



\* Perceptions of the  
classroom climate:

Teacher and student views

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\* Global summary of the psychological, social, emotional, and organisational and managerial state of the classroom (Babad, 2009)

\* **Classroom climate**

## Academic

- \* Within-class grouping  $d=.16$
- \* Problem-based learning  $d=.15$
- \* Visual learning style  $d=.09$
- \* Whole language programmes  $d=.06$

## Social

- \* Teacher-student relationships  $d=.72$
- \* Classroom cohesion  $d=.53$
- \* Peer influences  $d=.53$
- \* Expectations  $d=.43$

\* **Class climate and outcomes**

- \* Student and teacher perceptions of class climate
- \* Teacher efficacy and perceptions of class climate

**\* Gaps in the literature**

- \* Participants: 37 teachers, 640 students

- \* Instruments:

  - \* My Class Inventory

  - \* Teacher Sense of Efficacy Scale

\* **Method**

Variable	Students	Teachers
	Mean (SD)	Mean (SD)
Years teaching		13.19 (12.01)
Efficacy in Students Engagement		7.26 (0.77)
Efficacy in Classroom Management		8.06 (0.87)
Efficacy in Instructional Strategy		7.79 (0.80)
Satisfaction	11.61 (1.50)	13.44 (2.00)
Friction	7.97 (2.55)	7.53 (1.81)
Competitiveness	10.20 (3.20)	10.78 (2.58)
Difficulty	9.98 (1.89)	7.19 (2.48)
Cohesiveness	10.76 (2.27)	9.75 (2.92)

# \* Descriptives

Variable	<i>t</i>	Mean ( <i>SD</i> )
Classroom Climate (Students - Teachers)		
Satisfaction	-6.48**	-2.17 (2.00)
Friction	.56	.25 (.70)
Competitiveness	-.64	-.39 (3.64)
Difficulty	5.80**	2.69 (2.79)
Cohesiveness	1.99†	1.19 (3.61)

\*Teacher-student  
perceptions

- \* Gender: Difficulty of work
- \* Ethnicity: Satisfaction, Friction
- \* Class level: Satisfaction

\* Student  
characteristics

- \* Level: No differences
- \* Decile: Satisfaction
- \* Gender: Difficulty
- \* Experience: Satisfaction; competition

# \*Teacher characteristics

\*Teacher efficacy for instructional strategies negatively predicted perceptions of friction in the classroom

\*Predicting teacher perceptions

- \* Coherence of teacher and student perceptions
- \* Examining *student* as well as *teacher* perceptions as contributors to class climate

\* Discussion

- \* Anomaly: younger students higher levels of satisfaction yet perceived them to be more difficult
- \* Boys schoolwork more difficult than girls
- \* Differences with respect to ethnicity

## \* Discussion

- \* More experienced teachers more positive perceptions than less experienced
- \* Teachers in low decile schools showed greater satisfaction than those in high

## \* Discussion

\* Higher levels of teacher efficacy predicted perceptions of less friction in the classroom

\* Discussion

- \* What sort of interaction is happening in my classroom? Does that add to, or detract from, the purpose of learning?
- \* How do student characteristics contribute to perceptions of the learning environment?
- \* What is it about my teaching practices that could elevate student experiences in the classroom?

## \* Discussion