



# EFFECT OF SCHOOL CLIMATE ON ENROLMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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## ABSTRACT

This study aims to explore the status of school climate at higher secondary level and to analyze its effect on enrolment and academic achievement of the students. For this purpose, descriptive survey method was followed with the standardized tool 'School Environment Inventory' developed by Dr. K. S. Misra (Allahabad) for a sample of 240 students selected by random sampling technique from 40 higher secondary schools of Bilha block, Bilaspur District in Chhattisgarh state. Parametric statistical techniques were used to analyze the data. The study revealed that the percentage of school climate with average status is relatively maximum and that of excellent is low. Higher secondary school students in Private schools perceived higher control as compared to those in Govt. schools; whereas of Govt. schools perceived higher permissiveness as compared to their counterpart in Private schools. A significant effect of school climate on enrolment and academic achievement of the students was found too.

**Index Terms:** Enrolment, Academic achievement, School climate and Higher Secondary Schools.

## INTRODUCTION

Education is fundamental for producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. Attaining these qualities must be the goal of good educational institutions where every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students (National Education Policy 2020). Thus, school climate draws attention as it plays a crucial role in nurturing the potentialities of students and they lead to success in different walks of life. Enrolment and academic achievement is one of the important goals of Education and has always been influenced by a number of factors including school climate. Not only the schools, but the peers, parents also have very high expectations from them with respect to their academics, as they believe that better academic results may lead to better career options and future security. Academic achievement refers to the knowledge attained and determined by marks, assigned by the teacher. In educational context, academic achievement is the goal to be achieved by a student, teacher or schools over a certain period and is assessed either by examinations or continuous assessments and the goal may differ from one individual or school to another. School climate has been a significant construct to assess because of its linkage to student psychological, social, and academic outcomes (Anderson, 1982; Koth, Bradshaw, & Leaf, 2008; Kuperminc, Leadbeater, Emmons, & Blatt, 1997). A positive school climate impacts students by encouraging positive relations among students, staff and faculty of the school (Tracey N. Sulak 2017).

After the home, the school shares an important space in child's life and there exists distinctive combination between the two. There are various elements which contribute to the environment in an educational organization. School climate refers to the school psychological environment (Macchr and Midgley, 1991). It refers to the psycho-social climate of the school as perceived by the students. It provides the quantity and quality of emotional, social and cognitive support available to the students throughout their school life in terms of interaction between student and teacher (Mishra, 2012). School environment encompasses both the socio-psychological and physical dimensions, and both exercise a reciprocal effect on each other (Ames, 1992). It refers to the extent to which student safety and student health are supported by school settings and may include aspects as the physical plant, the scholastic environment, availability of supports and services for promoting well being of students and provision of fair and adequate disciplinary rules and regulations. (Zais, 2011). The school environment can play an active role in promoting the all round development of children. Healthy environment in the school helps the child in making social adjustment. Satisfaction of child with the behavior of class fellows, teachers, head of the institution, methods of teaching, time table, co-curricular activities influence his performance in academics, adjustment in life and society. The child spends most of his time in school, and this environment exerts a different influence on his performance through curricula, teaching techniques and relationship between teacher and student. School climate had a significant influence on the academic performance of students. (Makewa, Role, and Yegoh, 2011).

## REVIEW OF RELATED LITERATURE

- Manas Chakrabarti (1986) carried a study on the Organizational Climate of Secondary Schools in West Bengal and correlated it with other relevant Variables. The study reveals Paternal climate (29.55%) is the most frequently perceived climate in the present sample followed by Controlled (20.45%), Familiar (15.91%), Open (12.12%), Autonomous (11.36%) and Closed (10.61%) climates respectively.
- Saswoti Baruah (2004) conducted a comparative study on Organizational Climate of Government and Privately Managed High Schools of Kamrup District. The study reveals that Government schools have the highest percentage having familiar climate, whereas private schools have controlled climates. The enrollment of the school had an important role to play in the organizational climate of the school. The smaller size of the schools contributes to the creation of more open and autonomous types of climate. Qualification and experience of the teachers are not the factor influencing the organizational climate of the schools.
- Rachna Kesharwani (2007) developed an appraisal on Organizational Climate of Higher Secondary Schools of Sagar District and found there is open climate in Rural-Urban, Government-Private and Boys-Girls Higher Secondary Schools. There is no significant difference between all the dimensions of Organizational Climate of Rural-Urban Higher Secondary Schools except 'Controls'. There is no significant difference between all the dimensions of Organizational Climate of Government-Private Higher Secondary Schools except 'Alienation'. There is no significant difference between all the dimensions of Organizational Climate of Boys-Girls Higher Secondary Schools except 'Disengagement'.
- Subhash Chander Khullar (2009) studied Organizational Climate and Educational Environment of Senior Secondary Schools of Chandigarh as Perceived by Principals, Teachers and Students and found in govt. schools there is significant difference in each dimension except hindrance and consideration which are insignificant. In pvt. Schools, there are significant difference in each dimension except hindrance which is insignificant.
- Nancy Linda & R. Marak (2011) studied the Socio – Emotional Climate in the Secondary Schools of Shillong Town and found the perception of the socio-emotional climate of the schools was found to be average. There are differences in the perception of boys and girls of their social and emotional climate.
- Babita Rawat (2017) pursued a study on the Organizational Climate of Kasturba Gandhi Balika Vidyalayas and its impact on Student Adjustment, Quality of Learning and Dropout Rate. She found out of 29 Kasturba Gandhi Balika Vidhyalays 17% schools have open climate, 21% schools have Autonomous climate and in 31% schools have Familiar climate. Students' quality of learning and learning achievement are better in schools having open, autonomous and familiar climate in KGBVs.

## OBJECTIVES

Following objectives were set in this study:

1. To explore the status of school climate of higher secondary schools.
2. To explore the effect of school climate on enrolment of students at higher secondary level.
3. To explore the effect of school climate on academic achievement of students at higher secondary level.

## HYPOTHESES

The following are the null hypotheses of the study:-

Ho<sub>1</sub>: There will be no significant effect of school climate on enrolment of students at higher secondary level.

Ho<sub>2</sub>: There will be no significant effect of school climate on academic achievement of students at higher secondary level.

## METHODOLOGY

A descriptive survey method was followed in the study with a sample of 240 students selected by random sampling technique from 40 higher secondary schools of Bilha block, Bilaspur District in Chhattisgarh state. "School Environment Inventory" developed by Dr. Karuna Shankar Mishra (2012) and for academic achievement; the total marks obtained by the students at the exam conducted by C. G. Board, Raipur were executed for the data. For analysis of data, parametric statistical techniques like percentage, Quartile, Pearson correlation and F-test were used to analyze the data.

## DATA ANALYSIS AND INTERPRETATION

To fulfill the objectives of this study, analysis and interpretation of data were done for. The scores obtained from the administration of the tool were classified, tabulated and processed.

Table no.-01

School climate status and percentage

Status	Number of school (N)	Percentage (%)
Excellent	7	18%
Good	9	22%
Average	15	37%
Bad	9	23%
Total	40	100%

Interpretation-

It is evident from the above table that 18% schools are with excellent climate, 22% schools are with good climate, 37% schools are with average climate and 23% schools are with bad climate. The percentage of school climate with excellent status is relatively low and that of average is the maximum.

Ho<sub>1</sub>: There will be no significant effect of school climate on enrolment of students at higher secondary level.

Table no.-02

Relationship of enrolment in higher secondary schools with their school climate

Variables	N	Coefficient of correlation (r)	df	Interpretation
School climate	240	0.47	238	Significant
Enrolment				

Interpretation: - It is evident from the table no.-02 that the calculated r-value between the two variables is 0.47 which is positive and greater than the table value (0.18) for 238 df at 0.01 level of significance, therefore, it proves to be significant.

Result: - r-value is significant; therefore, the null hypothesis is rejected.

Ho<sub>2</sub>: There will be no significant effect of school climate on academic achievement of students at higher secondary level.

Table no.-03  
Academic achievement scores in different dimensions of school climate

Source of Variance	Sum of Squares	df	Mean Square Variance	F value	Interpretation
Between Group	1484.55	6-1=5	1484.55/5 = 296.91	296.91/71.8 = 4.13	Significant
Within Group	16803.2	240-6= 234	16803.2/234 = 71.8		

Interpretation- As evident from the table no.-03, the calculated F-value (4.13) is greater than the table value (3.11) for 5 Between Group df and 234 Within Group df at 0.01 level of significance, therefore, it proves to be significant.

Result: - F-value is significant; therefore, the null hypothesis is rejected.

## FINDINGS OF THE STUDY

Following are the crux of this study:

- 18% schools are with excellent climate, 22% schools are with good climate, 37% schools are with average climate and 23% schools are with bad climate. The percentage of school climate with average status is the maximum and that of excellent is relatively low.
- Higher secondary school students in Private schools perceived higher control as compared to those in Govt. schools; whereas of Govt. schools perceived higher permissiveness as compared to their counterpart in Private schools. There is significant effect of school climate on enrolment of the students.
- There is significant effect of school climate on enrolment of the students.
- There is significant effect of school climate on academic achievement of the students.

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