2.50	Retained	46
62.	1	Negative	1.21	Rejected	–
63.	6	Negative	0.62	Rejected	–
64.	5	Positive	0.43	Rejected	–
65.	4	Positive	2.61	Retained	47
66.	6	Positive	1.07	Rejected	–
67.	5	Positive	1.24	Rejected	–
68.	1	Positive	0.99	Rejected	–
69.	8	Positive	4.13	Retained	48
70.	3	Negative	2.60	Retained	49
71.	1	Negative	1.93	Retained	50

From item analysis, 21 items were rejected and 50 items were retained and it is given in Table 3.

TABLE 3

Item Description of Final Classroom Climate Scale

Sr. No.	Dimensions	Nature of Items	No. of Items	Total No. of items	Total
I.	Teaching Support	Positive	1, 9, 14, 33	04	08
		Negative	*18, 24, 32, 50*	*04*	
II.	Learners/Students Autonomy	Positive	11, 38	02	07
		Negative	*2, 7, 12, 22, 43*	*05*	
III.	Learners/Students Interaction	Positive	4	01	07
		Negative	*10, 13, 16, 28, 44, 49*	*06*	
IV.	Inter-Personal Relationship	Positive	6, 20, 39, 47	04	06
		Negative	*3, 26*	*02*	
V.	Classroom Management	Positive	25, 46	02	04
		Negative	*30, 35*	*02*	
VI.	Physical Arrangements	Positive	17, 21, 27, 37, 40	05	08
		Negative	*8, 31, 36*	*03*	
VII.	Availability of Resources	Positive	29, 45	02	06
		Negative	*15, 19, 23, 41*	*04*	
VIII.	Individual Satisfaction	Positive	5, 34, 48	03	04
		Negative	*42*	*01*	
Positive Items = 23 + Negative Items = 27				Total Items	50

Standardization of the Scale

For the purpose of standardization of the final form of the Classroom Climate Scale, it was administered a randomly selected 100 Secondary School Teachers.

Reliability

It refers to the consistency and stability of the tool. This is obtained from the ratio between true variance of the test items and the test scores/obtained variance. According to Cronbach defined reliability as "Consistency throughout a series of measurements". The reliability of the Classroom Climate Scale is given below in the table 4.

TABLE 4

Reliability Values of Classroom Climate Scale

Reliability Values by using different Method		
KR 20	**Spearman Brown**	**Guttman**
0.81*	**0.87***	**0.79***

*Significant at .01 level of significance.

Validity

Validity means the readiness and truthfulness of the tool to measure. According to Boring, "The degree to which the test actually succeeds in measuring what it sets out to measure is called its validity" (as cited in Goswami, 2011). It is always related to the specific objectives or purpose of the test. It is simply called as "The degree of excellence in measurement". The following validities were found against the Classroom Climate Scale.

Face Validity

Face validity is a basic and essential validity of a test. Face validity of test means that a test appears or seems to measure what in intent to measure (Goswami, 2011). It may not be dependable and may not assure for genuine validity. The Classroom Climate Scale was constructed and it was corrected with the suggestion of subject experts. So it has face validity.

Content Validity

If the tool covers all its variable's domains or its objective or its purposes, the tool considered to be baving content validity. "Content validity is concerned with accuracy of sampling of content" (Goswami, 2011). This validity ensures face validity but face validity is not too. The Classroom Climate Scale includes all contents of classroom climate which has been given as dimensions in the scale and they have been derived from the number of definitions. The subject experts suggested that all domains of classroom climate were covered in the form of items. Hence the classroom climate scale has content validity.

Intrinsic Validity

The intrinsic validity is also called as internal validity or numerical validity which refers the internal correlation of items of the scale. The intrinsic validity of the Classroom Climate Scale is given in the table 5.

TABLE 5 : *Intrinsic Validity*

Validity Values by using different Validity		
KR 20	Spearman Brown	Guttman
0.90	0.93	0.89

Scoring System

The scoring system of Classroom Climate Scale given in Table 6 for positive item, it is scored as *2, 1 & 0* whereas for negative item it is reverse dot (•) indicated item are negative.

TABLE 6 : *Scoring System*

Response	Agree	Uncertain	Disagree
Positive	2	1	0
Negative	*0*	*1*	*2*

Statistical Results

On the basis of the score of 100 protocols, the following statistical results were got :

TABLE 7 : *Statistical Results*

N	Mean	SD	Range of Score
100	51.00	14.06	00 – 100

Norms

On the basis of the statistical results presented in Table 7, z-Score Norms have been calculated and presented in Table 8. The following formula is used for calculating z-Score.

$$Z = \frac{X - 51.00}{14.06}$$

X—Mean calculated by the user of this tool.

Norms for interpretation of the level of Classroom Climate have been presented in Table 9.

TABLE 8

z-Score for CLASSROOM CLIMATE SCALE

Mean : 51·00 SD : 14·06 N = 100

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
11	–2·84	31	–1·42	51	±0·00	71	+1·42
12	–2·77	32	–1·35	52	+0·07	72	+1·49
13	–2·70	33	–1·28	53	+0·14	73	+1·56
14	–2·63	34	–1·20	54	+0·21	74	+1·63
15	–2·56	35	–1·13	55	+0·28	75	+1·70
16	–2·48	36	–1·06	56	+0·35	76	+1·77
17	–2·41	37	–0·99	57	+0·42	77	+1·84
18	–2·34	38	–0·92	58	+0·49	78	+1·92
19	–2·27	399	–0·85	59	+0·56	79	+1·99
20	–2·20	40	–0·78	60	+0·64	80	+2·06
21	–2·13	41	–0·71	61	+0·71	81	+2·13
22	–2·06	42	–0·64	62	+0·78	82	+2·20
23	–1·99	43	–0·56	63	+0·85	83	+2·27
24	–1·92	44	–0·49	64	+0·92	84	+2·34
25	–1·84	45	–0·42	65	+0·99	85	+2·41
26	–1·77	46	–0·35	66	+1·06	86	+2·48
27	–1·70	47	–0·28	67	+1·13	87	+2·56
28	–1·63	48	–0·21	68	+1·20	88	+2·63
29	–1·56	49	–0·14	69	+1·28	89	+2·70
30	–1·49	50	–0·07	70	+1·35	90	+2·77

TABLE 9

Norms for Interpretation of the Level of Classroom Climate

Sr. No.	Range of Raw Score	Range of z-Scores	Grade	Level of Classroom Climate
1.	80 and above	+2.01 & above	A	Extremely Favourable
2.	69 to 79	+1.26 to +2.00	B	Highly Favourable
3.	59 to 68	+0.51 to +1.25	C	Above Average Favourable
4.	44 to 58	–0.50 to +0.50	D	Average/Moderate Favourable
5.	34 to 43	–1.25 to –0.51	E	Unfavourable
6.	23 to 33	–2.00 to –1.26	F	Highly Unfavourable
7.	22 and below	–2.01 & below	G	Extremely Unfavourable

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Dr. P. Srinivasan (Thiruvarur-TN)
Dr. K. Suresh (Thiruvarur-TN)

Consumable Booklet
of

CCS-SPSK

(English Version)

Kindly fill in the following entries : Date ☐☐☐☐☐☐☐☐

Name _____ Father's Name _____

Date of Birth ☐☐☐☐☐☐☐☐ Gender : Male ☐ Female ☐

Qualification : Academic _____ Professional _____

Designation _____ Class Taught _____ Area : Metro ☐ Urban ☐ Rural ☐

Institution _____ Place _____

Type of Institution : Govt. ☐ Private ☐ Aided ☐ Teaching Experience _____

INSTRUCTIONS

On the following pages 50 statements regarding Classroom Climate have been given. Read each statement carefully and decide your answer on the given. Three point alternatives, viz., ***Agree***, ***Uncertain*** and ***Disagree***, and put a ☑ mark in the appropriate alternative cell.

Please do answer to all the 50 statements.

Be rest assured, your response will be kept confidential.

Scoring Table

	Raw Score			z-Score	Grade	Level of Classroom Climate
Page	2	3	4			
Score						
Total Score						

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UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

Sr. No.	STATEMENTS	Agree	Uncertain	Disagree	SCORE
1.	I teach upto student's understanding ability.	☐	☐	☐	☐
2.	I am exhibits authority in classroom.	☐	☐	☐	☐
3.	I don't like the students to come to my room for asking doubts.	☐	☐	☐	☐
4.	I ask questions whenever required.	☐	☐	☐	☐
5.	I am satisfied that my teaching is at students' understanding level.	☐	☐	☐	☐
6.	I show kind of students.	☐	☐	☐	☐
7.	I wouldn't permit the students to response freely.	☐	☐	☐	☐
8.	There is lack of fans.	☐	☐	☐	☐
9.	I use novel techniques in teaching.	☐	☐	☐	☐
10.	I continue my teaching without gap till the class time is over.	☐	☐	☐	☐
11.	I permit students to write a response on the blackboard.	☐	☐	☐	☐
12.	I avoid students' additional information during teaching.	☐	☐	☐	☐
13.	I scold the students when they asking doubts during teaching.	☐	☐	☐	☐
14.	I use illustrations in teaching.	☐	☐	☐	☐
15.	The availability of the teacher is in stumpy.	☐	☐	☐	☐
16.	I avoid seeing the students who are asking questions.	☐	☐	☐	☐
17.	Lightings are enough in numbers.	☐	☐	☐	☐

Total Score Page 2 ☐

Sr. No.	STATEMENTS	Agree	Uncertain	Disagree	SCORE
18.	I get irritated while seeing slow learner.	☐	☐	☐	• ☐
19.	There is no enough subject related software.	☐	☐	☐	• ☐
20.	I respect student's feelings.	☐	☐	☐	☐
21.	The blackboard is fixed at the correct height.	☐	☐	☐	☐
22.	Students should stand with folded hands while responding.	☐	☐	☐	• ☐
23.	Teaching aids are in less in numbers.	☐	☐	☐	• ☐
24.	I would not consider the student's learning ability.	☐	☐	☐	• ☐
25.	I control students talking.	☐	☐	☐	☐
26.	I treat the students like servants.	☐	☐	☐	• ☐
27.	There are enough tables for students to write.	☐	☐	☐	☐
28.	Students' participation makes disturb in teaching.	☐	☐	☐	• ☐
29.	Internet facility is available.	☐	☐	☐	☐
30.	I teach by focusing only one student.	☐	☐	☐	• ☐
31.	There are not enough chairs for students to sit.	☐	☐	☐	• ☐
32.	The teacher should depend on his/her teaching task only.	☐	☐	☐	• ☐
33.	I identify myself with the lesson while teaching.	☐	☐	☐	☐
34.	I mostly like that the students are discussing with me.	☐	☐	☐	☐
35.	I permit students talking in the classroom.	☐	☐	☐	• ☐

Total Score Page 3 ☐

Sr. No.	STATEMENTS	Agree	Uncertain	Disagree	SCORE
36.	Subtle windows are available.	☐	☐	☐	• ☐
37.	At least two charts are fixed on classroom walls.	☐	☐	☐	☐
38.	I permit students to discuss with them freely.	☐	☐	☐	☐
39.	I help students to do homework.	☐	☐	☐	☐
40.	My table is in the view of the students.	☐	☐	☐	☐
41.	Teaching aids (Technical instruments) have to be bought.	☐	☐	☐	• ☐
42.	If I am in another profession than teaching, I would be happy.	☐	☐	☐	• ☐
43.	I never give freedom to students for asking question.	☐	☐	☐	• ☐
44.	I increase teaching time by reducing students' participation.	☐	☐	☐	• ☐
45.	Teachers are there for all subjects.	☐	☐	☐	☐
46.	I motivate students for their responses.	☐	☐	☐	☐
47.	To get rid of sadness, I provide suggestions to students.	☐	☐	☐	☐
48.	I believe that the students will be satisfied with my teaching.	☐	☐	☐	☐
49.	I would not give chance to students to respond.	☐	☐	☐	• ☐
50.	I keep in mind to finish syllabus only.	☐	☐	☐	• ☐

Total Score Page 4 ☐

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Appendix-B

INTRODUCTION

Professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs which are all important for gaining success in a profession. As the term 'professional competency' is made of two words 'professional' and 'competency', to have a better understanding of the term, the meaning and definition of the two words will be helpful. 'Professional' word is drived from the word profession, which is defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary'. Competency is usually understood as a quality performance. it is not in the form of single and discrete acts such as particular attitudes, habits or specific knowledge. It is in the form of summation of some behaviors as clustered activities. Further, competence is a dynamic pattern of performance. It remains an estimate unless actually demonstrated in actual performance situations. Professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc. which are needed for effective teaching.

Key Elements of Professional Competency

It refers to a pattern of expected behavior associated with the rights and duties of a designation. It takes into account the totality of activities expected to be performed by school principals in the context of his/her duties.

1. Institutional Planning Skills–Institutional planning is considered as a conscious process of deciding how to raise the level of the institution, so as to achieve institutional goals. The following components are included under institutional planning : (1) Identification of the goals and objectives of the institution. (2) Assessing the potential of the teachers, equipment, laboratories and other available aids. (3) Planning action to accomplish the goals and objectives. (4) Designing activities and programs to achieve the planned action. (5) Monitoring of the activities. (5) Undertaking formative evaluation and providing feedback to better achieve the objectives.

2. Conflict Resolution Skills–Individuals differ in socio-psychological behaviors and sometimes adjustment problems are faced in the institution resulting into conflicts.

The principal could come in conflict with an over-reacting subordinate or even a drifter. Any attempt to immediately reprim and someone may solve a problem for a while but it could result into a conflict. Conflict management skills provide insight to principals in establishing and maintaining harmony.

3. Decision Making Skills–A decision is termed as, a choice amongst alternatives. It implies ability for identifying a cutoff point in making and implementing the right choice. Decision making has been identified as the key of principals' efficiency, its components being :

1. Assimilation of information
2. Setting up of priorities
3. Scheduling
4. Communication.

Decision making skills also require intuitiveness, scientific thinking, democratic behavior, impartiality as the value attributes of the person functioning as the principal. Effective decision making implies that decisions be made closest to point of implementation.

4. Staff Relations Skills– An efficient principal is the one who has the capability of practicing human relationship which inter-alia requires a principal to practice harmonious relationship with all the members of the staff; to understand temperament and potential of various personnel working with the principal, to plan strategies of utilizing their talent and resource potential; to provide professional leadership; to exercise broad judgments; and to set high but attainable expectations from the staff.

Staff welfare and staff development go hand in hand with the staff relations skills. In the present-day context setting up of high priorities to raise teacher competence and provision of positive reinforcers to motivate them for excellence are considered necessary attributes of developing and maintaining staff relations.

5. Information Seeking/Providing Skills–Several new concepts which could not be put into the curricula are now expected to be provided. These are communicated through circulars. Environment and ecological concerns, population control, communal

harmony, harnessing of energy from non-conventional resources, global concerns on aspects such as rights of children, status of women, human rights are some areas where information is to be sought from other sources and provided to students through curricular and co-curricular programs. It is expected that principal would have the skill to identify the sources of information, seek it, authenticate these, process these at the students' level. In this sense, information providing have to be correct, concise and appropriately timed.

In addition to general information required in curricular and co-curricular contexts, a principal is also expected to know on aspects like service rules, financial rules, policies on incentives, stipends, provisions regarding loans grants, etc. in fact, one of the expectations from principals is to be updated in information seeking and providing.

6. Financial Administration Skills–School finances are the instrument through which the principal establishes himself and the school programs. Financial administration skills are required in aspects such as budgetary planning, purchases, cash book maintenance audit and administration of school by pursuing the financial rules and regulations. As a general case, very few principals have opportunities for training in financial administration skills. Therefore, they become dependent on some of the adminstrative staff and teachers, experienced in financial matters. A lot of time is also spent due to lack of knowledge of financial administration skills. A well-groomed principal is the one who continuously works for the regular and lawful use of financial provisions. This requires both a sense of judgment and commitment in the principal.

7. Record Maintenance Skills–Record maintenance skills would equip a principal to understand the nature of different records and plan for their maintenance. A skillful principal should have an updated knowledge of the official policies pertaining to various records of teachers, financial records, property charges, examination records, etc. further some of the records, and disposal of records after the stipulated time mentioned in the official circular. The record maintenance skills, therefore, contribute to an efficient functioning of an administrative role of the principal.

8. Community Involvement Skills–An efficient functioning of the school requires a healthy school-community cooperation program. In the context of the National Policy

on Education, 1986 local communities are to be activated in the management of schools. So far, secondary school system suffered for want of community involvement because of the few reasons like the low level of education of the local community, lack of relevance of the curriculum to the community context, lack of awareness in the community on how to provide leadership to the schools. In the present situation, revamping of educational management lays emphasis on harnessing community resources and developing a system of accountability of the school to the community. This obviously requires for skills to enthuse local community members and teachers for participation, seek cooperative participation, and avail community resources.

9. Time Structuring Skills–Time structuring is a crucial stage in the transaction of school activities. Some of the skills required in time structuring as follows :

1. To set time frames for instructional activities.

2. To develop plans for periodical review of the implementation of time frames.

3. To assist teachers in understanding the various time management skills that help in releasing more time for the pupils to learn.

4. To decide strategies for saving time and enhancing pupils, achievement such as reduce instructional time strategies.

5. To establish procedures for conducting co-curricular and other activities without loss to classroom instructional activities.

6. To plan use of one's own time, etc.

10. Supervisory Skills–The acid test of the effectiveness of a school principal could be in evaluating his ability to effectively supervise the institution. The concept of school supervision has changed from criticism of the staff to co-operation to the staff. A principal should be able to plan, organize, evaluate, diagnose, remediate, guide the institution in its macro-level plans and staff in their day to day activities. In other words, the supervisory skills extend beyond supervision to include counselling, guidance and human relationship. Supervisory skills constitute of Academic skills, human relationship skills and technical skills. All the skills taken together improve the overall performance of the school, staff members and the principal.

Significance

The existing practice is for the selection/promotion/placement of a principal on the basis of seniority as a teacher or preliminary screening through interview where also a long-term experience as a teacher is an essential qualification. Generally, the selection is not based on criteria of professional competence in organizational matters or management aspects. The principal's acquiring of professional competence is on the job itself in the process of trial and error. Due to lack of training to principals on appropriate competencies, some principals spend disproportionately large part of their time in routine work; some prefer to do public relations job; some believe that they have to come to school for administrative supervision only. In most schools, due to lack of professional competence in administrative, management and financial tasks, many principals have to block off their time partially from institution's academic programs. A competent principal is identified as the one who is able to hold the show. Most principals feel the need to have knowledge of the required competenies for efficient management of the schools under their charge.

In the traditional set up, Principals of less efficient schools considered that best way to operate for bringing efficiency is to exercise a close control and take resource to official actions to achieve organizational objectives. The teachers, students and the parents should be led by their personal decision making. On the other hand, Principals of highly efficient schools reflect that the job of an effective principal is to create conditions where motivation plays a key role in functionalizing a school. A motivated person has a social appeal and people around him desire to be creative and responsible at work. Secondly, the more the delegation of responsibility by decentralization of duties and responsibilities in the organization, the higher could be the self-activation level of workers on their task. So, in brief, generation of the activity is the basic outcome of the motivation and an activity-oriented environment raises institutional efficiency.

Miriam Bitterova, Alena Haskova, Maria Pisonova concluded that the quality of school leaders and managers is one of the basic factors influencing significantly quality of teaching and learning processes at each level of the system of education. The

results indicates that the practicing school leaders consider as the most significant competencies of a school leader profile in the four mentioned spheres of the management area competency to create motivational strategies based on shared values of the school, competency to create and develop learning environment effective for pupils and students 'learning, competency to define clearly, distribute and delegate responsibilities and power scopes and tasks, and competency to lead and control colleagues, respectively.

Professional competency is influenced by demographical variables such as age, gender, teaching experience, type of school management (Bella, 1999; Sheik, 1999) as well as intelligence, self-esteem, creativity professional pleasure (Sheik 1999) and it has a great impact on school professional development and learning environment of students (Ali, Zohreh & Nia, 2012; Bitterova, Haskova & Pisonova 2014).

Preliminary Try Out

Provisional draft of professional competency scale comprising of 66 statements was put in the form of scale booklet. The statements were presented on a five-point scale. These five categories varied from Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

The tryout of the scale was carried out on a group of 100 senior secondary school Principals selected randomly from the three districts of Punjab. Data was collected on 66 items of the provisional draft. The responses collected on the five-point continuum were scored with respective weight of 5, 4, 3, 2 & 1 for the favorable statements. The obtained data from tryout was used for item analysis.

Item Analysis

Professional competency scale was developed by the investigator. At first 73 items were prepared. Basically, it was based on six dimensions. These dimensions were (1) Institutional planning. (2) Curriculum management. (3) Financial management. (4) Staff/Student welfare programmes. (5) Administrative functions/controls. (6) Community involvement. The scale was modified in the light of views obtained from language and subject experts. On the basis of their suggestions some statements were modified, some added and some were removed. Finally, the scale was developed by reducing the number of statements from 73 to 66.

In order to make selection of items objectively and scientifically, item analysis is required. The purpose of item analysis is to select best items from those included in the provisional draft. Item analysis was done by computing scale values. For this purpose the scale with 66 items was administered on 100 secondary school level principals in the state of Punjab. After scoring of the 100 protocols scores were arranged in ascending order based on the total score obtained by each respondent. The top 27 senior secondary school Principals (the top 27%) and the bottom 27 senior secondary school Principals (bottom 27%) were taken form the upper and the lower criterion groups, as suggested by Edward (1969 PP. 152-153). The t-value for all the 66 items was calculated and only those statements were retained in the final form of the scale having t-value equal to or greater than 0.01 level (2.78) & 0.05 level (2.06). Out of 66 statements, 14 statements were eliminated which were not significant based on the t-value. Hence 52 statements were included in the final form of the scale. Table 1 shows the t-values of the 66 items of the upper & lower groups.

TABLE 1

Statements wise Mean S.D. and t-value (Retention & Rejection of Items)

Item No.	Mean of upper 27%	SD of upper 27%	Mean of lower 27%	SD of lower 27%	t-value	Remarks
1.	4.93	.267	3.14	1.027	6.296*	Significant
2.	4.07	.475	3.14	1.099	2.901*	Significant
3.	4.43	.514	3.00	1.240	3.982*	Significant
4.	4.21	.426	3.86	.663	6.444*	Significant
5.	4.07	.475	3.93	1.072	.456	**Insignificant**
6.	4.57	.852	3.71	1.541	1.822	**Insignificant**
7.	4.71	.726	3.71	.825	3.403*	Significant
8.	4.64	.745	3.29	1.39	3.732*	Significant
9.	4.00	.000	3.00	1.301	2.876*	Significant
10.	4.07	.267	2.86	1.167	3.794*	Significant

contd.....

11.	4.29	.726	2.64	1.082	4.718*	Significant
12.	4.08	.514	3.29	1.437	3.152*	Significant
13.	4.93	.367	3.50	1.092	4.755*	Significant
14.	4.64	.497	3.57	1.158	3.181*	Significant
15.	4.43	.514	3.71	.825	2.749*	Significant
16.	4.14	.363	3.50	1.251	1.883	**Insignificant**
17.	4.36	.497	4.00	1.240	1.000	**Insignificant**
18.	4.50	.519	3.21	1.251	3.551*	Significant
19.	4.43	.646	2.86	.864	5.448*	Significant
20.	4.64	.497	3.29	1.204	3.897*	Significant
21.	4.50	.519	3.50	.855	3.742*	Significant
22.	4.21	.699	3.50	.941	2.280*	Significant
23.	4.86	.363	2.93	.997	3.274*	Significant
24.	4.29	.611	3.29	.914	3.403*	Significant
25.	4.50	1.092	3.93	.997	1.446	**Insignificant**
26.	4.79	.426	3.14	1.292	4.517*	Significant
27.	4.43	.514	3.71	1.204	2.041	**Insignificant**
28.	4.00	.000	2.64	1.082	4.694*	Significant
29.	4.86	.363	2.36	1.550	5.877*	Significant
30.	4.64	.633	2.43	1.016	6.919*	Significant
31.	4.14	.535	2.93	.997	4.016*	Significant
32.	5.00	.000	3.86	.864	4.947*	Significant
33.	4.57	.514	3.93	.917	2.289**	Significant
34.	4.86	.363	3.57	1.016	4.457*	Significant
35.	4.21	.426	3.00	1.301	3.319*	Significant
36.	4.07	.267	2.79	1.251	3.760*	Significant
37.	4.86	.363	3.71	1.204	3.399*	Significant
38.	4.50	.519	3.14	.770	5.467*	Significant
39.	4.64	.497	3.71	1.069	2.947*	Significant

contd.....

40.	4.64	.497	4.00	.679	2.857*	Significant
41.	4.14	.663	3.79	.893	1.202	**Insignificant**
42.	4.29	.726	3.64	1.277	1.637	**Insignificant**
43.	4.29	.726	3.86	1.027	1.275	**Insignificant**
44.	4.57	.514	3.50	1.160	3.160*	Significant
45.	4.86	.535	3.50	.760	1.437	**Insignificant**
46.	4.79	.426	2.93	1.439	4.630*	Significant
47.	4.36	.497	3.21	1.477	2.744**	Significant
48.	4.43	.514	3.64	1.008	2.598**	Significant
49.	4.43	.514	3.64	1.008	2.598**	Significant
50.	4.50	.650	3.50	1.160	2.813*	Significant
51.	4.50	.519	3.71	.469	4.204*	Significant
52.	4.29	.726	4.14	.770	.505	**Insignificant**
53.	4.93	.616	3.86	1.167	.203	**Insignificant**
54.	4.79	.426	3.79	.893	3.783*	Significant
55.	4.64	.497	3.50	.941	4.019*	Significant
56.	4.57	.514	3.79	.893	2.855*	Significant
57.	5.00	.000	4.29	.914	2.924*	Significant
58.	4.57	.514	4.07	.829	1.919	**Insignificant**
59.	4.57	.514	3.57	.829	2.706**	Significant
60.	4.86	.363	4.07	.730	3.606	Significant
61.	4.36	.633	4.07	.730	1.106	**Insignificant**
62.	4.36	.497	3.64	1.151	2.132**	Significant
63.	4.57	.514	3.86	1.027	2.327**	Significant
64.	4.86	.535	3.86	.663	4.394*	Significant
65.	4.50	.519	3.43	1.342	2.785*	Significant
66.	4.79	.426	3.29	1.069	4.877*	Significant

*Significant at 0.01 Level 2.78; **Significant at 0.05 Level 2.06

It is clear from the table that t-value in case of items (5, 6, 16, 17, 25, 27, 41, 42, 43, 45, 52, 53, 58 & 61) was not significant. Hence these items were rejected. All the other items were retained in the scale.

TABLE 2

Dimensions of Professional Competency Scale and serial no. of each item

Sr. No.	Dimensions	Sr. No. of Items	Total No. of Items
I.	Institutional Planning	1 – 5	05
II.	Curriculum Management	6 – 20	15
III.	Financial Management	21 – 26	06
IV.	Staff/Student Welfare Prog.	27 – 36	10
V.	Administrative functions/control	37 – 44	08
VI.	Community Involvement	45 – 52	08
	Total Items		**52**

Scoring

This scale is a five-point scale. The scoring weights of all the items were 5, 4, 3, 2 and 1 for the alternatives *strongly agree, agree, neutral, disagree* and *strongly disagree*. In the list of 52 items for the scale of professional competency scale, are positively worded the minimum score on the scale is 52 and maximum score is 260.

TABLE 3

Scoring System

Nature of Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1

Standardization of the Scale

For the standardization of the scale with 52 items, it was given to a representative sample of 120 secondary school Principals (58 male & 62 female) working in Government and Privately managed secondary school of Punjab State.

Reliability

Reliability of the Professional Competency Scale was determined through Cronbach's Alpha method and split half method with the help of resulting scores

Cronbach's Alpha was calculated which was found to be 0.96 and split half reliability of 52 items was found to be 0.92.

Validity

Validity is an important character of a good scale. The data collection must produce not only relevant information but also should be free from systematic error. The validity of the professional competency scale was determined by face validity. For that professional competency scale was given to teacher's expert of Universities of Punjab. On the basis of their valuable suggestions some item was deleted some were modified and finally the scale was declared valid for the study.

Concurrent Validity : In order to determine the concurrent validity, the investigator found correlation between the two scales of two scales of Professional Competency. As one scale previously established was SAVAN's Professional Competency scale for teachers (2005) and the other was self-constructed by the investigator. Inter item correlation value was found to be 0.861. This means both the scale highly correlated with each other, which shows the concurrent validity of the scale.

Statistical Results

On the basis of the score of 120 protocols, the statistical results for full scale have been presented in Table 4.

TABLE 4

Statistical Results of Professional Competency Scale

N	Mean	SD	Range of Scores
120	169.50	21.03	52 – 260

Norms

On the basis of the statistical results given in Table 4, z-Score Norms for full scale have been developed and the same have been presented in Table 5.

Norms for interpretation of the level of Professional Competency of Principals have been given in Table 6.

TABLE 5

z-Score Norms for Professional Competency Scale

Mean : 169·50 SD : 21·03 N : 120

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
119	–2·40	144	–1·21	169	–0·02	194	+1·17
120	–2·35	145	–1·17	170	+0·02	195	+1·21
121	–2·31	146	–1·12	171	+0·07	196	+1·26
122	–2·26	147	–1·07	172	+0·11	197	+1·31
123	–2·21	148	–1·02	173	+0·16	198	+1·36
124	–2·16	149	–0·98	174	+0·21	199	+1·40
125	–2·12	150	–0·93	175	+0·26	200	+1·45
126	–2·07	151	–0·88	176	+0·30	201	+1·50
127	–2·02	152	–0·83	177	+0·35	202	+1·55
128	1·97	153	–0·79	178	+0·40	203	+1·59
129	–1·93	154	–0·74	179	+0·45	204	+1·64
130	–1·88	155	–0·69	180	+0·49	205	+1·69
131	–1·83	156	–0·64	181	+0·55	206	+1·74
132	–1·78	157	–0·40	182	+0·60	207	+1·78
133	–1·74	158	–0·55	183	+0·64	208	+1·83
134	–1·69	159	–0·49	184	+0·69	209	+1·88
135	–1·64	160	–0·45	185	+0·74	210	+1·93
136	–1·59	161	–0·40	186	+0·79	211	+1·97
137	–1·55	162	–0·35	187	+0·83	212	+2·02
138	–1·50	163	–0·30	188	+0·88	213	+2·07
139	–1·45	164	–0·26	189	+0·93	214	+2·12
140	–1·40	165	–0·21	190	+0·98	215	+2·16
141	–1·36	166	–0·16	191	+1·02	216	+2·21
142	–1·31	167	–0·11	192	+1·07	217	+2·26
143	–1·26	168	–0·07	193	+1·12	218	+2·31

TABLE 6

Norms for Interpretation of the Level of Professional Competency

Sr. No.	Range of Raw Scores	Range of z-Scores	Grade	Level of Professional Competency
1.	212 & above	+2.01 & above	A	Extremely High
2.	196 to 211	+1.26 to +2.00	B	High
3.	181 to 195	+0.51 to +1.25	C	Above Average
4.	159 to 180	–0.50 to +0.50	D	Average
5.	144 to 158	–1.25 to –0.51	E	Below Average
6.	128 to 143	–2.00 to –1.26	F	Low
7.	127 & below	–2.01 & below	G	Extremely Low

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Dr. Nimisha Beri *(Phagwara)*

Consumable Booklet of

PCS-BN

(English Version)

Please fill in the following entries : ***Date*** ☐☐☐☐☐☐☐☐

Name _____ **Father's Name** _____

Date of Birth ☐☐☐☐☐☐☐☐ **Gender : Male** ☐ **Female** ☐

Qualification : Academic _____ **Professional** _____

Experience : Teaching _____ **Year** ☐ **Administration** _____ **Year** ☐

Institution _____ **Place** _____

Area : Metropolitan ☐ **Urban** ☐ **Rural** ☐

Type of Institution : Govt. ☐ **Aided** ☐ **Private** ☐

INSTRUCTIONS

On the following pages 52 statements have been given for your consideration.

Read each statement carefully and decide your response to each statement on any one of the given Five alternatives answers, viz., ***Strongly Agree, Agree, Neutral, Disagree*** and ***Strongly Disagree*** and put a tick ☑ mark in the appropriate alternative's cell which you think appropriate.

Kindly do answer to all the 52 answers.

Be rest assured, your responses will be kept confidential.

Scoring Table

Sr. No.	Dimension	Raw Score	z-Score	Grade	Level of Professional Competency
I.	Institutional Planning				
II.	Curriculum Management				
III.	Financial Management				
IV.	Staff/Student Welfare Pro.				
V.	Administrative Function				
VI.	Community Involvement				

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r. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree	SCORE
	I.						
1.	I review the institutional plan of the previous years before planning for the new academic year.	☐	☐	☐	☐	☐	⬭
2.	I identify the additional resources that are required for the institution periodically.	☐	☐	☐	☐	☐	⬭
3.	I plan inter / intra school competition for development of students.	☐	☐	☐	☐	☐	⬭
4.	I plan various faculty development training programmes.	☐	☐	☐	☐	☐	⬭
5.	I do periodic assessment for identification of subjects related specific requirements.	☐	☐	☐	☐	☐	⬭
		Total Score Dimension I					☐
	II.						
6.	I discuss with individual staff members regarding allocation of their work.	☐	☐	☐	☐	☐	⬭
7.	I prepare a yearly calendar for my school indicating possible dates and activities to be undertaken.	☐	☐	☐	☐	☐	⬭
8.	I plan parent-teacher meeting on student's achievements and for other aspects.	☐	☐	☐	☐	☐	⬭

contd....

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree	SCORE
9.	I plan enrichment programmes for high achievers.	☐	☐	☐	☐	☐	⬭
10.	I diagnose causes of student's failure and underachievement for all the classes in different subjects.	☐	☐	☐	☐	☐	⬭
11.	I take suitable steps for improving student's achievement.	☐	☐	☐	☐	☐	⬭
12.	I conduct meetings time to time to check the grade of every class.	☐	☐	☐	☐	☐	⬭
13.	I plan remedial programmes for students as well as teachers.	☐	☐	☐	☐	☐	⬭
14.	I plan educational tours and excursions for students.	☐	☐	☐	☐	☐	⬭
15.	I make arrangement for providing substitute teachers in vacant periods of a class.	☐	☐	☐	☐	☐	⬭
16.	I hold periodic meetings with teachers regarding coverage of syllabi.	☐	☐	☐	☐	☐	⬭
17.	I provide conducive learning climate to students.	☐	☐	☐	☐	☐	⬭
18.	I plan student counseling programmes for carrer choices.	☐	☐	☐	☐	☐	⬭

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree	SCORE
19.	I identify new streams / courses / vocations to be introduced for students.	☐	☐	☐	☐	☐	⬭
20.	I supervise teachers work regularly.	☐	☐	☐	☐	☐	⬭
	Total Score Dimension II						☐
	III.						
21.	I keep financial accounts updated.	☐	☐	☐	☐	☐	⬭
22.	I review school audit report for implementation purposes.	☐	☐	☐	☐	☐	⬭
23.	I guide regarding preparation of school budget.	☐	☐	☐	☐	☐	⬭
24.	I supervise important financial records under the charge of office staff and teachers.	☐	☐	☐	☐	☐	⬭
25.	I assess financial requirements for day to day contingent expenditure.	☐	☐	☐	☐	☐	⬭
26.	I arrange for the regular internal audit of different cash charges.	☐	☐	☐	☐	☐	⬭
	Total Score Dimension III						☐
	IV.						
27.	I encourage teachers to study reference material, academic journals for upgrading their knowledge and competence.	☐	☐	☐	☐	☐	⬭

contd....

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree	SCORE
28.	I encourage teachers to participate in in-service teacher education programmes.	☐	☐	☐	☐	☐	▭
29.	I develop health consciousness in the students through activities like games, sports, yoga, and co-curricular programmes.	☐	☐	☐	☐	☐	▭
30.	I announce incentives for those students who maintain regularity, punctuality and discipline in the school.	☐	☐	☐	☐	☐	▭
31.	I plan programmes for helping the needy students.	☐	☐	☐	☐	☐	▭
32.	I ensure equality of treatment to all students and employees irrespective of caste, creed or gender.	☐	☐	☐	☐	☐	▭
33.	I set an example of conduct and work.	☐	☐	☐	☐	☐	▭
34.	I act sympathetically with staff members in their needs.	☐	☐	☐	☐	☐	▭
35.	I plan safety measures for students/ teachers.	☐	☐	☐	☐	☐	▭
36.	I maintain cordial relationship with all employees of school.	☐	☐	☐	☐	☐	▭

Total Score Dimension IV ☐

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree	SCORE
	V.						
37.	I effectively supervise all the activities of the school.	☐	☐	☐	☐	☐	▭
38.	I observe classroom teaching and discuss observations with teachers.	☐	☐	☐	☐	☐	▭
39.	I supervise practical work being done in laboratories.	☐	☐	☐	☐	☐	▭
40.	I seek information from official sources for the purpose of the school.	☐	☐	☐	☐	☐	▭
41.	I supervise work of the office staff.	☐	☐	☐	☐	☐	▭
42.	I prepare statements on information sought by the Department of Education and its offices.	☐	☐	☐	☐	☐	▭
43.	I fix responsibility for acts of indiscipline.	☐	☐	☐	☐	☐	▭
44.	I use discretionary power only in exceptional situations.	☐	☐	☐	☐	☐	▭
						Total Score Dimension V	☐
	VI.						
45.	I discuss the institutional plan with parents.	☐	☐	☐	☐	☐	▭
46.	I discuss the institutional plan with community members.	☐	☐	☐	☐	☐	▭
47.	I encourage the use of community resources.	☐	☐	☐	☐	☐	▭

contd....

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree	SCORE
48.	I interpret the school programmes for community.	☐	☐	☐	☐	☐	☐
49.	I maintain communication with community members.	☐	☐	☐	☐	☐	☐
50.	I construct flexible and broad programmes for community contact.	☐	☐	☐	☐	☐	☐
51.	I provide creative and proper guidance for the progress of community works.	☐	☐	☐	☐	☐	☐
52.	I am acquainted with the community's educational problems and make continuous efforts to solve them.	☐	☐	☐	☐	☐	☐

Total Score Dimension VI ☐

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CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF

RELATED LITERATURE

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-V

FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR THE FURTHER RESEARCH

SUMMARY

REFERENCES

APPENDIX