

A STUDY ON STUDENTS' PERCEPTION SATISFACTION TOWARDS CLASSROOM CLIMATE IN YIYA MIDDLE SCHOOL, CHANGSHA CITY, HUNAN PROVINCE, CHINA

Luheng Zhang^{1*}

Yanan Yang²

¹ Master Candidate of Educational Administration, Stamford International University

² Lecturer, Stamford International University, Thailand

* Corresponding Author, E-mail: 2642058180@qq.com

Abstract: The main purpose of this study is to explore students' perceived satisfaction towards classroom climate in Yiya Middle School, Changsha city, Hunan province, China, and to study the differences under different population background variables. The main subjects of this survey are the students of the high school of Yiya Middle School. 200 questionnaires were distributed through the questionnaire method. After the questionnaire was collected, descriptive analysis, independent T test and single factor variance method were used for specific analysis. The actual results show that, after removing the invalid data, there are obvious differences in the perception of high school English classroom atmosphere among students of different ages and household registration background variables. This paper discusses the results of the survey and puts forward some suggestions. Such as teaching students according to their aptitude for different genders, encouraging students to cooperate in learning, promoting students' active participation in classroom activities, being objective, fair and equal, establishing democratic educational ideas, fully respecting students' personality, personality and experience, and so on, so as to improve the degree of attention to rural registered students.

Keywords: Yiya Middle School in Changsha, English Class, Students' Perceived Satisfaction towards Classroom Climate

Introduction

Classroom climate, also known as classroom atmosphere, classroom environment, classroom psychological environment and so on. As early as the beginning of the last century, foreign scholars carried out research on the influence of classroom atmosphere on teachers and students and found that the perceived degree of classroom climate has an important influence on students. Western scholars believed that students' personal achievement and interest will be improved with the improvement of the classroom climate (Fraser, 1998). It is also pointed out that classroom climate is an important factor affecting students' knowledge acquisition and mastering (Luketic & Dolan, 2013). In general, the

improvement of classroom climate has a very significant effect on students' mastering and understanding English knowledge and improving English ability, which is an important factor that cannot be ignored by educational circles. (McRobbie & Fraster, 1993).

From the perspective of the domestic situation, some scholars conducted a survey on the satisfaction of the English classroom climate of the students of Shilong No. 2 Middle School in Dongguan. The survey results showed that online homework assignment, teaching environment setting, group cooperative learning and other factors will have a significant impact on students' classroom climate, and students' satisfaction with these factors is low (Qi Shiyu, 2017). In order to carry out English classroom teaching better, most schools in China are reforming the class form and teachers' teaching methods so that students can quickly participate in teaching activities. In addition, strengthening the interaction between teachers and students and improving students' interest in English, which can improve their English proficiency in a better environment and promote the growth of teachers and students. The improvement of the English classroom climate can also facilitate students to get help from classmates, so as to solve the difficulties encountered in English learning, make the English classroom atmosphere more active and make progress and promotion of the quality of classroom teaching.

Based on the above background, it is necessary to explore the classroom climate of high school English classes in Changsha YIYA Middle School. It can not only make the teachers and students of YIYA Middle School fully understand the importance of classroom climate for English learning, so as to promote the improvement of English scores, but also promote the improvement of teachers' teaching quality and the overall progress of students. High school students are chosen as the research object because students in this age are in a critical period of personal development; they more mature psychologically and physically than junior high school students; and high school is in a critical period of study, so it is of greater educational significance to carry out research on high school students. However, from the perspective of domestic and foreign research, most scholars mainly explore the academic performance and classroom climate of college students, but there are still few studies on high school. Therefore, this study can also bring some new suggestions and achievements for educators by discussing the perception degree of high school students' classroom climate.

Research Objectives

- (1) To investigate the senior high school students in Changsha YIYA Middle School, including their gender, grade and residence registration.
- (2) To investigate the satisfaction level of the English classroom climate perceived by senior high school students in Changsha YIYA Middle School.
- (3) To understand the differences in students' perceived satisfaction towards classroom climate

with different background variables.

Literature Review

At present, scholars at home and abroad have not formed a unified definition of classroom climate, because different researchers have different purposes and academic backgrounds when studying academic classroom climate, the criteria for defining classroom climate are different. As early as 2004, the internationally authoritative theory of classroom quality was proposed (Parkay & Standfor, 2004). According to the theory, classroom climate is actually a quality standard of classroom learning, which is mainly affected by the way of communication between teachers and students. In addition, students' learning motivation is also an important factor in the classroom climate.

Some experts believe that the classroom climate is mainly composed of the ideas of students and teachers. The general environment of the school and the small environment of the class constitute the classroom climate together (Sun, 2009). As a collection of influencing factors of classroom environment, classroom climate has an important impact on students' learning and motivation (Walberg & Anderson, 1968). The main influencing factors include material factors, social factors and psychological factors when teaching activities are developed.

When studying the definition of classroom, some scholars conducted educational analysis through the theory of social interdependence, and carried out many studies to find out the relationship between interdependence theory and classroom climate, and explored the decisive factors (Johnson et al., 1983). The factors that affect the classroom climate are divided into several aspects, including teachers' academic and emotional support for students, students' cooperative attitude towards classroom learning, dependence on positive goals, dependence on positive resources, academic support between students, emotional support between students, classroom fairness, class cohesion, personal self-esteem needs, alienation of emotions and so on. Others define the classroom climate as a multi-dimensional structure of social form and social dimensions, in which the social form includes the class size, gender, social status and other detailed characteristics of schools and students, while the social climate broadly includes the school organization rules, the relationship between teachers and superiors, school management structure and other objective aspects. In addition, the social dimension also includes the relationship and cooperation between teachers and students, teachers' personal teaching styles and other specific contents (Van et al., 1983).

Based on relevant research, three research models of classroom climate have also been proposed: cooperative classroom climate, individualistic classroom climate and competitive classroom climate (Boricha, 1996). This type of model mainly depends on the classroom subject is, and its scope is relatively narrow. However, some other views believe that classroom climate, as a broad concept, also includes the creation of the physical environment, the interaction between teachers and students,

classroom rules and so on (Creemers &Reezigt, 1999). Classroom climate is also considered as a positive or negative climate generated by the interaction of physical environment and social environment (Buchs &Butera, 2001). Some people think that the core content of classroom climate includes classroom system organization, social attitude, students' preference for other students and teachers, and the actual expectations for efficiency, cohesion, communication and competition in classroom learning. Therefore, it is difficult to define classroom climate from a single point. It is a comprehensive result of the mutual promotion of teachers' management and students' participation (Brekelmans et al., 2005).

Until 2022, there has been no systematic discussion on classroom climate attribution in foreign countries. In many journal papers on classroom climate, most of the research results are based on the content of classroom climate analysis, but lack of specific analysis of attribution. From the perspective of domestic research status, most achievements are also concentrated in journals, including Huang Xiulan's on Classroom Psychological Atmosphere and Teaching Effect, Song and Dou 's (1999) on Classroom Psychological Atmosphere and Its Educational Function, Fan's (1999) on Classroom Psychological Atmosphere and Its Construction and so on. The above works analyzed attribution from many aspects. For example, some literatures analyzed from the aspects of functional characteristics, emotional pillars, individual psychology and so on. At the same time, they also consider the school ethos, class ethos and teachers' personal characteristics, so as to judge the psychology of class groups (Huang, 1986).

In addition, teachers' ability to deal with emergencies is also an important factor affecting class climate. Whether the teacher treat every student fairly and justly will affect the cohesion of the class. Some scholars put forward that the relationship between teachers and students will directly affect the whole classroom climate, in which teachers' teaching ability, personality and teaching methods will further affect students' affection (Lu, 1992). Class culture is also an important factor to shape the classroom climate. Teacher prestige, classroom coordination and teacher leadership style will affect students' learning attitude and specific cognitive means.

Most experts and scholars regard teachers as the decisive role of classroom climate. Teachers is an irreplaceable role that shoulder the responsibility to guide and improve the classroom climate. Teachers should make full use of their own wisdom to create great classroom climate. Some scholars believe that teachers can inspire students by setting suspense, choosing questions and using electronic information teaching technology in class (Gao, 2003). It is also proposed that teachers can use the art of prediction and questioning to control students' activeness, so that the whole class rhythm can be controlled by themselves (Xu, 2004). Some experts suggest that teachers' arrangement of the teaching process and the improvement of the leadership style also play a positive role in adjusting the classroom climate. Therefore, teachers with rich experience will adjust the class progress according to the actual

situation, and try their best to make all students master knowledge and improve their learning enthusiasm. In contrast, inexperienced teachers can hardly improve the whole classroom climate if they only know how to copy and ignore the actual situation (Xu, 2004).

In addition, the teacher's own moral quality will also have an impact on the classroom climate. The teacher's devotion for teaching career, care and help to the class will further affect the classroom climate. In the teaching process, teachers should give full play to their own personality charm and experience, and pay attention to the emotional education of students. While cultivating excellent students, we should not neglect poor students and ordinary students (Sun, 1992). Teachers' classroom emotions are also closely related to the classroom climate. Teachers are supposed to have the ability to regulate and stabilize emotions, enter the classroom teaching state in time, and infect students with their own feelings. Therefore, in the teaching process, teachers are supposed to try to avoid the third-party feelings into the classroom, so as to create a better classroom climate.

Some scholars believe that the teacher-student relationship and the classmate relationship are also an indispensable part of the classroom climate. In addition to the communication with teachers, the communication with classmates also occupies the daily life of high school students, which also has an important impact on the classroom climate. In the class order, compared with ordinary students, monitor and other students' leaders play a leading role in the classroom climate. The emotions of these students are often easier to feedback and affect others. Therefore, teachers are supposed to pay attention to the guidance of psychological emotions of these students. Teachers should be students' confidant and cultivate students' trust in themselves (Han, 1986).

From the analysis of objective factors, some external interference also plays an obvious influence on the classroom climate, such as the change of class size and number of students (Song, 2015). Maintaining a stable class structure not only allows students to keep familiar with each other, improve their enthusiasm, and form healthy competition among students, but also allows students to discuss and interact the knowledge they have learned, which enables teachers to maintain the enthusiasm of teaching. If the class size is too large or too small, it will be difficult to create a friendly classroom climate. From an international perspective, class climate is best when the class size is 30 to 40 people.

There are many views on the connotation of classroom climate in China, such as the influence of public emotional state, the influence of dominant state, the influence of psychological environment and the influence of emotional state. Some scholars have proposed that the dominant attitude of an individual in the classroom is the comprehensive state of the classroom teaching climate (Pi, 1997). Some scholars have interpreted classroom climate as the public emotional state reflected in classroom teaching (Shi, 1999), or the emotional reaction generated by teachers and students in classroom teaching (Li, 2001). The above two statements are both used to analyze emotions from the perspective of

classroom communication, and have been affirmed by many educational researchers. On this basis, some experts believe that the dominant comprehensive psychological state is also a part of the classroom climate, and it is directly reflected in the classroom, which is set up according to the teaching purpose (Xue & Zhang, 2006).

Therefore, teachers need to focus on students in the teaching process and make specific teaching plans according to their thoughts and behaviors. For students, teachers' encouragement and care will be great comfort, so as to further stimulate the motivation of learning, shorten the psychological gap with teachers, and promote the harmonious development of teacher-student relationship.

As mentioned above, there are different definitions of classroom climate at home and abroad. Therefore, there are different ways to distinguish classroom climate types. It mainly analyzes the classroom teaching climate from two aspects: social environment and psychological environment. The classroom climate can be divided into positive types and negative types (Burden & Byrd, 1994). If analyzed from the perspective of psychology, classroom climate can be divided into three types: laissez-faire, authoritarian and democratic. Teachers and students behave differently in different classroom climate (Lewin, 1936). This classification method was further subdivided later, and the authoritarian classroom climate could be divided into tough authoritarian type and benevolent authoritarian type (Lewin, 1936).

Methodology

Statistical software SPSS 22 was used for statistical analysis of all questionnaires, and the data in each part was statistically analyzed, and all percentage data were calculated. Correlation analysis was performed according to the obtained percentage data.

(1) Descriptive statistical analysis

First of all, descriptive statistics are used to understand the perceived satisfaction of high school students in Changsha YIYA Middle School with English classroom atmosphere.

(2) T test analysis and one-way analysis of variance

T test and one-way analysis of variance were used to understand whether there were significant differences in different background variables.

Results

The results of descriptive statistical analysis are shown in the following table:

Table 1 showed the difference analysis of gender perception in classroom climate. As shown in the table, from the average value of the overall perception of male ($M=3.32$) and female ($M=3.40$) in English classroom environment, female's classroom perception is slightly higher than male's. However, from the P-value of the two groups, there is no significant difference between male and

female in the overall perception of classroom environment.

Table 1: Descriptive statistical analysis results of different genders

| Dimension | Gender | Number of samples (people) | Average | t | sig |
|-----------------------|--------|----------------------------|---------|--------|-------|
| Totality | Male | 82 | 3.32 | -1.486 | 0.697 |
| | Female | 94 | 3.40 | | |
| Teacher support | Male | 82 | 2.83 | -0.482 | 0.709 |
| | Female | 94 | 2.87 | | |
| Task orientation | Male | 82 | 3.60 | -1.556 | 0.693 |
| | Female | 94 | 3.71 | | |
| Student affinity | Male | 82 | 4.01 | .893 | .373 |
| | Female | 94 | 3.95 | | |
| Classroom cooperation | Male | 82 | 3.48 | -2.208 | .028* |
| | Female | 94 | 3.64 | | |
| Class order | Male | 82 | 3.29 | -.958 | .339 |
| | Female | 94 | 3.37 | | |

Note: *p< 0.05, **p< 0.01

Hypothesis H2: There are significant differences in the English classroom climate perceived by middle school students of different grades.

Table 2: Descriptive statistical analysis results of different grades

| Dimension | Grade | Number of samples (people) | Average | t | sig |
|-----------------------|-------------|----------------------------|---------|--------|--------|
| Totality | Grade one | 63 | 2.88 | -3.894 | .000** |
| | Grade two | 58 | 3.11 | | |
| | Grade three | 55 | 3.17 | | |
| Teacher support | Grade one | 63 | 2.90 | -3.310 | .001** |
| | Grade two | 58 | 2.98 | | |
| | Grade three | 55 | 3.19 | | |
| Task orientation | Grade one | 63 | 2.76 | -2.863 | .004** |
| | Grade two | 58 | 3.11 | | |
| | Grade three | 55 | 3.33 | | |
| Student affinity | Grade one | 63 | 2.90 | -3.887 | .000** |
| | Grade two | 58 | 3.05 | | |
| | Grade three | 55 | 3.19 | | |
| Classroom cooperation | Grade one | 63 | 3.36 | -2.67 | .012* |
| | Grade two | 58 | 3.56 | | |
| | Grade three | 55 | 3.44 | | |
| Class order | Grade one | 63 | 2.98 | -2.119 | .036* |
| | Grade two | 58 | 3.17 | | |
| | Grade three | 55 | 3.22 | | |

Note: *p< 0.05, **p< 0.01

Analyzing the data in the table above, it was found that among all high school students, the

mean value of senior three students' perception of English classroom climate ($M=3.17$) is significantly higher than that of grade one and grade two students' attitude towards English learning ($M=2.88, 3.17$). From the five sub-dimensions, it can be seen that the average value of grade three, grade two and grade one students presented a ladder arrangement. Students of different grades have significant differences in the overall perception of classroom climate and each sub-dimension.

Hypothesis H3: There are significant differences in the high school students perceived English classroom climate of different registered residences.

The results of descriptive statistical analysis are shown in the following table:

Table 3: Descriptive statistical analysis results of registered residences

| Dimension | registered residences | Number of samples (people) | Average | t | sig |
|-----------------------|-----------------------|----------------------------|---------|--------|--------|
| Teacher support | Rural area | 64 | 2.71 | -3.289 | .001** |
| | urban | 112 | 3.11 | | |
| Task orientation | Rural area | 64 | 3.59 | -2.533 | .012* |
| | urban | 112 | 3.82 | | |
| Student affinity | Rural area | 64 | 3.24 | -2.853 | .005** |
| | urban | 112 | 3.57 | | |
| Classroom cooperation | Rural area | 64 | 3.41 | -3.320 | .001** |
| | urban | 112 | 3.75 | | |
| Class order | Rural area | 64 | 3.13 | -3.988 | .000** |
| | urban | 112 | 3.51 | | |

Note: * $p < 0.05$, ** $p < 0.01$

The researcher investigated the registered residences of students in rural and urban areas. Then, also analyzed and discussed the differences between the two groups of samples by means of independent sample T test.

Table 4: Test verification of the research hypothesis

| Research hypothesis | Results |
|---|-----------------------|
| H1-1: There are significant differences in the high school students perceived English classroom climate of different genders. | Partially established |
| H1-2: There are significant differences in the English classroom climate perceived by middle school students of different grades. | Established |
| H1-3: There are significant differences in the high school students perceived English classroom climate of different registered residences. | Established |

As shown in Table 4, in the five dimensions of English classroom environment perception, the average values of urban students are higher than those of rural students, indicating that urban students have a more positive attitude towards the same English classroom environment. The standard deviation perceived by the two groups of students is also much lower than that of the rural students, which

indicates that the perception of classroom environment of the urban students is relatively uniform. Except for task orientation, students in the two groups showed all dimensions ($P < 0.05$), indicating that there were significant differences in the perception of these dimensions between the two groups of students.

Discussion

Based on the above research results, the thesis mainly discusses from the following aspects:

1. From the research results of gender, the ratio of male to female in Yiya Middle School is relatively balanced, and the number of women is slightly higher than that of men. In terms of the number of people surveyed, the distribution of people in grade one, grade two and grade three is balanced, and grade one is slightly higher than the other two grades. From the perspective of registered residences, most of the students in YIYA Middle School are urban students, but there is also a certain proportion of rural students.

In order to create a stable and warm climate in which students can develop their full potential in the classroom, teachers should play a guiding role in creating a healthy, harmonious and safe environment for students. Ensure that students feel teachers' care to the greatest extent, improving their learning initiative and actively divergent learning thinking (Feng, 2000). Classroom climate is the comprehensive result of complex factors in many aspects, which is difficult to control its variables. Therefore, it is difficult to give specific suggestion on the classroom climate. However, by sorting out the characteristics of healthy classroom climate, specific measures are put forward to optimize the characteristics of relevant classroom climate, including classroom exercises, temporary assignment, collective responsibility of the class, united and friendly relationship between teachers and students, good climate of mutual help among students, motivation to improve academic performance and anxiety, which are supposed to improve students' learning enthusiasm in the classroom.

After summarizing the research status at home and abroad, it is found that Harvard scholars first developed the questionnaire of classroom climate physics, which evaluate the physical environment around students by understanding their learning environment feelings. After that, the questionnaire on classroom climate developed by Moos and other scholars covered multiple age groups of students and carried out a comprehensive analysis. Therefore, the questionnaire survey scale is of certain significance and value. However, some scholars believe that there are certain differences between the educational background of China and the west, so the western questionnaires do not fully conform to the research status quo in China. Some Chinese scholars have developed other questionnaires based on the situation of Chinese schools (Jiang Guangrong, 2004). The scale used for reference in this thesis is in line with China's national conditions and can provide new findings and gains for Chinese high school English classroom educators.

2. When exploring the English classroom climate perceived by high school students in YIYA Middle School, it is found that the average value of students' perception of each dimension of high school English classroom environment is high, indicating that high school students in YIYA Middle School have a good perception of English classroom environment.

Specific analysis shows that the average values of four dimensions, student affinity, student cooperation, task orientation and class order are relatively high, indicating that students recognize the classroom climate and have a rational cognition of the purpose of class and the tasks they need to complete. This shows that most classes in Yiya Middle School have strong cohesion, and students and teachers are familiar with each other and support each other.

However, among the five dimensions, the dimension of teacher support is the lowest, which indicates that students' perception of teachers is not satisfied. This may be caused by many reasons. As one of the three basic subjects in high school, English has a high proportion of courses arranged in each class. However, teachers have limited personal energy, which is difficult to help individual when teaching multiple classes. However, in the process of English teaching, some students with poor performance lack the key motivation to learn English, so it is difficult to give feedback to the teacher's interaction and instruction, and their learning enthusiasm will be attenuated. Some studies believe that classrooms with poor performance will have a negative impact on classroom climate (Yang Lijuan, Tian Dong, 2013). In addition, many factors will also interfere with the classroom climate, such as the boring content of textbooks and ppt, the backward traditional teaching methods of teachers and the lack of personality charm of teachers. Therefore, it is necessary to find more feasible ways to help students develop interest in English learning and enhance learning motivation.

3. This study compared the level of high school English classroom climate perceived by students of different genders, grades and household registration. The results are as follows:

1) There is no significant difference in English classroom climate perceived by students of different genders.

According to the final research results, there is no significant difference between the perception of high school boys and girls in the classroom environment. However, from the specific dimension, there are obvious differences between boys and girls in cooperation and task orientation. Other dimensions are relatively balanced, so there is no significant difference in the English classroom climate perceived by students of different genders.

This is similar to some domestic and foreign research results. Actually, female is more interested in collaborative tasks, while male prefer to be independent and achieve personalized goals (Owens & Straton, 1980). It is also believed that female have a higher perception of class than male, which is also consistent with the specific objective of this experiment (Liu, 2012; Sun, 2009). In high school, girls learn English more intensively than boys. In addition, female is more talented than male

in learning languages, have a more positive learning attitude, and have more confidence in learning English well. In terms of external feedback, female will gain satisfaction through their English academic performance, gaining admiration and attention among the group. In English competitions and speech competitions at home and abroad, female account for a high proportion. In contrast, male is more composed in learning English. Therefore, the difference between male and female ratio can facilitate teachers to make flexible adjustment and teach students according to their aptitude, so as to ensure that students can meet their own needs to the greatest extent.

The results of the investigation show that female is easier to establish a close relationship than male, and have a closer relationship with teachers. Therefore, they are more active in cooperative activities, and dare to communicate with their peers and teachers when there are problems. From the perspective of dimensions, female has better grades and interests than male, and has higher requirements for English learning. In contrast, most male students usually accept knowledge passively and lack the initiative to learn English. In addition, male do not have a comprehensive plan like female, so it is difficult for male to have a clear understanding of their own problems, which leads to the fact that female has a higher perception of some dimensions than male.

2) There are significant differences in the English classroom climate perceived by students of different grades

The mean value of senior three students' perception of classroom climate is significantly higher than that of senior one and senior two students' attitude towards English learning. Moreover, students of different grades have significant differences in the overall perception of classroom climate and each sub-dimension.

From the detailed situation, the perception degree of task orientation of senior three students are higher than that of senior one and senior two students, which indicates that senior three students have a specific understanding of the teacher's instructions and tasks, and will try their best to complete them. First of all, the third year of high school, as the last year before the college entrance examination, is the most intensive stage in the whole high school, which also lays the foundation for students to learn. Most students have a clear plan and plan, so they do not hesitate to spend a lot of time and energy to do their best. Most students are actively learning knowledge, so they can concentrate on the class. Secondly, compared with senior one student and senior two students who are unfamiliar with the environment, senior three students and teachers have been familiar with each other and can adapt to each other, so as to find out a set of learning methods suitable for students' personalized development. The students have a clear understanding of the teacher's tasks, and the teacher has a comprehensive understanding of the students' personality and shortcomings, which lays a very solid foundation for the formulation of a comprehensive plan.

High schools in the author's area, such as Yiya Middle School, are mostly boarding schools, so

high school students lack parental companionship. They need to seek more spiritual sustenance from teachers and classmates and share the joys and sorrows of life. Therefore, many high school students have established close friendships, which provides the possibility for high school students to cooperate closely. The stable and friendly relationship between classmates promotes the establishment of class order and the improvement of the classroom climate. Compared with other grades, senior three students are developing from juvenile to adult and becoming more mature mentally. Therefore, they have stronger task execution ability and self-restraint ability, as well as stronger sense of responsibility and courage to assume responsibility. When communicating and exchanging with peers, senior three students will be more closely connected with each other. Especially in the very depressing environment of senior three, it is easier for students to open their hearts, share responsibilities and share with each other, and finally establish profound relationship. This is the reason why senior three students have a high affinity perception.

However, in the dimension of cooperation, respondents' perception is not good. This is due to the teaching curriculum of YIYA Middle School. Compared with math and Chinese, English has the same number of classes and carries a large number of tasks. In order to complete the teaching task in the limited time, some teachers adopt the method of indoctrination teaching, which leads to the classroom is too boring, and reduces the motivation of students to learn. Lively and relaxed class is difficult to succeed in a short time. On the contrary, additional arrangements and interactions may have an impact on teachers' teaching plans. Therefore, many teachers simply adopt conservative teaching methods, thus reducing students' cooperation in the classroom. In addition, English classroom has the shortcoming of traditional teaching. In the whole teaching process, teachers still occupy the main position, and students can only accept knowledge as passive listeners. In addition, because of the college entrance examination, the "score-only theory" in class has become the mainstream, which directly affects students' participation in class.

3) There are significant differences in the English classroom climate perceived by students with different registered permanent residence.

In the five dimensions of English classroom environment perception, the average value of urban students is higher than that of rural students, indicating that there are significant differences between the two groups of students in the perception of these dimensions.

Compared with those who grow up in cities, rural students are restricted in many aspects. Whether it is personal family conditions, or life vision, there is an obvious gap. In addition, rural students are unfamiliar with English courses, and their interest in English is still strange and fresh. However, after a long time of contact, rural students will gradually realize the gap between themselves and urban students in English courses, and then lose interest soon (Niu Jianhui, 2008). In addition, parents' family background also plays a decisive role in students' enthusiasm for learning English.

However, most rural parents have limited academic level and lack of awareness and interest in English, which leads to the poor perception of rural students in English classroom climate.

From the perspective of psychological environment, the parents of many rural students studying in YIYA Middle School are basically migrant workers. These students lack confidence and dare not express themselves. They are silent and sensitive in class. Or because of family pressure, they often more focused on getting excellent grades, so they feel stressful. Some rural registered students have a poor English foundation and a big gap with others, so it is difficult to participate in the classroom activities. In addition, some students with rural hukou have low self-esteem and closed heart in high school, and their self-esteem is easily damaged. At the same time, they also have rebellious mood. Therefore, teachers need to correct and adjust them in time.

Conclusions

After studying the current situation of high school English classroom climate in Yiya Middle School, the following contents are obtained:

1. According to the results of this study, the ratio of male to female students in Yiya Middle School is relatively balanced, and the number of female students is slightly higher than that of male students. In terms of the number of people surveyed, the distribution of the number of people in grade One, grade two and grade three is more balanced, and grade One is slightly higher than the other two grades. From the perspective of registered permanent residence, most of the students in Yiya Middle School are urban students, accounting for 63.7%, but there is also a certain proportion of rural students, accounting for 63.4.

2. From the overall situation of the survey, the mean value of students' perception of each dimension of the high school English classroom environment ranges from 2.85 to 3.93, and the mean value of the overall perception is 3.36, which indicates that the high school students of Yiya Middle School have a good perception of the English classroom environment.

3.. A comparative study on the difference of classroom climate perception among students of different genders, grades and household registration.

1) From the average value of male's ($M=3.32$) and female's ($M=3.40$) overall perception of English classroom environment, female's perception of English classroom environment is slightly higher than male's, but there is no significant difference between male's and female's perception of the overall classroom environment.

2) The mean value of high school students' perceived satisfaction towards English classroom climate ($M=3.17$) is significantly higher than that of high school students' attitude towards English learning ($M=2.88, 3.17$). It can be seen from the five sub-dimensions that the mean value of senior three students, senior two students and senior one students presents a ladder arrangement. Students of

different grades have significant differences in the overall perception of classroom climate and each sub-dimension.

3) In the five dimensions of English classroom environment perception, the average value of students with urban household registration is higher than that of students with rural household registration, which indicates that students with urban household registration have a more positive attitude towards English classroom environment. The standard deviation perceived by the two groups of students is also much lower than that of the rural students, which indicates that the perception of classroom environment of the urban students is relatively uniform. Except for task orientation, students in the two groups showed all dimensions ($P < 0.05$), indicating that there were significant differences between the two groups of students in the perception of these dimensions.

References

- Adelman, H. S., & Taylor, L. (2005). Classroom. in S. W. Lee, P. A. Lowe, & E. Robinson (Eds.), *Encyclopedia of school psychology* (pp. 137-139). Sage.
- Anderson, A. R., Hamilton, J., & Hattie, J. (2004). Classroom climate and motivated behavior in secondary schools. *Learning Environment Research*, 3(2), 211-225.
- Borich, G. (1996). *Effective teaching methods*. Macmillan.
- Brekemans, M., Brok, P. D., Tartwijk, J. V., et al. (2005). An interpersonal perspective on teacher behavior in the classroom. In *Contemporary teaching and teacher issues* (pp. 197-226).
- Buchs, C., & Butera, F. (2001). Complementarity of information and quality of relationship in cooperative learning. *Social Psychology of Education*, 4(4), 335-357.
- Burden, P. R., & Byrd, D. M. (1994). *Methods of effective teaching*. Allyn and Bacon.
- Ghaith, G. (2003). The relationship between forms of instruction, achievement, and perceptions of classroom climate. *Educational Research*, 45(1), 83-93.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Education and Psychological Measurement*, 30(3), 607-610.
- Reyes, M. R., Brackett, M. A., & Rivers, S. E., et al. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700-712.
- Fan, C. L., & Dong, Q. (2005). Present situation, significance and trend of classroom environment research. *Research in Comparative Education*, 8(1), 61-65.
- Gao, X. W., Yu, M., & Li, T. J. (2010). Research progress and prospect of creating atmosphere in education. *Educational Guide*, 2(1), 12-20.
- Gui, S. Q. (2002). On the artistic state of classroom teaching. *Journal of Heilongjiang Institute of Education*, 1(1), 45-50.

- Han, X. Q. (1986). A preliminary study on classroom atmosphere. *Educational Theory and Practice*, 3(1), 22-30.
- Hou, D. D. (2010). How to enliven high school English classroom atmosphere. *Journal of Anshun University*, 3(1), 92-95.
- Hu, Y. C. (2018). *Research on teacher authority in classroom teaching* (Master's thesis, Shandong Normal University).
- Hu, Z. X. (2010). Research on evaluation model of university classroom atmosphere. *Heilongjiang Higher Education Research*, 2(1), 46-49.
- Jiao, J. F. (2019). *Research on high school students' autonomous learning ability* (Master's thesis, Tianjin Normal University).
- Li, B. (2001). *Teaching theory*. People's Education Press.
- Li, F. (2019). The correlation between lack of motivation and independent English learning in high school students. *Master's thesis, Inner Mongolia Normal University*.
- Li, X. X. (2005). On creating a benign classroom atmosphere for middle school English. *Guangxi Education*, 22, 68-71.
- Li, Y. L., & Teng, X. Q. (2003). Teacher factors influencing classroom psychological climate. *Journal of Qingdao Polytechnic*, 4(2), 36-40.
- Lin, R. T. (2018). *Research on the development of high school students' autonomous English learning ability* (Master's thesis, Minnan Normal University).
- Liu, X. L. (2020). *Research on cooperative learning in junior high school English classroom* (Master's thesis, Shihezi University).
- Jin, Y. L. (2007). Cultural philosophy of teaching return to life. *Journal of Educational Research*, 12(1), 55-62.
- Lu, F. (1992). On classroom psychological atmosphere and its regulation. *Journal of Huaibei Coal Normal College (Social Science Edition)*, 4(2), 50-54.
- Mao, J. G., & Li, X. B. (1999). *Ideological and Political Teaching*, 9(1), 5-10.
- Shi, L. F., & Cui, Y. (1999). *Principles of teaching, principles of classroom teaching*. East China Normal University Press.
- Song, G. W., & Dou, C. L. (1999). Psychological atmosphere of classroom teaching and its educational effect. *Science of Education*, 2(1), 35-40.
- Song, G. W., & Liu, F. J. (2010). Analysis on the conditions for the formation of good classroom atmosphere. *Chinese Journal of Education*, 9(1), 45-50.
- Song, W. Y., Qin, Y. Y., Shan, C. W., et al. (2015). Local interpretation of class size implications: Listening to the voices of rural teachers who have witnessed the changes in class size. *Journal of Sichuan Normal University (Social Science Edition)*, 4(1), 112-119.

- Su, F. (2006). A brief discussion on English classroom introduction in the new curriculum level. *Educational Innovation*, 6(1), 42-48.
- Sun, Y. M. (2009). *Research on the environment of foreign language classroom in Chinese universities*. China Social Sciences Press.
- Tang, Z. F. (2007). On the enlightenments of constructivism to the atmosphere of elementary English classroom. *Journal of Xiangtan Teachers College (Social Science Edition)*, 6(1), 220-221.
- Tian, Y. Y. (2003). New progress of classroom environment research abroad. *Shanghai Education and Research*, 12(1), 18-25.
- Wang, J. (2003). On creating a relaxed and harmonious English classroom teaching atmosphere. *Gansu Education*, 6(1), 31-34.
- Wu, W. S. (2004). On the construction of classroom interpersonal environment. *Educational Exploration*, 9(1), 88-93.
- Xu, G. R. (2004). The art of creating classroom teaching atmosphere. *Teaching and Management*, 36(1), 22-28.
- Xue, W. M., & Zhang, Q. (2006). Multidimensional classification of classroom teaching atmosphere and its characteristics. *Continuing Education Research*, 4(1), 45-50.