

---

## **A Study on School Climate of Government Schools in Lower Subansiri District of Arunachal Pradesh**

**HageSela, Elizabeth Hangsing**

Ph.D Research Scholar, Faculty of Education, Department of Education, Rajiv Gandhi University, Itanagar, Arunachal Pradesh

**Abstract:** The present study aimed in studying the perception of school climate of government school by students of class IX and X. The study was conducted over 600 students of government school which were included in the sample using random sampling technique. Socio-Emotional School Climate Inventory (SESCI) by Sinha and Bhargava was used to collect the data. The data collected were analyzed using mean, standard deviation and t-test. The results revealed that the male and female students of government school perceived school climate as unfavorable climate in Lower Subansiri district of Arunachal Pradesh. Moreover, the results showed significant difference between male and female students in emotional climate.

**Keywords:** school climate, social and emotional climate, government, gender

### **Introduction**

School is where the development of the student takes place. School takes responsibilities in building up the character of the student in every possible way. School climate is a general term that refers to the feel, atmosphere, tone, ideology or milieu of school. Just as individuals have personalities, so too do schools; a school climate may be thought of as the personality of a school. According to the **National School Climate Council(2007)** a sustainable, positive school climate promotes students' academic and social development. School climate is often referred to as the social atmosphere of a setting or learning environment in which students have different experiences, depending upon the rules set by the teachers and administrators.

The common thread to creating a positive school climate is the importance of relationships- student to student, teacher to student, teacher to family, school to community (**Noonan,2004**). A positive school climate helps people feel socially, emotionally and physically safe in schools. It includes students', parents' and school personnel's norms, beliefs, relationships, teaching and learning practices, as well as organizational and structural features of the school (**Cohen et.al 2009**). The social and emotional climate of schools provides the support and structures for students to feel safe and build relationships that enable them to learn.

### **Objective of the study**

The main objective of the study are mentioned below:

- i) To study the school climate of Government School students in Lower Subansiri district of Arunachal Pradesh.
- ii) To compare the social climate between male and female students of government school.
- iii) To compare the emotional climate between male and female students of government school.

### **Hypotheses of the Study**

- i) There is no significant differences in the mean scores of school climate of Government school in Lower Subansiri district of Arunachal Pradesh
- ii) There is no significant differences in the mean scores of social climate between male and female students government school.

- iii) There is no significant differences in the mean scores of emotional climate between male and female students government school.

### Methodology of the Study

As per the Statistical Abstract of Arunachal Pradesh 2015-2016, there were 21 secondary schools and 3670 secondary students in Lower Subansiri District of Arunachal Pradesh. For the present study, the researcher selected 600 secondary school students of class IX and class X from 8 Government secondary schools by adopting random sampling technique. The sample for the study represents 38 percent and 16.3 percent of the total secondary schools and secondary school students from the selected district of the state.

### Tool used

Socio-Emotional School Climate Inventory (SESCI) developed by Sinha, R.K. and Bhargava, R. (1994) was used to collect the required data. The scale consists of 70 items, 35 items belong to social school climate and 35 items belong to emotional school climate. The inventory has two response categories 'Yes' or 'No' which has been provided against each question. The correct answers of the items have been provided a score of one (1) or otherwise zero (0). Thus, the maximum possible obtainable score of Inventory will be 70 and minimum will be zero (0).

### Statistical techniques

The statistical technique like mean, standard deviation and t-test was used to analyse and interpret the collected data.

### Data Analysis and Interpretation

To achieve the objectives of the present study, the data were tabulated and suitable statistical methods were applied to analyse the data.

**Objective 1:** To study the school climate of Government school students in Lower Subansiri district of Arunachal Pradesh.

**Hypotheses 1 :** There is no significant difference in the mean scores of school climate of government school students

**Table 1 : Showing the Overall Mean Scores and Standard Deviation of School Climate of Government School Students in Lower Subansiri district of Arunachal Pradesh**

Sl. No	School Climate	N=600		Interpretation
		Mean	S.D	
1	Part – 1: Social Climate	15.96	9.25	Unfavorable Climate
2	Part-2: Emotional Climate	19.55	4.49	
3	School Climate (socio-emotional)	35.69	13.59	

It is observed from Table.1 that the mean score of social climate of government school students were 15.96 with S.D 9.25 respectively. The mean scores in emotional climate of government school were 19.55 with S.D 4.49 respectively. The overall mean scores of school climate of government school students were 35.69 with S.D 13.59 respectively which shows unfavorable climate in the interpretation of raw scores of Socio-Emotional School Climate Inventory (SESCI). Thus, it can be concluded that the government school students perceive school climate as unfavorable in Lower Subansiri district of Arunachal Pradesh.

**Table 2 : Showing the Mean Scores, Standard Deviation and t-value of School Climate of Government School Students in Lower Subansiri district of Arunachal Pradesh**

Group	N	Mean	S.D	t-value	Remarks
Male	297	35.8	7.9	0.63	Not Significant
Female	303	35.1	17.6		

The Table.2 indicated that the calculated t-value 0.63 is lower than the table value ( $t=1.96$ ) at 0.05 level of significance for 598df. Therefore, the null hypothesis is accepted. From this, it can be interpreted that male and female government school students do not differ in their perception of school climate. But the mean score of male students (35.8) is slightly higher than the female students (35.1). Therefore, it signifies that male students shows slightly favorable climate than the female students of government school in Lower Subansiri district of Arunachal Pradesh.

**Objective 2 :** To compare the social climate between male and female students of government school in Lower Subansiri district of Arunachal Pradesh

**Hypothesis 2:** There is no significant difference in the mean scores of social climate between male and female students of government school.

**Table 3 : Showing the Mean Scores, standard deviation and t-value of Social Climate between Male and Female Students of Government School in Lower Subansiri district of Arunachal Pradesh**

Group	N	Mean	S.D	t-value	Remarks
Male	297	16.49	11.9	1.79	Not Significant
Female	303	15.15	5.5		

The Table.3 indicated that the calculated t-value 1.79 is lower than the table value ( $t=1.96$ ) at 0.05 level of significance for 598df. Therefore, the null hypothesis is accepted. From this, it can be interpreted that male and female students of government school do not differ in the social climate. But the mean score of male students (16.49) is higher than the female students (15.15). Therefore, it signifies that male students shows slightly more social than the female students of government school in Lower Subansiri district of Arunachal Pradesh.

**Objective 3 :** To compare the emotional climate between male and female students of government school in Lower Subansiri district of Arunachal Pradesh

**Hypothesis 3 :** There is no significant difference between male and female students of government school.

**Table 4 : Showing the Mean Scores, standard deviation and t-value of Emotional Climate between male and female students of Government school in Lower Subansiri district of Arunachal Pradesh**

Group	N	Mean	S.D	t-value	Remarks
Male	297	19.95	4.4	2.67	Significant
Female	303	18.96	4.5		

It is observed from table 4 that the mean scores of male and female students were 19.95 and 18.96 respectively. The calculated t-value 2.67 is higher than the table value (1.96) at 0.05 level of significance for 598df. Hence, the hypothesis is rejected. Therefore it can be interpreted that male and female students differ in the emotional climate. Moreover, the mean scores of male is higher than that of female students in which the male students show slightly high emotion than the female students of government school in Lower Subansiri district of Arunachal Pradesh.

### Findings of the study

The major findings of the study are as follows :

1. The results shows that mean scores of government school student indicated unfavorable perception of school climate.
2. It is observed that male and female students of government school show no significant difference in perception of school climate.
3. The findings also revealed that male and female students show no difference in the perception of social climate.
4. It has been found that there is a significant difference between male and female students of government school in perception of emotional climate.
5. The findings also revealed that male students show slightly high perception than female students in both social and emotional climate.

### References

1. Cohen, J., McCabe, E., Michelli, N. M., Pickeral, T. (2009). "School Climate: Research, policy, Practice and Teacher education". *Teachers College Record*, 111:180-213
2. Badola, S. (2013). A Study of Home Climate and School Environment of Senior Secondary School Student in relation to their Decision Maturity, *Educationia Confab*, 2(4), 65-67.
3. Collie, R. J., Shapka, J. D. & Perry, N. E. (2012). School Climate and Social and Emotional Learning : Predicting Teachers Stress, Job Satisfaction and Teaching Efficacy, *Journal of Educational Psychology*, 104(4), 1189-1204
4. Duckenfield, M. & Reynolds, B. (2013). School Climate and Dropout Prevention, *National School Climate Centre*, 44-45.
5. Duze, C. O. & Rosemary, O. (2013). The School Climate Challenges Facing Principals in Secondary Schools in Delta State of Nigeria, *Journal of Emerging trends in Educational Research and Policy Studies*, Vol.4.(1), 53-63.
6. Garg, P. & Rastogi R. (2006). Climate Profile and OCBs of Teachers in Public and Private Schools of India, *International Journal of Educational Management*, Vol.20, 529-541.
7. Gautam, N. S. & Punia, S. (2012). Perception of Adolescents about the Socio-Emotional School Environment, *Journal of Psychology*, Vol.3(2), p. 81-87.
8. Grinning, C. L., Raver, C. C., Champion, K. & Sardin, L. (2010). Understanding and Improving Classroom Emotional Climate and Behavior Management in the "Real World." *The Role of Head Start Teachers Psycho Social Stresses*, *Early Education and Development*, Vol.21(1), p. 65-94.
9. Gunbayi, I. (2007). School Climate and Teacher perceptions on Climate factors: Research into Urban High Schools, *The Turkish online journal of Education Technology*, Vol. 6(3).
10. Halpin, A.W., & Croft, D.B.(1963). *The Organizational Climate of schools*. Chicago : Midwest Administration Centre of the university of Chicago. Google scholar
11. Javier, M.F. & Reyes, H.C. (2011) School factors associated with Socio-emotional development in Latin American Countries, *E-Journal of Educational Research, Assessment and Evaluation*, Vol.17(2), p.17
12. Malhotra, S. K. (2011). Socio-emotional Climate in Inter-relationship between Levels of Educational Aspiration of Tribal and Non-tribal Secondary Students of Jammu region and their Problem Solving Ability, *International Referred Research Journal*, Vol.1, p. 91.

13. Murillo, F. J. & Castilla, R. H. (2011). School factors associated with Socio-emotional development in Latin American Countries, E-journal of Educational Research, Assessment and Evaluation, Vol.17(2), p.17.
14. Nicholas, G. W. & Nichols, J.D. (2012). An analysis of Student and Parent Perceptions: School Climate Surveys for the Public Good, Scholarly Partnerships Education: Vol.6(1), Article 3, Pp. 17-19.
15. Noonan, J. (2004). School Climate and the safe school: Seven contributing factors. Educational Horizons, 83 (1), 61-65.
16. National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. [www.schoolclimate.org/climate/policy.php](http://www.schoolclimate.org/climate/policy.php): National Centre for Learning and Citizenship, Education Commission of the states