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# School climate and academic achievement of higher secondary students

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**Abstract**---School Climate refers to the quality and characteristics of a School life. For the best positive outcome, school is to be organised in a systematic way. Positive School Climate greatly influences the Academic Achievement of the students. The objectives of study are- to study the school climate of Higher Secondary schools, to find out the difference in School Climate with regard to urban and rural area, to study the academic achievement of Higher Secondary Students, to find out the difference in academic achievement with regard to urban and rural area, to find out the relationship between school climate and academic achievement of Higher Secondary students. Descriptive Survey Method has been used in the present study. Investigator has selected 200 higher secondary students from the eight provincialized schools of Kamrup (Metro and Rural) district of Assam which has been selected through the simple stratified random sampling technique. The investigator has found that in both Kamrup Urban and Rural, it has moderate school climate. The study revealed that the co-relation between School Climate and Academic Achievement of the Higher Secondary students found to be positive and statistically significant.

**Keywords**---School Climate, Academic Achievement, Higher Secondary students.

## Introduction

School is the first formal agencies where wide varieties of knowledge and experiences are provided to the students. The progress and development of every society depend on its school organisation and management. In the words of the Kothari Commission, (1964-66), “the destiny of India is now being shaped in her classrooms”. School Management includes varied aspects like information of students and teachers, evaluation process, fees structure, school’s material or physical resources, etc. And for their effective management, school needs to understand its concept of organisation so that they can reach out the desired

educational objectives as well as help the child for making effecting members of the society.

School Climate refers to the quality and characteristics of a School life. According to Srivasta and Kumari, (2010), Climate can be defined as the perceived attributes of an organization and its sub-systems as reflected in a way the organization deals with its members, groups and issues. The emphasis is on perceived attributes and working of sub-systems. Panchatcharam P., in (2018), stated that a sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. The climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe. It is largely based on the interpersonal relations that are teacher-student, teacher-Principal and student-student and its influence on learning. School Climate generally includes physical environment of the school, social system (i.e. relationships and interaction between students and teacher), orderly environment of the school, teacher expectations about student outcomes (i.e. positive expectations, feelings of self-efficacy, professional attitude.) For the best positive outcome, school is to be organised in a systematic way. Both organisation and administration have close relationship and are aimed at the smooth running of the school. Good organisation helps to set the mission and objectives in a planned way. On the other hand good administration helps to achieve the set mission and objectives in an effective and successful manner.<sup>1</sup>

Achievement can be defined as the particular goals or objectives attained by the individual by working hard or total commitment. In school situation, teachers guide the students to learn more and help them for better scholastic attainment. According to the dictionary of education Carter (1959), Academic Achievement is the knowledge attained or skills developed in the school subjects usually determined by test scores or marks assigned by teacher or both.” According to Crow and Crow (1969), “Academic Achievement means the extent to which a learner is profiting from instruction in a given area of learning. Achievement is reflected by the extent to which skill and knowledge has been acquired by a person through the training imparted to him.” Academic Achievement of the individual depend on various factors such as motivation, interest, aptitude, intelligence, attitude, perceptual power, study habits and <sup>1</sup>Akhtar, Sarma, Goswami, Sarma, (2005), “An Introduction to Higher Secondary Education”, Assam Book Depot, Panbazar, Guwahati, page no.115 environmental factors like home and school environment. Academic Achievement of the pupil is measured in terms of examination or test. Teacher categorise the students according to their marks or grades in examination. Positive School Climate greatly influences the Academic Achievement of the students. On the other hand negative school climate has its adverse effect.

### **Significance of the study**

The present study will help the investigator to understand the relation between School Climate and Academic Achievement of the students. Effective School Climate influences the Students on their overall development as well as helps them to excel in curricular and co- curricular activities. Higher Secondary boys

and girls fall under the Adolescent stage and if necessary training is provided in the school, it will help them to face the problems of adulthood. Through this study, it will help the policy maker or administrator to create a positive and collaborative environment which will help the students in performing better in academics. School climate is an important factor in overall development of the child. Favourable school climate brings out the best in both the students and the teachers. All round development of the students happen if the students feel comfortable in the school, treated equally by the teachers which in turn creates the sense of belongingness in the students for their school and as a result the students take active part in extracurricular activities with full dedication and also try to excel in studies. Hence school climate is very important factor as school is the first place where the development of the student's personality takes place and it forms the basis of their future life. A good school climate paves the way for a successful life as well as career and it also helps in determining the student's interest in different field. This study will help in knowing the relation between school climate and academic achievement of Kamrup urban and Rural district and its impact in student's life.

### **Objectives of the study**

The objectives of study are:

- 1) To study the school climate of Higher Secondary schools
- 2) To find out the difference in School Climate with regard to urban and rural area.
- 3) To study the academic achievement of Higher Secondary Students.
- 3) To find out the difference in academic achievement with regard to urban and rural area.
- 4) To find out the relationship between school climate and academic achievement of Higher Secondary students.

### **Hypotheses**

- H<sub>01</sub> There exist no significant difference in school climate with regard to urban and rural area
- H<sub>02</sub> There exist no significant difference in academic achievement with regard to urban and rural area.
- H<sub>03</sub> There exist no significant relation between school climate and academic achievement of Higher Secondary students

### **Delimitation of the study**

The present study has been delimited as follows-

- 1) The study has been delimited to Kamrup Metro and Kamrup Rural district only
- 2) The study has been delimited to the adolescent boys and girls studying in the provincialized higher secondary schools under AHSEC.
- 3) The study has been delimited to students studying in HS 2<sup>nd</sup> year.
- 4) Only Arts students of provincialized schools have been selected as sample for the present study.

### **Methodology**

Keeping in view the nature of the study, Descriptive Survey Method has been used in the present study

### **Population**

There are 81 provincialised higher secondary schools under Secondary Education Board of Assam (SEBA) in Kamrup District (Metro and Rural). All the students of Higher Secondary 2<sup>nd</sup> year Arts stream from these schools have been regarded as population in this study.

### **Sample**

Investigator has selected 200 higher secondary students from the eight provincialized schools of Kamrup (Metro and Rural) district of Assam which has been selected through the simple stratified random sampling technique

### **Tools for data collection**

The following tools have been adopted for the present study

1. School Climate (Self made questionnaire)
2. English Achievement test by Venita Singh and Simrandeep Kaur.

### **Statistical technique**

Following Statistical techniques have been used in interpreting and analysing the collected data:

- 1) Simple percentage calculation
- 2) Graphical representation
- 3) Mean and standard deviation
- 4) t-test
- 5) Chi- Square

### **Analysis and Interpretation of Data**

Objectice 1 To study the school climate of Higher Secondary schools

Table 1.1  
School climate of Higher Secondary Schools of Kamrup urban

| Description | Range | Frequency | Percentage |
|-------------|-------|-----------|------------|
| Low         | 0-2   | 12        | 12%        |
| Moderate    | 3-5   | 55        | 55%        |
| High        | 6-8   | 33        | 33%        |

From the table 1.1, it has been found that only 12% of respondents are in the range between (0-2). Majority 55% are in the category of Moderate level. And 33% fall under the range between (6-8) i.e. High levels.

Table 1.2  
School climate of Higher Secondary Schools of Kamrup rural

| Description | Range | Frequency | Percentage |
|-------------|-------|-----------|------------|
| Low         | 0-2   | 20        | 20%        |
| Moderate    | 3-5   | 62        | 62%        |
| High        | 6-8   | 18        | 18%        |

Table 1.2 it has been observed that 20% of the respondents are in the range of 0-2 i.e. Low level and 18% in the High level. It has been found that majority of the respondents are in the Moderate level i.e. 62%

**Objective 2: To find out the difference in School Climate with regard to urban and rural area**

**H<sub>01</sub>** There exist no significant difference in school climate with regard to urban and rural area

Table 2.1  
Comparison of School Climate between Urban and Rural area

| Locality | N   | Mean | SD   | df  | t-Value | Critical Value | Remarks                      |
|----------|-----|------|------|-----|---------|----------------|------------------------------|
| Urban    | 100 | 4.58 | 1.93 | 198 | 0.01940 | 1.97           | Not Significant at .05 level |
| Rural    | 100 | 3.94 | 1.90 |     | 6       |                |                              |

In order to see if there is any significant difference between the School Climate of Kamrup (Urban and Rural), t-test has been employed. Table 2.1 represents that mean and standard deviation of School Climate from Kamrup Urban are 4.58 and 1.93 respectively. And the mean and standard deviation of Kamrup Rural are 3.94 and 1.90 respectively. To test whether the difference is statistically significant or not, the investigator adopted “t”- test of significance. The obtained t-value 0.019 is less than the critical value 1.97 (0.05 level) which indicates no significant difference in School Climate between Urban and Rural area. Therefore null hypothesis H<sub>01</sub> has been accepted.

**Objective 3: To study the academic achievement of Higher Secondary Students.**

Table 3.1  
Academic Achievement of Higher Secondary Students of Kamrup Urban

| Levels of Achievement | Category | N  | Percentage |
|-----------------------|----------|----|------------|
| High                  | B        | 8  | 8%         |
| Above Average         | C        | 12 | 12%        |
| Average               | D        | 42 | 42%        |
| Below Average         | E        | 18 | 18%        |
| Low                   | F        | 14 | 14%        |
| Extremely Low         | G        | 6  | 6%         |

Table 3.1 represents the percentage of higher secondary students according to the different level of achievement. It has been observed from the above table that 12% of the students are in the above average level of achievement. Table further reveals that highest numbers of students are in the category of Average level of Achievement i.e. 42%. It has been found that 18% and 14% are in the category of Below Average and Low level of Achievement. And very few percentages of students are in category of Extremely Low level of Achievement.

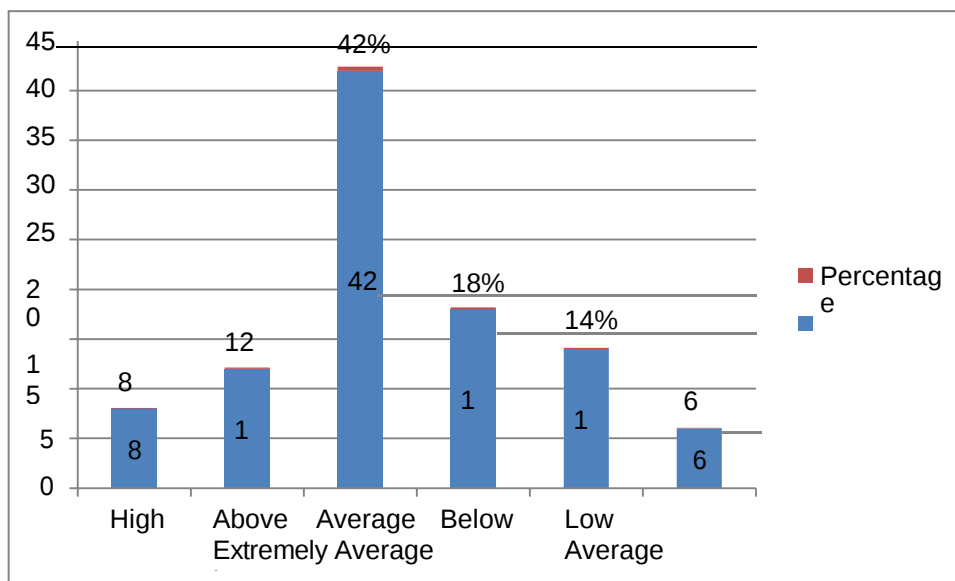


Fig 3.1 Graphical representation of Academic Achievement of Higher Secondary Students of Kamrup Urban

Figure 3.1 represents the percentage of the higher secondary students belonging to the different levels of Academic Achievement. In the figure, the vertical axis indicates the percentage of the students and the horizontal axis indicates the different level of Achievement.

Table 3.2  
Academic Achievement of Higher Secondary Students of Kamrup Rural

| Levels of Achievement | Category | N  | Percentage |
|-----------------------|----------|----|------------|
| High                  | B        | 8  | 8%         |
| Above Average         | C        | 20 | 20%        |
| Average               | D        | 36 | 36%        |
| Below Average         | E        | 16 | 16%        |
| Low                   | F        | 8  | 8%         |
| Extremely Low         | G        | 12 | 12%        |

From the table, it has been observed that only 8% in the B and F category i.e. High and Low level of achievement. 20% and 36% in the Above Average Achievement and Average level of Achievement respectively. Table 3.2 also reveals

that 16% of the students fall under the 'E' category and 12% of the students falls under 'G' category.

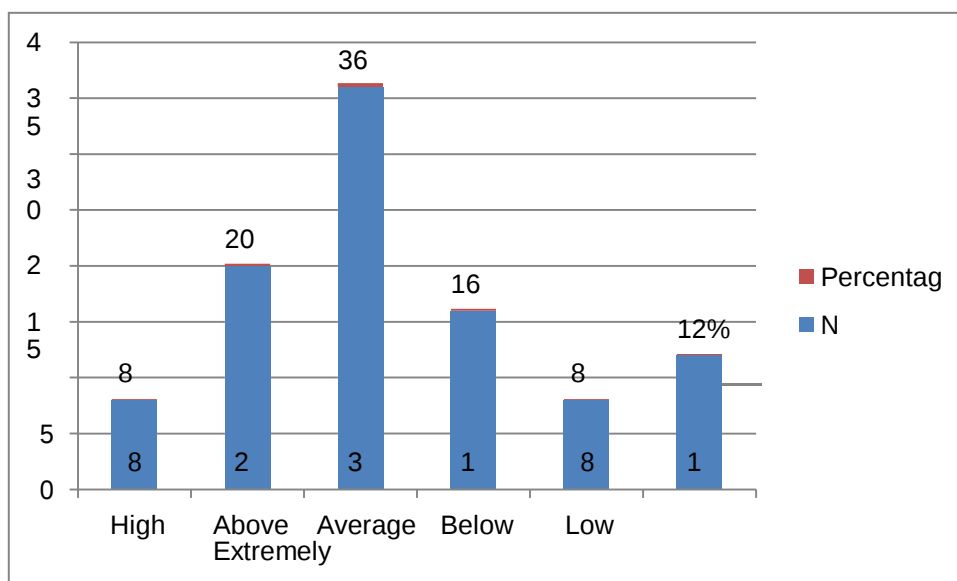


Fig 3.2 Academic Achievement of Higher Secondary Students of Kamrup Rural

Figure 3.2 depicts the percentage of the students belonging to the different level of Academic Achievement.

#### **Objective 4 To find out the difference in academic achievement with regard to urban and rural area**

**H<sub>02</sub>** There exist no significant difference in academic achievement with regard to urban and rural area.

Table 4.1  
Comparison of Academic Achievement between Urban and Rural Higher Secondary students

| Localit y | N   | Mean  | SD    | df  | t-Value  | Critical Value | Remarks                      |
|-----------|-----|-------|-------|-----|----------|----------------|------------------------------|
| Urban     | 100 | 43.78 | 10.71 | 198 | 0.919086 | 1.97           | Not Significant at .05 level |
| Rural     | 100 | 43.94 | 11.51 |     |          |                |                              |

In order to see if there is any significant difference between the Academic Achievement of Kamrup (Urban and Rural) higher secondary students, t-test has been employed. Table 4.1 represents that mean and standard deviation of Academic Achievement from Kamrup Urban are 44.78 and 10.71 respectively. On the other hand the mean and standard deviation of Kamrup Rural are 43.94 and 11.51 respectively. To test whether the difference is statistically significant or not, the investigator adopted "t"- test of significance. The obtained t-value 0.919 is less than the critical value 1.97 (0.05 level) which indicates no significant difference in

Academic Achievement between Urban and Rural area. Therefore null hypothesis  $H_{02}$  has been accepted.

**Objective 5 To find out the relationship between school climate and academic achievement of Higher Secondary students.**

**Correlation between School Climate and Academic Achievement of Higher Secondary students**

**H<sub>03</sub>** There exist no significant relation between school climate and academic achievement of Higher Secondary students

Table 5.1  
Correlation between School Climate and Academic Achievement of Higher Secondary students

| Variables            | N   | Mean  | SD    | df | Pearson Correlation | Sig. (2 tailed) | Remarks     |
|----------------------|-----|-------|-------|----|---------------------|-----------------|-------------|
| School Climate       | 200 | 4.58  | 1.93  | 98 | 0.40                | 0.00003714      | Significant |
| Academic Achievement | 200 | 43.78 | 10.71 |    |                     |                 |             |

Table 5.1 reveals that mean and S.D of School Climate are 4.58 and 1.93 respectively. The mean and S.D of Academic Achievement are 43.78 and 10.71 respectively. The degree of freedom is 198. The obtained p value 0.00003714 is smaller than the 0.05 level of significance. It can be inferred from the above table that the correlation is statistically significant between School Climate and Academic Achievement of Higher Secondary students is 0.40. So it can be said that there is positive correlation between the variable. Therefore the null hypothesis is rejected. So it implies that there is a significant relation between the School Climate and Academic Achievement of Higher Secondary students.

**Findings of the study**

After analysing the data, the following are the major findings according to the objectives of the study:

- The investigator has found that in both Kamrup Urban and Rural, it has moderate school climate.
- From the study, it has been found that the obtained t-value 0.019 is less than the critical value 1.97 at (0.05 level of significance). It indicates that there are no significance difference in School Climate between the urban and rural area
- In kamrup Urban, out of 100 students, majority of the respondents i.e. 42 % are in the Average level of Achievement.
- Investigator has found that only 8% of the students are in the High level of Achievement.
- It has been found that 12%, 18% and 14% are in Above Average, Below Average and Low level of Achievement respectively.

- The study revealed that only 6 % of the students are in the 'G' category i.e. Extremely Low level of Achievement.
- From the study, it is found that in Kamrup Rural only 8% students are in both High level and low level of Achievement.
- Out of 100 students, 20 students are in the Above Average level of Achievement.
- Investigator has found that 36% and 16% are in the Average and Below Average level of Achievement.
- Study further revealed that only 12% of the students are in the Extremely Low level of Achievement.
- From the study, it has been found that the obtained t-value 0.919 is less than the critical value 1.97 at (0.05 level of significance). It indicates that there are no significance differences in Academic Achievement between the urban and rural higher secondary students.
- The study revealed that the co-relation between School Climate and Academic Achievement of the Higher Secondary students found to be positive and statistically significant.

## Discussion

The present study revealed that in both the districts Kamrup (Metro and Rural) it have moderate level of school climate where similar result obtained by Panchatcharam P.,(2018) stated that majority of the students revealed it has moderate level of School Climate at Higher Secondary level.

In case of Academic Achievement, the study also found that majority of the students in Kamrup Urban scored average and it's higher than Kamrup Rural which is related to findings of Tyagi Ankur (2016) indicated that Urban Senior Secondary students have scored higher as compare to their rural counterparts.

The present study stated that there is a positive and significant relationship between School Climate and Academic Achievement where similar results obtained by Okendo, O. E.,

Christopher, N. and Jenifer, K.M., in (2014), revealed that there exist a strong correlation between the school climate and students' academic achievement in KCSE Examination in Kissi County. On the other hand it is dissimilar with the findings of Adhikary, Archana (2018), where indicated that there was no correlation between School Organizational Climate and Academic Achievement of the Secondary school students. Shullai M. Farida, in (2017), also stated that there was no significant relationship between the different schools having Climate like Open, Closed, Familiar, Paternal and Autonomous in relation to Academic Achievement of the students. The effectiveness of any educational institution is measured by students' attainment. Effective School Climate, management, organisation, curriculum helps to achieve a maximum benefit.

## Conclusion

Favourable School Climate enhances student's Academic Achievement and promotes comprehensive development. It helps and supports the students to develop the students morally, emotionally, physically and academically.

Unfavourable School Climate hampers the students activities and as a result learning does not take place. Therefore types of School Climate influences the performance of the students and care should be taken by parents, administrators and counsellors for taking necessary remedial measures of low performance. The degree of co-ordination and co-operation among members and between members and the administrator create a particular climate or social environment in the organisation which affects the working and for the goal accomplishment. Thus, the climate of a school results from the reciprocal effects of the teacher's behaviour pattern as a group and the Principal's behaviour pattern as a leader

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