

**NATURE OF SCHOOL CLIMATE AND CULTURE ON THE LEVEL OF
COMPETENCE OF ENGLISH LANGUAGE TEACHERS AT SECONDARY
LEVEL BASED ON GENDER**

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Abstract

Education is a process which enables an individual to adjust himself to the environment. It is the method of facilitating learning, or the acquisition of information, skills, values, morals, beliefs and habits. It fits the individual to his physical and social environment. Education is that the compound wall of academics, students, parents, society, and culture. School climate is the feel of the school, the behaviours and points of view exhibited and experienced by students, teachers and other stakeholders. School culture is the way thing is done in the school, the underlying norms and values that shape the patterns of behaviour, attitudes and expectations between stakeholders in the school. A faculty culture consists of the underlying influences and attitudes among the school- supported the norms, traditions and beliefs of the employees and students. The study aims at finding the character influence of school climate and culture on the ability of academics. It is observed that there are tremendous hindrances and challenges faced by language teachers especially English language teachers because still English is considered as a foreign language.

Key words: Influence, School Climate and Culture, Competence

Education is the method of facilitating learning, or the acquisition of information, skills, values, morals, beliefs and habits. Instructional ways embrace teaching, training, storytelling, discussion and directed analysis. Education often takes place underneath the steering of educators; but, learners may educate themselves. Education will manifest itself in formal and informal settings and any expertise that encompasses a formative impact on the manner one think, feels or acts is also thought-about instructional. The methodology of teaching is named Pedagogy.

School climate is the feel of the school, the behaviours and points of view exhibited and experienced by students, teachers and other stakeholders. School culture is the way thing is done in the school, the underlying norms and values that shape the patterns of

behaviour, attitudes and expectations between stakeholders in the school. “Culture is that complicated whole which incorporates data, belief, art, morals, law, customs and the other capabilities non heritable by man as a member of society.” (Taylor, 2006).

Culture can be defined as the ability of whole performances and thoughts of an individual or a group. Culture is an abstract entity. It is a unit to understand through experience and a complex idea that is difficult to define. The term culture is meaning and content is illusive and comprehensive. It is considered as the most crucial subsystem of the social system. A school culture consists of the underlying influences and attitudes within the school- based on the norms, traditions and beliefs of the staff and students. This goes beyond the student body: it also involves how teachers interact with each other, their students, and the parents. School culture can be defined as “the guiding beliefs and values evident in the way a school operates.” (Fullan, 2007). School culture encompasses all the attitudes expected behaviours and values that impact how the school operates. Some characteristics that are considered to promote a positive school culture are: it is learned, shared, based on symbols, integrated and dynamic.

In this study, the investigator reviewed literature on culture and human action, mixing it with literature to develop, associate, degree and adequate account of acquisition and intercultural understanding. School culture positively affects students learning, when we are intentional about shaping it. School climate is based on patterns of students’, parents’ and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.

Need and Significance

Positive and healthy school cultures and school climates are the foundations of high- quality learning environments and create the conditions for effective teaching and learning to occur. “Attitude or mood” of the school and the culture as the “personality of values” of the school climate is perception-based, while culture is grounded in shared values and beliefs. (Green Art, 2008). In this sense, climate is how people feel in the school and culture is a deeper sense of how people act in the school. Culture plays an important role in language education because it motivates students and facilitates communication. If language education will be incorporated the presentation of cultural information in language classroom it would greatly increase the benefits of language study. Language teachers have always known that learning an additional language requires about another culture. This is in fact, one of the primary reasons

for learning languages – to experience a different culture from the inside, so as to empathize with a broader range of others and to enrich one’s ability to appreciate varied human experiences.

Effective intercultural communication happens when language learners have the ability to interact effectively in a new language with members of different cultures (Byran, 1997). Speakers must be aware of their own and other’s cultures, and they must have the linguistic and pragmatic skills necessary to navigate another culture. (O’Dowd, 2008). It is clear that a positive work environment benefits everyone and allows for a healthy, happy, and collaborative environment where everyone can work to accomplish goals in a meaningful, engaging way. When it comes to schools, a positive environment not only benefits the staff but the students, too. This is especially important when we are discussing potentially marginalized populations in schools. We can best meet the needs of English learners, students with special needs, and other student groups when we consider their needs along with each of the populations of students in the school. The process of meeting the needs of It is helpful to have a set of common goals within a school so that everyone understands what is to be accomplished and can begin to work towards them. To develop a positive school climate, consider setting goals that are inclusive or focus on English learners and other populations of students.

Statement of the problem

The present study intends to analyze the competence of English language teachers at secondary level on teaching with respect to school climate and culture. Hence the present study is entitled as:

Nature of School Climate and Culture on the Level of Competence of English language Teachers at Secondary Level Based on Gender

Variable

The variable of the study is School Climate and Culture and its influence on English Language Teachers.

Objectives of the study

1. To find out the nature of influence of school climate and culture on the competence of English Language teachers at secondary level.
2. To find out whether there exists any significant mean difference in the influence of school climate and culture on the competence English Language teachers at secondary level based on Gender.

Hypotheses

1. There exists no difference in the nature of influence of school climate and culture on the competence of English Language teachers at secondary level.
2. There exists no significant mean difference in the influence of school Climate and Culture on English Language teachers at secondary level based on Gender.

Method of the Study:

Survey method was used in the present study.

Sample of the study:

The samples used for the study are 135 English Language Teachers at secondary level of Palakkad district.

Tools and Techniques

1. Questionnaire on all the aspects of school climate and culture on the competence of English Language Teachers at secondary level.
2. Semi-structured interview with English language Teachers at secondary level.

Statistical Techniques

The major statistical techniques used for the analysis and interpretation of data were Preliminary statistics, Percentage analysis and t- test.

- Descriptive statistics such as mean, median, mode and standard deviation were used for analyzing the data.
- Skewness and Kurtosis were worked out for analyzing the normality of the Distribution.
- Percentage analysis was done to find the level of competence among teachers
- Independent sample t-test was used to find out the significant difference between two subsamples.

Preliminary Analysis

Descriptive statistical measures were used to describe the characteristics of the sample or population. The variable taken for the present study was School Climate and Culture.

The important statistical properties of the scores in the variable under study were analyzed as a preliminary step. The mean, median, mode, standard deviation,

skewness, kurtosis were worked out for the variable was calculated. Important statistical constants of the variable School Climate and Culture is given in Table 1

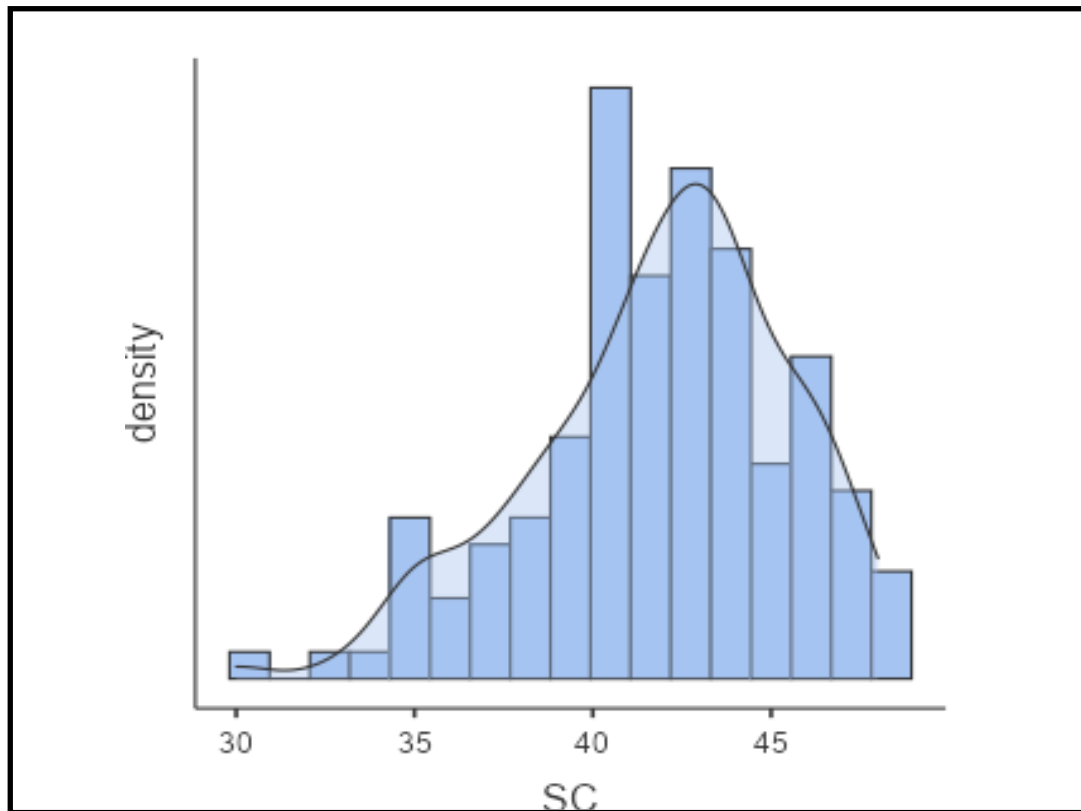
Table 1

Data and results of the preliminary analysis of School Climate and Culture on the teaching competence of teachers.

Descriptive statistics	School Climate and Culture
N	100
Mean	41.9
Median	42
Mode	43
Standard deviation	3.57
Skewness	-0.609
Kurtosis	0.179

Table 1 reveals that the Mean, Median, Mode for School climate culture were 41.9, 42 and 43 respectively. Skewness and kurtosis found to be -0.609 and 0.179 respectively. The skewness value -0.609 indicates that the distribution is negatively skewed. The value of kurtosis obtained for School climate and culture is 0.179 so the curve is leptokurtic and shown in figure 1.

Figure 1 Graphical representation of the mean scores of the variable



The graphical representation in figure 1 of the variable indicates that the distributions approximate to normality. From the preliminary analysis, it was found that statistical index of mean, median and mode of the distributions of the variable for the total sample cluster around nearer scores. It shows the distributions are almost normal.

Major Analysis

Statistical analysis was done using the following ways and results also discussed under the following heads,

- Analyse the nature of influence of school climate and culture on the competence of teachers at secondary level.
- Comparison of the mean score of school climate and culture based on gender among teachers at secondary level.

Nature of influence of school climate and culture on the competence of English Language Teachers

Nature of influence of school climate and culture on the competence was analyzed using percentage analysis. The English language teachers were classified into three groups such as teachers having a high level of Teaching Competence, moderate level of Teaching

Competence and low level of Teaching Competence. The scores more than Mean +Standard Deviation is categorized as teachers under the high level of Teaching Competence, and for teachers under low level of Teaching Competence as those scored below Mean – Standard Deviation; and those who scored in between these two as teachers with a moderate level of Teaching Competence.

Data and results of the level of teaching competence are presented in Table 2.

Table 2 Number of the percentage of English Language Teachers falling into three levelsof Teaching Competence.

Sl. No.	Levels	Norms	N	%
1	High	M+SD and above	22	16.29
2	Moderate	M+SD to M-SD	96	71.12
3	Low	M-SD and below	17	12.59
Total			135	100

From the table 2 it is clear that 22 teachers (16.29%) fall into a high level of Teaching Competence, 96 teachers (71.12%) of teachers have a moderate level of Teaching Competence and 17 teachers (12.59%) of teachers are coming under low level of Teaching Competence. It was found that for the whole sample the majority is coming under a moderate group. That means 71% of English language teachers from the whole sample are shown a moderate level of School Climate and Culture group. Thus the result is pointed out that different levels of school climate and culture exist among English language teachers.

Comparison of mean scores of school climate and culture with respect to gender

To ascertain whether there exists any significant difference in the mean score on the basis of gender, the test of significance of difference between means (t-test) was employed. Data and the results of the mean scores of school climate and culture based on gender are given in Table 3.

Table 3

Data and the results of the mean scores of school climate and culture based on Gender

Variable	Gender	N	M	SD	t value	p value
School Climate & Culture	Female	116	42.2	3.38	2.27	0.025
	Male	19	40.2	4.28		

From the table 3, it is clear that the mean and standard deviation of school climate and culture for female is 42.2 and 3.38 respectively. The mean and standard deviation of school climate and culture for male is 40.2 and 4.28 respectively. The t value obtained for school climate and culture is 2.27 which are greater than the table vale 1.96, and the p- value is 0.025 which is less than 0.05. That means there exists a significant difference in school climate and culture based on gender.

Discussion

From the result of table 3, it is clear that there is a significant difference in the mean score of school climate and culture for female and male. This result shows that there is a significant difference in the School climate and culture on gender. Hence the hypotheses stating that there exists no significant difference in School climate and culture based on gender is rejected. Interview with English Language teachers also revealed that their teaching is also influenced by the school climate and culture.

Major Findings of the Study

Major findings of the present investigations are summarized and presented in following headings.

- Nature of influence of school climate and culture on the competence of English Language Teachers.
- The significant difference between the mean score of school climate and

Culture on the competence of English Language teachers was tested on the basis of gender.

Nature of influence of school climate and culture on the competence of English Language Teachers

Levels of teaching competence among English Language Teachers were found by classifying them into three groups namely high, moderate and low based on their scores in School Climate and Culture. Percentage analysis findings are obtained for school climate and culture on the teaching competence of English language teachers. The result showed that 16.29% of the teachers fall into a high level of teaching competence, 71.12% of teachers has shown a moderate level of teaching competence, that is, an average level of teaching competence, and 12.59% of teachers falling into a low level of teaching competence. It is found that from the whole sample of English language teachers 71% of teachers are shown teaching competence at a moderate level. Thus the result pointed out that there exist different levels of teaching competence among English language teachers.

The significant difference between the mean score of school climate and culture on the competence of English Language teachers was tested on the basis of the gender.

When the school climate and culture of male and female is compared it is clear that the mean and standard deviation of school climate and culture for female is 42.2 and 40.2 respectively. The mean and standard deviation of school climate and culture for male were 3.38 and 4.28 respectively. The t value obtained for school climate and culture is 2.27 which is greater than the table value 1.96, and the p-value is 0.025 which is less than 0.05. The female teachers are superior to the male teachers in the school climate and culture on their teaching competencies. This result shows that there is a significant difference in the School climate and culture on gender.

Conclusion

The present study thus emphasizes more on the influence of school climate and culture on English language teachers. It is evident from the questionnaire and semi structured interview. While analyzing various studies and interaction with the teachers, it is observed that there are tremendous hindrances and challenges faced by language teachers especially English language teachers, because English is considered as a foreign language. The reluctance in children to accept a new language is evident as their aversion expressed. Thus, the study clearly depicts the difficulties faced by English language teachers in handling secondary school students.

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