

Components Environing Classroom Atmosphere- A Reviewed Discussion

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Abstract

Integration of knowledge takes place in classrooms. The insightful teaching methods helps students to learn and understand their curriculum content more effectively. The teachers and the curriculum framers happen to be the key role players. However, the significance of good students' learning, understanding and application of knowledge is possible when all the factors like, teachers' proficiency, institutional management and students' readiness to; earn are in good synchronisation. As observed by Kyle, P., & Rogien, L. (2004), "Classroom management requires an orchestration of effective teaching, proactive preventive strategies, practical corrective strategies, and positive supportive techniques". Classroom learning environment for proper pedagogical implementation is indispensable. Students must thrive in classrooms. Their abilities to expand on new things, abilities to grow on their interest related to curriculum and allied subjects depend on the environment of the classrooms. Therefore, this review-based study has tried to highlight on grounds pertaining to factors that concern classroom centered elements for proper learning environment.

Keywords: Classroom; Environment; Teaching-learning.

Introduction

Classrooms shape futures of students. The individualistic growth in moral sense and education start in classrooms after home. Every educational institution strives to produce students who can contribute to the society at large. To do so the significant stakeholder like teachers and the management of the educational institutions strives to maintain the perfect balance of physical and mental health of students. The various curricular and co-curricular activities help students to show prowess in their field of interest; identify their forte, choose their ground of interest and work hard. The encouragement and appreciations provided to them by their teachers boost their confidence. According to a study good academic achievement was found among those students who were praised and rewarded by their teachers. External motivation from their educational institutions helped them immensely (Klem & Connell, 2004). Students who were well-treated by their teachers were found enjoy their academic life. Empathic attitude of teachers and the institution's authority added impetus to better academic growth (Hallinan, 2008). Student teacher bonding played the key factor for students' academic growth (Kyle, P., & Rogien, L. (2004). Presence of inclusiveness, feeling of being valued and accepted led to better acceptability of classroom environment among students at every stage of formal education. Especially, for adolescent students the feeling of being 'listened to' supported students' mental health. A very good observation by Banner and Cannon (1997) delineated the fact that great teaching does not only include effective strategies, but it also involved methods and ways that bonded the teachers to their students emotionally. In the same line,

McEwan (2002) said, “An ample amount of research exists showing that content and caring are not exclusive commodities; effective teachers emphasize both...”.

Review of intertwined factors for classroom atmosphere.

The classroom environment is extremely an important ingredient when it comes to the process of teaching and learning. Apart from the various infrastructure that constitutes a classroom interior, warmth and compassion of the teachers towards their student make it magical. A pleasant atmosphere inside the classroom facilitates the process of knowledge disbursement, its acquisition, understanding and application. Another study conducted by Strahan and Layell (2006) noted that learner- centred environment created by the teachers kept the classrooms atmosphere in good shape and thriving.

Teachers and classroom health

Academic accomplishment could be enhanced and flourished though positive classroom health. The grace and eloquence brought in by the teachers in a classroom helped students to evolve in academic and c-curricular activities. The above-mentioned qualities were only possible when the teachers were humane in their approach. According to Mc Ewan (2002) teachers who exhibited and truly were passionate about teaching considered their classrooms to be a ground for exploration. The classroom activities reflected ‘miniature enterprise operations’, where students were found to be more spontaneous; adaptability to changes was well formed; and the students were more expressive and open to suggestion. A good teacher was considered to have an urge to evolve and would be contestable (Connell (2009). However, the organisation was hugely responsible for students and teachers’ growth. Abuse of power of the higher authority affected both the teachers and the students adversely. The establishment of good relation between student-teacher; teacher-management; and students-management was a necessity (Klan & Rout, 2009).

The concept of ‘Pedagogical fitness’ sculpted by Wescombe-Down (2009). This concept explained that a fit teacher would create a fit classroom environment. And vice versa. Fitness of mind among teaches as this helped motivate the students for hard work and infuse fervour among the, for better future work. The teachers with good mental fitness could create good and vigorous positive classroom atmosphere. This duty and care towards the students and the institutional management was found to be good Rowe, Stewart and Patterson (2007). Teacher with right attitude emanated good joyful work environment. The teacher who implemented creativity in teaching methods could create joy and made curriculum execution more pleasurable Hargreaves (1994).

Skills requirement for classroom fitness

The idea of classroom management is even more important for contemporary time as because the classrooms are not just a four-wall room with certain infrastructure. A proper management of the classroom helps teacher to enhance the performance of the students, use time effectively and be on the tract of office work and curriculum related works. It was found that teachers often experienced occupational burnouts. This effected their job and relation with their students. Teachers being one of the most important stakeholders to the students, the teachers with high professional anxiety and stress often showed apathy and deteriorated state of wellness (Kyriacou (2001). Therefore, the art of class-room management is very important.

Classroom management is crucial to proper teaching and learning. Students’ educational outcomes of attainment, attendance, happiness and independence was found to exist with good management skill

(Douglas et al., 2012). According to the researchers even a good infrastructure catered to good classroom vibe. Evidence shows that the physical characteristics of learning spaces had a significant impact on educational progress. The Barrett and colleagues (2015) found that learning environments accounted for about 16% rise in pupils' academic achievement. To alleviate problems of stress and strain of the teachers Reddy and Poornima (2012) suggested intervention of the organisation. Teachers occupational stress affects students in the classroom. Supportive strategies needed to be chalked out to keep the teacher's mental health in good state as it had direct and proportional relation to students' classroom behaviour and emotion. When a teacher felt detached from his/ her workplace when they lacked the right to handle the classroom in their own ways. Teachers were found to make eth classrooms more enjoyable when they were given the liberty to implement their innovative ways in teaching practices. Generating positivity in classrooms and among the students produced good emotional engagement of the former with the later (Gremmen et al, 2016). The emotional boosting of the teachers to make the students feel the classroom is their 'own'. This made a marked difference. The attachment of the students with their classroom was found to be very germane in creation of a stealthy environment. It was found necessary to make the students feel empowered through encouragement (Hare et al., 2016). However, in this regard a practical perspective was provided by Adeywmi (2021), where the researcher said that classroom size also mattered. Establishment of a good teacher student relation and attention provision on every student depended much on the kind of care each student got from their teacher. As per the researcher, "Advantages of a low ratio include enhanced individualized attention, increased opportunities for feedback, better classroom management, and reduced stress for teachers". A fact ascertained the existence of an inverse relation between teachers' workload and students' achievement.

Summary

Several other factors could be undertaken under the purview of the study. However, some potential aspects were taken under consideration. There have been various pedagogical studies that have been conducted to learn more on the intricacies in the field of teaching and learning. Modern innovations in pedagogy have helped students evolve in their academic interest. With advent online hybrid mode of education students are much at ease with their academic life. Nevertheless, face to face approach in teaching and physical presence of both the teachers and students is still tops the list and stands apart from all other platforms. The interactive mode of teaching and learning promotes knowledge exchange and amplified the academic vehemence. Pedagogical fitness can only be brought about by good teaching practices especially when well received and followed by students with grace and interest. A good classroom environment will remain perpetual endeavour for the stakeholders to keep up students' good academic journey.

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