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Effect Of School Climate On Students' Well-Being

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ABSTRACT

The school environment plays a crucial role in shaping students' overall well-being, encompassing various aspects such as their emotional, social, and mental health. One key determinant of students' well-being is the school climate, which refers to the quality and character of the school environment. The present study explores how the school climate affects the well-being of students while accounting for a few key well-being criteria, such as academic success, student involvement, social relationships, and mental health. The random sampling technique was used in the study to select a sample of 35 students in standard IX. Self-developed questionnaire was applied for collecting the relevant data. The findings of study revealed that the schools were successful in creating a safe, valuable, meaningful, and comfortable environment for its students. Some students felt that there were limited opportunities for involvement in the decision-making process and expressed a desire for more opportunities to participate and have a voice in shaping their educational experience. It was also seen that schools did not neglect or overlook mental health issues, and they gave consideration for improvement in promoting a healthy work-life balance. There were concerns about the lack of respect and inclusivity among students, suggesting the need to address negative peer influences and foster a more inclusive and respectful social environment. The study concluded that a positive school climate is necessary for the well-being of the student community.

KEYWORD : School climate, Well-being

INTRODUCTION

According to National Educational Policy -2020, 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 the fulfillment of their educational needs. The school environment plays a crucial role in shaping students overall well-being, encompassing various aspects such as their emotional, social, and mental health. One key determinant of student's well-being is the school climate, which refers to the quality and character of the school environment as perceived by students, parents, and staff. The school climate encompasses factors such as the relationships among students and staff, the physical and psychological safety of the school, the social and emotional support provided, and the overall culture and values upheld by the institution.

Students who experience a pleasant school climate are more willing to take risks, ask questions, and get involved in class. Students academic progress is directly affected by a pleasant school climate. Students are more likely to participate fully in class discussions when they feel protected and supported. Because of their greater determination to work hard in class, students who are engaged in this way perform better academically. Good relationships with students and teachers can foster a cooperative and productive learning environment. It is important to understand how the school climate affects students wellbeing in order to provide safe and encouraging learning settings. It has long-term effects on their

academic performance, personal development, and general achievement in addition to its immediate effects.

Recognising the significance of school atmosphere for students' wellbeing, research into its effects and comprehension of its underlying mechanisms are imperative. Through an analysis of the correlation between school climate and certain well-being indicators, it is possible to get important knowledge about how schools can establish settings that foster good mental and emotional health, social interactions, and academic achievement. The purpose of the current study is to investigate how the school climate affects the well-being of students while accounting for a few key well-being criteria, such as academic success, student involvement, social relationships, and mental health. Understanding the connection between student well-being and school climate can help educators better understand how to foster supportive learning environments in their institutions that will help students achieve their objectives.

NEED AND SIGNIFICANCE OF THE STUDY

The present study is in line with the increasing understanding of the significance of an all-encompassing approach to education. Academic performance is not the only goal of education. It also includes the general wellbeing, mental health, and social and emotional growth of the kids. It is imperative that educators and policymakers should realise the relationship between school climate and students' well-being in order to put into place strategies that promote positive and supportive learning environments, which in turn helps students in achieving academic success and holistic growth.

STATEMENT OF THE PROBLEM

The main objective of this study is to investigate the ways in which specific aspects of students' well-being are influenced by the school environment, including the general climate, connections with teachers and peers, school safety, and inclusivity. Academic achievement, social and emotional growth, mental health outcomes, participation in school activities, and general happiness with the educational processes are a few examples of these variables. Hence the present study is entitled "EFFECT OF SCHOOL CLIMATE ON STUDENTS' WELL-BEING".

OBJECTIVES OF THE STUDY

1. To understand the school climate existing in secondary schools.
2. To identify how the school climate contributes to selected factors of students well-being.
3. To give suggestions for improving the existing school climate.

METHODOLOGY

METHOD ADOPTED

The investigator adopted survey method for the study. The survey questionnaire comprehensively assessed multiple dimensions of school climate, including perceived safety, teacher-student relationships, social interactions, and overall satisfaction with the school environment. Simultaneously, it measured specific aspects of students' well-being, such as academic achievement, students engagements, mental health and social relationships.

SAMPLE

Through random sampling thirty five students in standard IX were selected as the sample for the study. By riveting on this specific group of students, the study aimed to explore the relationship between school climate and various dimensions of students' well-being.

TOOL

For the current study, the researcher constructed a questionnaire. There were fifty items on the topic in the questionnaire. There were two answers to each question: "yes" and "no." The first ten items dealt with the general safety and security of the institution. The next ten items are concerned with academic performance of the students. The next ten questions are pertained to the level of student engagement in school activities, while the next ten items dealt with the social interactions that were occurring in the schools. The remaining ten had to do with mental health of the students in general.

MEASURES ADOPTED FOR CALCULATION OF DATA

Percentage Analysis is done for the calculation of the collected data.

ANALYSIS AND INTERPRETATION OF DATA

Most of the students (82.85%) in the selected sample agreed that their school provided a safe and secure environment that made them feel protected. 80% of the sample were of the opinion that the things they learned from their school would help them in their lives, and a very few (20%) didn't agree with that. Of the total respondents, the majority (80%) answered that their school life had meaning and purpose. 74.28% answered that their school was a reliable source of information. Regarding the overall environment of the school, majority of students (71.42%) were comfortable. The findings revealed that the school was successful in creating a safe, valuable, meaningful, and comfortable environment for its students. The students trusted their school as a reliable source of information and believed that the knowledge they acquired would be beneficial to them in their lives.

Regarding the support given by teachers for academic goals, majority of the students (82.85%) answered positively. In terms of a safe and secure environment, more than half percentage of students (57.14%) said that they had one that allowed them to focus on their studies. Among the total respondents, most of the students 54.28% said that their teachers showed favouritism towards some students, affecting their motivation to succeed academically. Furthermore, 91.43% responded positively, stating that they received timely feedback and guidance from their teachers to improve their academic performance. While the data indicated that the students generally felt supported by their teachers in academic goals and appreciated the timely feedback, there were concerns regarding the demotivating and uninspiring learning environment, the need for fair treatment of all students, and ensuring a safe and secure environment for all students studying. These findings suggested areas for improvement in order to create a more positive and conducive learning environment.

Of the total respondents, 68.58% said that their school had appropriate disciplinary measures to address disruptive behaviour impacting the learning environment, while a few (31.42%) responded negatively. Additionally, 51.42% responded were positively, stating that they perceived a lack of respect and inclusivity among students, which affected their motivation to excel academically. Regarding the limited resources and outdated teaching methods that hindered their learning experience, 57.14% of the sample disagreed, while a few (42.86%) agreed. Furthermore, 54.28 said that their school did not offer them a variety of extracurricular activities that promoted academic growth and exploration, with a few (45.71%) responding negatively. Among the total respondents, most of them (57.14%) stated that their school provided resources and materials that enhanced their learning experience, while a few (42.85%) responded negatively. Most of the students (51.42%) said that they feel overwhelmed by the excessive homework assignments and unrealistic academic expectations, and a few (48.57%) disagreed with this. The findings suggest that while the school has appropriate disciplinary measures and provides certain resources and materials to enhance the learning experience, there are areas for improvement. These include fostering respect and inclusivity among students, addressing limited resources and outdated teaching methods, offering a greater variety of extracurricular activities, and reviewing homework assignments and academic expectations. These findings provide valuable insights for the school to enhance its educational environment and meet the diverse needs of its students.

Regarding the engagement, contribution, and participation of students in classroom discussions and activities, most of the students (77.14%) responded positively. This indicated that a significant majority of students were actively involved and participated in classroom activities, demonstrating their engagement with the learning process. Of the total respondents, most of them (57.14%) agreed that they had limited opportunities for involvement in the decision-making process, and a few (42.85%) responded positively. This suggested that there is room for improvement in terms of providing students with more opportunities to participate in decision-making, empowering them to have a voice and contribute to shaping their educational experience. Most of the students (82.85%) agreed that they had opportunities for collaborative learning and group work in their classes, while a few (17.14%) responded negatively. This highlighted the importance of collaborative learning methods implemented in the school, as they were well-received by the majority of students. However, it also indicated the need to address many concerns or barriers that some students may have regarding collaborative activities. Of the total respondents, most of them (68.57%) answered that their school promoted club activities, and few (31.42%) disagreed with that. This indicated that the school has made efforts to encourage student involvement in extracurricular activities through the functioning of various clubs. However, there is still a portion of students who felt that more could be done in this regard, indicating a potential opportunity for expanding and diversifying

the range of club activities offered. Most of the students (54.28%) said that they were not reluctant to participate in group activities due to the fear of judgment or criticism.

This finding highlighted a positive trend where the majority of students feel comfortable to participate in group activities without the fear of being judged or criticized. Regarding the opportunities to take on leadership roles or responsibilities, most of the students (65.71%) disagreed, and few (34.28%) agreed with that. This suggested that there is room for improvement in providing students with more opportunities to assume leadership roles or responsibilities within the school environment. By giving such opportunities, students can develop essential skills and enhance their sense of ownership in their educational journey. In conclusion, the findings suggested that while the majority of students were engaged, contributed, and participated in classroom discussions and activities, there were areas for improvement. These included increasing opportunities and addressing potential barriers to participation in collaborative learning and group work, assessing and enhancing the promotion of club activities, and providing more opportunities for students to take on leadership roles or responsibilities. These insights can help the school create a more inclusive and engaging environment for students.

The majority of respondents (65.71%) indicated their engagement and interest in class, while a small percentage (4.28%) disagreed with this notion. In terms of the respect given to teachers, all respondents (100%) responded positively, indicating a positive relationship between students and teachers. Moreover, most of the students (80%) reported that they did not experience disrespect or discrimination based on their individuality at school, while a minority (20%) agreed that they had faced such instances in the past. This suggested a generally inclusive and respectful environment within the school. With regard to teacher-pupil interaction, students 60% of students reported positively, indicating a strong connection between students and teachers. However, 40% of the respondents felt the interaction was lacking or negative, highlighting the need for improvement in fostering stronger communication and relationships between students and teachers. Regarding instances of peer pressure or negative influences within their social circles at school, most of the students (60%) responded positively, suggesting the presence of such influences. Conversely, a minority (40%) of students responded negatively, indicating the need to address negative peer dynamics and provide support to students who might be affected. Furthermore, most of the students (82.86%) stated that they were able to form positive and meaningful friendships with other students. However, a few students (17.14%) disagreed with this sentiment, highlighting the importance of supporting those who struggle to establish positive social connections.

In summary, the analysis reflected an overall positive atmosphere in the school, with students expressing engagement, respect for teachers, absence of disrespect or discrimination, and positive friendships. However, there are areas that require attention and improvement, such as addressing disengagement, improving pupil-teacher interaction, addressing negative peer influences, and providing support for students who struggle to form positive friendships.

Of the total respondents, most of them (65.72%) said that the school didn't organize social events or activities that promoted interaction among students. Regarding the support given by peers and teachers while facing social challenges, most of them (82.86%) agreed, while a few (17.14%) disagreed with that statement. Most of the students (91.42%) said that their school encouraged them. Of the total respondents, 57.14% said that they didn't experience bullying or harassment from other students. Regarding respect among friends, most of the students (57.14%) responded negatively, and a few responded positively. Most of the students (74.28%) said that they didn't feel unsupported or neglected in their personal growth and development at school, and a few of them (25.71%) responded positively. These statistics suggest the need for improvement in organizing social events, addressing bullying and harassment, promoting positive friendships and respect, while also continuing to provide overall support for students personal growth and development. By implementing targeted initiatives, the school can strive towards a more inclusive and supportive environment for all students. Of the total respondents, most of the students (77.14%) said that they didn't feel lonely or isolated in school, and a few Students (22.85%) responded negatively. Regarding instances of discrimination or prejudice based on race, ethnicity, gender, or other factors within their school, most of the students (82.85%) responded negatively, while a few (17.14%) responded positively. Concerning the resources and support services available for students to address their mental health needs, most of the students (85.71%) answered positively, and a few (14.28%) students responded negatively. Of the total respondents, most of the students (82.85%) said that their school didn't neglect or overlook mental health issues among students, while a few students (17.14%) responded

positively. Most of them (72.28%) answered negatively, indicating that their school lacked in promoting a healthy work-life balance for students, and a few (25.72%) students responded positively. These statistics indicate a generally positive school environment regarding students feelings of loneliness or isolation, the availability of mental health resources and support services, and the attention given to mental health issues. However, there is a need for improvement in addressing instances of discrimination or prejudice, as well as promoting a healthy work-life balance for students. By implementing targeted initiatives and policies, the school can strive towards creating a more inclusive, supportive, and balanced environment for all students.

Most of the students (62.85%) said that students were encouraged to practice self-care and engage in activities that led to positive well-being, while a few students (37.14%) responded negatively. Of the total respondents, most of the students (71.42%) said that they had opportunities to openly discuss and address mental health concerns at the school, while a few (28.58%) responded negatively. Most of the students (85.72%) said that their school provided counseling services, while a few (14.28%) responded negatively. Of the total respondents, most of the students (37.14%) answered that their school didn't conduct awareness campaigns or activities at school that promoted positive mental health, while a few (62.85%) students responded positively. Regarding appropriate measures to address mental health crises and emergencies, most of the students (85.72%) disagreed with that statement, while a few (14.28%) agreed. In summary, the findings indicate both positive aspects and areas for improvement in the school's approach to mental health. The school should continue to encourage self-care practices, promote open discussions about mental health concerns, enhance awareness campaigns, ensure the availability of counselling services, and improve preparedness for mental health crises. By addressing these areas, the school can create a more supportive and mentally healthy environment for students.

Of the total respondents, most of the students (71.42%) said that teachers followed teaching methods that contributed to a positive classroom climate, while a few students (28.57%) responded negatively. Most of the students (82.85%) said that they felt close to people at school, while a few (17.14%) students responded negatively. Of the total respondents, most of them (91.42%) said that their parents inquired about their daily school activities, while a few (8.58%) students responded negatively. Regarding the help given by parents for students in learning and the support given to clarify doubts, most of the students (85.72%) agreed, while a few (14.28%) disagreed. These statistics suggest that teaching methods contributed to a positive classroom climate, students generally felt a sense of belonging, parents showed a high level of involvement and interest in their child's education, and parents provided support in learning and doubt clarification. However, there may be areas for improvement in teaching practices, promoting a sense of belonging for all students, addressing the needs of students who feel a more inclusive, supportive, and collaborative learning environment for students disconnected, and ensuring effective parental involvement. By addressing these areas, the school can create a more , supportive, and collaborative learning environment for students.

MAJOR FINDINGS OF THE STUDY

1. Academic Achievement

- Most of the students opined that their school provided a safe and secure environment, and they considered that the knowledge acquired from their school would help them in their lives.
- While most students responded positively that their teachers give support for academic goals, a few students responded that they had a demotivating and uninspiring learning environment that hindered academic achievement.
- Students generally opined that their school is a reliable source of information, but there were some concerns about favouritism and the need for fair treatment of all students.
- Students expressed that their school should have updated teaching methods and resources to enhance their learning experience.
- The students believed that there was a desire for a greater variety of extracurricular activities that promote academic growth and exploration.
- Some students believed that they were overwhelmed by excessive homework assignments and unrealistic academic expectations.

2. Student Engagement

- The majority of students were of the opinion that they responded positively to their engagement, contribution, and participation in classroom discussions and activities.
- Students felt that there were limited opportunities for involvement in the decision-making process and expressed a desire for more opportunities to participate and have a voice in shaping their educational experience.
- Students thought that generally they had opportunities for collaborative learning and group work, but they considered some concerns or barriers that needed to be addressed.
- Students opined that there was a need for expanding and diversifying the range of extracurricular activities offered to students.
- Most students felt that they were comfortable participating in group activities without fear of judgment or criticism.
- Some students indicated that there is a lack of opportunities to take on leadership roles or responsibilities within the school.
- Students perceived limited opportunities for involvement in decision-making processes, indicating a desire for more student input.
- While most students felt that they were comfortable participating in group activities, they also considered potential barriers or a fear of judgment.
- Students stated that they lack more opportunities to assume leadership roles or responsibilities within the school environment.

3. Mental Health

- The majority of students reported that their school provided resources and support services for addressing their mental health needs.
- Students generally agreed that their school did not neglect or overlook mental health issues, and they gave consideration for improvement in promoting a healthy work-life balance.
- Students expressed the importance of more awareness campaigns and activities at school that promote positive mental health.
- give concessions about appropriate measures to address mental health crises and emergencies. Students generally appreciated the availability of counseling services and resources to address their mental health needs.
- However, they believed that there was a lack of awareness campaigns or activities promoting positive mental health.
- Some students felt that their school did not adequately address mental health crises and emergencies.

4. Social Relationships

- Students generally believed that there was a sense of belonging and reported positive relationships with teachers and parents.
- There are concerns about instances of discrimination or prejudice, the formation of positive friendships, and the promotion of respect among friends.
- Some students reported a lack of social events or activities that promoted interaction among students.
- Students recognized the support given by peers and teachers while facing social challenges.
- There were concessions about negative peer influences and instances of bullying or harassment.

SUGGESTIONS

- Teachers should encourage activities that promote student engagement, such as group projects, interactive discussions, and hands-on learning experiences.
- Parents can promote student engagement by taking an active interest in their child's education, attending school events, and supporting extracurricular activities.
- Administrators should create opportunities for student engagement through student councils, clubs, and events that encourage participation and collaboration.
- Students can foster their own engagement by getting involved in school clubs, sports, and volunteering activities, which helps them connect with peers and build leadership skills.

- Students should embrace inclusivity by respecting each other's differences, standing up against discrimination, and being supportive classmates.
- Teachers should provide professional development opportunities to enhance their cultural sensitivity and create an inclusive learning environment.
- Parents can support cultural sensitivity by exposing their children to diverse experiences, books, and media that celebrate different cultures and backgrounds.
- Parents can foster positive communication by actively listening to their children, offering guidance, and being approachable.
- Teachers should implement social-emotional learning (SEL) programmes that teach emotional intelligence, self-awareness, and conflict resolution skills.

CONCLUSION

The study revealed several key findings regarding academic achievement, social relationships, student engagement, and mental health in the school. The students expressed a sense of meaning and purpose in their school lives, indicating that they found value in their education.

In terms of social relationships, students generally felt comfortable and supported, with positive relationships reported between students and teachers. Most students were able to form positive and meaningful friendships. However, there were concerns about the lack of respect and inclusivity among students, suggesting the need to address negative peer influences and foster a more inclusive and respectful social environment.

Student engagement was generally high, with a majority of students actively participating in classroom discussions and activities. However, students expressed a desire for more opportunities to be involved in decision-making processes, collaborative learning, and leadership roles. By providing these opportunities, schools can further enhance student engagement and promote a sense of ownership in the learning process.

Regarding mental health, the availability of resources and support services was generally positive. However, there were concerns about instances of discrimination or prejudice within the school. It is crucial to address these issues, promote open discussions about mental health concerns, conduct awareness campaigns, and ensure preparedness for mental health crises.

In conclusion, the study highlighted the importance of creating a safe, engaging, and inclusive school environment that supports academic achievement, positive social relationships, student engagement, and mental health. By addressing the identified areas for improvement, schools can provide a holistic and supportive educational experience that meets the diverse needs of their students.

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