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Email: tapchikhoahoc@hcmue.edu.vn; Website: http://tckh.hcmue.edu.vn

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## THE EVALUATION BY GRADUATE STUDENTS ON THE CLASSROOM CLIMATE IN THE PREVIOUS UNIVERSITIES

*Doan Van Dieu\**

*Ho Chi Minh City University of Education*

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### ABSTRACT

*The article is about the evaluation by graduate students on the classroom climate in the previous universities. The classroom climate is one of the elements to contribute to the success of teaching session. According to the inventory, there are seven factors to survey the classroom climate. The findings show that the respondents appreciate teachers of creating the solidarity of the members in the classroom; and evaluate lowly that they could not get team work, and learning achievements as expected.*

**Keywords:** evaluation, graduate, classroom climate.

### TÓM TẮT

**Đánh giá của sinh viên tốt nghiệp về bầu không khí trong lớp ở các trường đại học đã theo học**

*Bài viết nói về đánh giá của sinh viên tốt nghiệp về bầu không khí trong lớp ở các trường đại học đã theo học. Bầu không khí trong lớp là một trong những thành tố của việc quản lý lớp học, đóng góp vào sự thành công của buổi giảng dạy của giáo viên. Theo bảng ghi dấu, có bảy yếu tố để khảo sát bầu không khí trong lớp. Kết quả cho thấy những học viên đánh giá cao về việc giáo viên tạo bầu không khí đoàn kết trong lớp và đánh giá thấp họ không được làm việc nhóm và không đạt được kết quả học tập mong đợi.*

**Từ khóa:** đánh giá, sinh viên tốt nghiệp, bầu không khí trong lớp.

### 1. Introduction

One of the important skills a teacher has to master is the classroom management. It seems to be simple, but it decides the success of the teaching session. There are many elements in the classroom management. This article is about the classroom climate that contributes to the success of teaching session.

Definition of classroom climate:

Amborse et. al. (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn. 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-

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\* Email: doanvandieu@hcmup.edu.vn

student interaction, and the range of perspectives represented in the course content and materials” (p.170).

The importance of classroom climate. Positive classroom climate influences not only by the teacher but also the students on their teaching and learning:

- The teacher and the students can be inspired with mutual respect;
- The well prepared teacher can efficiently teach his/her students when there is the good interaction in the session;
- The students feel free to talk with their teachers and classmates to learn more efficiently in the session;

In short, both the can benefit a lot from the positive classroom climate.

According to Barry J. Fraser, David F. Treagust, and Norman C. Dennis, there are 7 factors in the inventory:

- Personalization - emphasizes opportunities for students to interact with the instructor and the instructor's concern for student' personal welfare.
- Involvement - assesses extent to which students participate actively and attentively in class discussions and activities.
- Student cohesiveness - looks at the extent to which students know, help and are friendly toward each other.
- Satisfaction - measures the degree of enjoyment of classes.
- Task orientation - considers the extent to which class activities are clear and well organized.
- Innovation - to what extent does the instructor plan new and unusual class activities, teaching techniques, and assignments?
- Individualization - asks to what extent students are allowed to make decisions and are treated differentially according to ability, interest and rate of working.

Barry J. Fraser, David F. Treagust, and Norman C. Dennis of Western Australian Institute of Technology. Research describing the development and validation of the instrument appears in *Studies in Higher Education*, Vol. 11, No. 1, 1986. Retrieved from: <https://calvin.edu/.../classroom-climate-inventory/index.html>

## **2. Methodology**

The instrument is a questionnaire with 4 levels: Strongly Agree, Agree, Disagree, and Strongly Disagree accordance with 4, 3, 2, and 1 in rating, developed by Barry J. Fraser, David F. Treagust, and Norman C. Dennis of Western Australian Institute of Technology. Research describing the development and validation of the instrument appears in *Studies in Higher Education*, Vol. 11, No. 1, 1986. Retrieved from: <https://calvin.edu/.../classroom-climate-inventory/index.html>

### **2.1. The factors in the inventory**

According to Dennis H. Congos, there are 8 factors with 49 items including:

- Factor 1 (Personalization) includes the items: 1, 8, 15, 22, 29, 35, 42, 49.
- Factor 2 (Involvement) includes the items: 2, 9, 16, 23, 30, 37, 44.
- Factor 3 (Student cohesiveness) includes the items: 3, 10, 17, 24, 31, 38, 45.
- Factor 4 (Satisfaction) includes the items: 4, 11, 18, 25, 32, 39, 46.
- Factor 5 (Task orientation) includes the items: 5, 12, 19, 26, 33, 40, 47.
- Factor 6 (Innovation) includes the items: 6, 13, 20, 27, 34, 41, 48.
- Factor 7 (Individualization) includes the items: 7, 14, 21, 28, 35, 42, 49.

The inventory was translated into Vietnamese to collect the data in a class of Pedagogy Training Course at HCMUE for graduate students who would like to become teachers.

- Reliability: Cronbach's Alpha: .688
- The discrimination index (DI) of the items in the inventory

**Figure 1.** The discrimination index (DI) of the items in the inventory

Item	DI	Item	DI	Item	DI	Item	DI	Item	DI
1	.165	11	.543	21	.102	31	.247	41	.233
2	.069	12	.375	22	.324	32	.347	42	.356
3	.247	13	.444	23	.112	33	.213	43	.154
4	.068	14	.382	24	.392	34	.264	44	-.081
5	.065	15	.338	25	.400	35	.288	45	.094
6	.337	16	.318	26	.511	36	.127	46	.149
7	.392	17	.378	27	.369	37	.043	47	.259
8	.418	18	.123	28	.315	38	.141	48	-.072
9	.410	19	.256	29	.341	39	.361	49	-.102
10	.430	20	.328	30	.078	40	.205		

- The items with good discrimination index: 8, 9, 10, 11, 13, 25, and 26.
- The items with rather good discrimination index: 6, 7, 12, 14, 16, 17, 20, 22, 24, 27, 28, 29, 32, 39, and 42.
- The item with average discrimination index: 3, 19, 31, 33, 34, 35, 40, 41, and 47.
- The item with weak discrimination index: 1, 2, 4, 5, 18, 21, 23, 30, 36, 37, 38, 43, 44, 45, 46, 48, and 49.

## 2.2. Sampling

Total: 52 graduate students in the class of the 28<sup>th</sup> Pedagogy Training Course at HCMUE in August 2017, distributed as the following variances:

Sex	Frequency	Percent
NA	1	1.9
Male	20	38.5
Female	31	59.6

Levels of Age	Frequency	Percent
From 22 to 30	35	67.3
From 31 to 40	14	26.9
Above 40	3	5.8

University attended before graduation	Frequency	Percent
NA	4	7.7
HCMC University of Foreign Language and IT	2	3.8
HCMC University of Economy	4	7.7
University of Van Hien	1	1.9
HCMC University of Agriculture & Forestry	1	1.9
HCMC University of Education	10	19.2
HCMC University of Medicine and Pharmacology	2	3.8
HCMC University of Social Science and Humanity	5	9.6
University of Hong Bang	1	1.9
University of Pham Van Dong	1	1.9
HCMC University of Foreign Trade	2	3.8
HCMC University of Polytechnic	4	7.7
HCMC University of Law	2	3.8
University of Van Lang	1	1.9
University of Hoa Sen	1	1.9
HCMC Open University	2	3.8
HCMC University of Sciences	3	5.8
Saigon University of Technology	2	3.8
HCMC University of Architecture	1	1.9
Hue University of Education	1	1.9
Ha Noi University of Education	1	1.9
Tampore University - Finland	1	1.9
Total	52	100.0

Though the sampling is not big, there are many schools included in the survey, so we can have a glance at how teachers created the classroom climate when they were teaching in their classes.

### 3. Results

#### 3.1. The selection of subject by the graduate students

To help the respondents identify their subjects to be evaluated, there are a part asking about:

- The teachers were liked or not liked

Teachers	Frequency	Percent
NA	1	1.9
Liked	46	88.5
Not liked	5	9.6

- The teachers' age: middle age (above 35 years old) or young (under 35 years old)

Teachers' age	Frequency	Percent
Above 35 years old	40	76.9
Under 35 years old	12	23.1

- The teachers were teaching: undergraduate programs or graduate programs

Teachers teaching	Frequency	Percent
NA	4	7.7
Undergraduate programs	15	28.8
Graduate programs	33	63.5

The statistics show that:

- The respondents pay more attention to the teachers they liked more than the ones they didn't like.
- They pay more attention to the novice teachers more than the old ones.
- The respondents pay more attention to the teachers who teach the graduate programs more than the undergraduate programs.

### 3.2. The evaluation by graduate students on the classroom climate in the previous universities

3.2.1. The findings of the evaluation by graduate students on the classroom climate in the previous universities are in Figure 2.

**Figure 2.** The evaluation by graduate students on the classroom climate in the previous universities

N <sub>0</sub>	Contents	M	SD	Ranking
1.	The instructor considers students' feelings.	2.9038	.60260	9
2.	The instructor talks rather than listens.	2.1538	.77674	35
3.	The class is made up of individuals who don't know each other well.	3.0192	1.07540	5
4.	The students look forward to coming to classes.	2.9615	.76598	6
5.	Students know exactly what has to be done in our class.	2.9423	.87253	7
6.	New ideas are seldom tried out in this class.	2.1346	.76770	36
7.	All students in the class are expected to do the same work, in the same way and same time.	2.5577	.99830	22
8.	The instructor talks individually with students.	2.4615	.87361	25
9.	Students put effort into what they do in class.	2.7115	.80041	17
10.	Each student knows the other members of the class by their first names.	2.6731	.80977	19
11.	Students are dissatisfied with what is done in the class.	1.9231	.70977	43
12.	Getting a certain amount of work done is important in this class.	2.5385	.91740	23
13.	New and different ways of teaching are seldom used in this class.	2.3846	.77089	27
14.	Students are generally allowed to work at their own pace.	2.2885	.89303	31

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15.	The instructor goes out of his/her way to help students.	2.3462	.73790	29
16.	Students 'clockwatch' in this class.	2.1923	.95051	32
17.	Friendships are made among students in this class.	2.9231	.85969	8
18.	After the class, the students have a sense of satisfaction.	2.8846	.73174	11
19.	The group often gets sidetracked instead of sticking to the point.	2.0000	.56011	40
20.	The instructor thinks up innovative activities for students to do.	2.7500	.71056	15
21.	Students have a say in how class time is spent.	2.6346	.71480	20
22.	The instructor helps each student who is having trouble with the work.	2.6346	.68682	21
23.	Students in this class pay attention to what others are saying.	2.8654	.59504	12
24.	Students don't have much chance to get to know each other in this class.	2.0000	.76696	41
25.	Classes are a waste of time.	1.5000	.72761	48
26.	This is a disorganized class.	1.3846	.71822	49
27.	Teaching approaches in this class are characterized by innovation and variety.	2.6923	.67267	18
28.	Students are allowed to choose activities and how they will work.	2.4423	.66902	26
29.	The instructor seldom moves around the classroom to talk with students.	1.9423	.84976	42
30.	Students seldom present their work to the class.	2.0769	.83657	38
31.	It takes a long time to get to know everybody by his/her first name in this class.	2.1923	.97092	33
32.	Classes are boring.	1.7885	.82454	44
33.	Class assignments are clear so everyone knows what to do.	3.0962	.72110	3
34.	The seating in this class is arranged in the same way each week.	2.4808	.99981	24
35.	Teaching approaches allow students to proceed at their own pace.	2.7692	.67491	14
36.	The instructor isn't interested in students' problems.	1.7500	.71056	45
37.	There are opportunities for students to express opinions in this class.	3.2308	.70336	1
38.	Students in this class get to know each other well.	3.1538	.72449	2
39.	Students enjoy going to this class.	2.8077	.88647	13
40.	This class seldom starts on time.	1.7500	.81349	46
41.	The instructor often thinks of unusual class activities.	2.0577	.63904	39
42.	There is little opportunity for a student to pursue his/her particular interest in class.	2.3077	.87534	30
43.	The instructor is unfriendly and inconsiderate toward students.	1.6923	.87534	47
44.	The instructor dominates class discussions.	2.1923	.92965	34
45.	Students in this class aren't very interested in getting to know other students.	2.1346	.79283	37
46.	Classes are interesting.	2.9038	.72110	9
47.	Activities in this class are clearly and carefully planned.	3.0577	.66902	4
48.	Students seem to do the same type of activities every class.	2.3846	.74502	28
49.	It is the instructor who decides what will be done in our class.	2.7500	.68241	16

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To sum up:

Mean	Levels	Items
From 3.51 to 4.0	High	None
From 2.51 to 3.50	Pretty high	3, 33, 37, 38, and 47.
From 1.51 to 2.50	Moderate	1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 34, 35, 39, 41, 42, 44, 45, 46, 48, and 49.
From 0.50 to 1.50	Low	29, 11, 32, 36, 40, 43, 25, and 26.

So there are:

- no high level is evaluated;
- pretty high level is evaluated including 5 items;
- moderate level is evaluated including 36 items;
- low level is evaluated including 8 items.

### 3.2.2. The comparison of the evaluation by graduate students on the classroom climate in the previous universities by factor

The factors of the classroom climate are suggested by Barry J. Fraser, David F. Treagust, and Norman C. Dennis in the guideline of the inventory. Therefore, the factors are calculated and the findings are in Figure 3.

**Figure 3.** The comparison of the evaluation by graduate students on the classroom climate in the previous universities by factor

Factor	Mean	Std. Deviation	Ranking
Personalization	2.51	.300	3
Involvement	2.49	.283	4
Student cohesiveness	2.59	.328	1
Satisfaction	2.40	.302	6
Task orientation	2.40	.298	6
Innovation	2.41	.289	5
Individualization	2.54	.342	2

The result shows that the eight factors ranked from top to down as follow: Student cohesiveness; Individualization; Personalization; Involvement; Satisfaction; and Task orientation.

In the other word, respondents appreciate teachers to create the solidarity of the members in the classroom, but they could keep their own privacy; and evaluate lowly they could not get team work, and learning achievements as expected.

**Figure 4.** The comparison of the evaluation by graduate students on the classroom climate in the previous universities by sex

Factor	Sex				F (df =1)	P
	Male		Female			
	Mean	Std. Deviation	Mean	Std. Deviation		
Personalization	2.56	.355	2.50	.263	.485	.490
Involvement	2.51	.247	2.45	.286	.648	.425
Student cohesiveness	2.65	.372	2.54	.301	1.258	.267
Satisfaction	2.44	.365	2.36	.260	.811	.372
Task orientation	2.42	.323	2.38	.289	.201	.656
Innovation	2.49	.298	2.37	.283	1.996	.164
Individualization	2.49	.389	2.57	.316	.667	.418

The result shows that there are no differences in statistical in assessment by sex on level of implementing study skills by respondents with the factors of classroom climate: Personalization; Involvement; Student cohesiveness; Satisfaction; Task orientation; and Individualization.

In short, the female students have the same level of thinking as the male ones.

**Figure 5.** The comparison of the evaluation by graduate students on the classroom climate in the previous universities by level of age

Factor	Level of age						F (df=2)	P
	From 22 to 30		From 31 to 40		Above 40			
	M	SD	M	SD	M	SD		
Personalization	2.53	.317	2.48	.294	2.50	.125	.119	.888
Involvement	2.52	.288	2.43	.286	2.38	.218	.773	.467
Student cohesiveness	2.62	.329	2.47	.334	2.67	.218	1.229	.302
Satisfaction	2.41	.326	2.40	.232	2.19	.297	.740	.482
Task orientation	2.41	.315	2.35	.273	2.43	.247	.253	.778
Innovation	2.43	.289	2.33	.309	2.57	.000	1.162	.321
Individualization	2.57	.353	2.45	.262	2.52	.577	.635	.534

The result shows that there are no differences in statistical in assessment by sex on level of implementing study skills by respondents with the factors of classroom climate: Personalization; Involvement; Student cohesiveness; Satisfaction; Task orientation; Innovation; and Individualization.

In short, the respondents at 3 different levels of age evaluate the same on the classroom climate they got when they studied at the universities.



#### 4. Conclusion

From the results of the survey, the following conclusions are withdrawn:

- The respondents decline evaluating the teachers who they liked, young, and teaching graduate programs.
- The teachers could create the positive classroom climate for the students.
- The teachers had not created the teamwork in the classroom.

#### 5. Suggestions

- The Training Teachers Universities hold the courses on pedagogy skills for teacher students to develop their professional for teaching career.
- One of the most important skills is classroom management needs to train for teacher students to create the positive classroom climate so that they could be successful in teaching.
- Teamwork should train for teacher students because it is useful for them in study and life.

❖ **Conflict of Interest:** Author have no conflict of interest to declare.

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