



INSTITUTIONAL CLIMATE OF HIGHER SECONDARY STUDENTS

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Abstract

The main objective of the study was to find out the institutional climate of higher secondary students. The survey method was adopted for the present study. A sample consists of 1028 higher secondary students at three districts namely Tirunelveli, Thoothukudi, and Kanyakumari in Tamilnadu were selected using the stratified random sampling technique. A self-prepared institutional climate scale was used as the tool. Percentage analysis, t-test, ANOVA and Post ANOVA were the statistical techniques used. The major finding was the level of institutional climate of higher secondary students was moderate.

INTRODUCTION

Education is an integral part of human life. It is the basic condition for the development of the whole man and vital instrument for accelerating the well being and prosperity of all in every direction. Without education, man would still be living just like a splendid slave or like reasoning savage. Education is an activity or a process which transforms the behaviour of a person's instinctive behaviour to human behaviour. Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. The purpose of education is to improve the cognitive ability, habits, skills and attitudes in order to lead a full and worthwhile life in this world. Indira Gandhi mentioned 'Education is a liberating force and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances'.

SIGNIFICANCE OF THE STUDY

Educational institutions play a significant role in shaping the citizens of a nation. The home is the first institution which forms the base for the child's character and personality. The school is the next institution which supports and strengthens the base and helps the child to mould its personality. The adolescence may express severe anxiety and they cannot adjust with the environment. Proper education will make the child to understand the society and to adjust with the social environment. It is in the school that positive attitude towards life and work is developed. The characteristics such as the physical structure of a school building and the interactions between students and teachers are two diverse factors that both affect and help to define the broad concept of school climate. The elements that comprise a school climate are extensive and complex. As a result the following factors that influence school climate are number and quality of interactions between adults and students, students' and teachers' perception of their school environment or the schools profile, environmental factors, academic performance, feelings of security, feelings of trust and respect for students and teachers. So, clearly school climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. Additionally, school climate can significantly impact

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educational environments; school climate can be a positive influence on the health of the learning environment. In this present study the investigator needs to find out the level of institutional climate of the higher secondary students. Under these conditions the scholar includes in a study on the institutional climate. The investigator feels the results of the present study would give an insight to teachers, and school authorities to provide better school climate for enhancing performance of the students.

OBJECTIVES OF THE STUDY

1. To find out the level of institutional climate of higher secondary students.
2. To find out whether there is any significant difference between male and female higher secondary students in their institutional climate.
3. To find out whether there is any significant difference among government, aided and private higher secondary students in their institutional climate.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female higher secondary students in their institutional climate.
2. There is no significant difference among government, aided and private higher secondary students in their institutional climate.

METHODOLOGY

The investigator used the Survey Method of research to find out the institutional climate of higher secondary students.

Population and Sample:

The population includes higher secondary students of Tirunelveli, Thoothukudi and Kanyakumari Districts in Tamilnadu State. The sample consists of 1028 higher secondary students from Government, Aided and Private schools of Tirunelveli, Thoothukudi and Kanyakumari District selected by stratified random sampling design.

Tool Used:

Institutional climate Scale prepared and validated by the investigator and the guide.

Statistical Techniques Used:

Percentage analysis, t-test, ANOVA and Post ANOVA were the statistical techniques used for data analysis.

DATA ANALAYSIS

Table 1. Level of Institutional Climate of Higher Secondary Students



Dimension	Low		Moderate		High	
	N	%	N	%	N	%
Campus Climate	138	13.4	746	72.6	144	14.0
Student Centeredness	191	18.6	675	67.7	162	15.8
Classroom Climate	143	13.9	885	86.1	0	0
Teachers Role in the Classroom	164	16.0	864	84.0	0	0
Extra-Curricular Activities	178	17.3	678	66	172	16.7
Infrastructure	149	14.5	702	68.3	177	17.2
Institutional Climate	174	16.9	705	68.6	149	14.5

It is inferred from the above table that the majority of higher secondary students have average level of institutional climate and its dimensions.

Table 2. Significant Difference in Institutional Climate of Higher Secondary Students with respect to Gender

Dimension	Gender	N	Mean	SD	t- value	Remark
Campus Climate	Male	572	24.93	3.74	6.04	S
	Female	456	26.26	3.28		
Student Centeredness	Male	572	19.23	3.46	5.44	S
	Female	456	20.37	3.25		
Classroom Climate	Male	572	20.84	3.02	9.57	S
	Female	456	22.35	2.05		
Teachers Role in the	Male	572	23.08	4.01	9.88	S



Classroom	Female	456	25.15	2.69		
Extra-Curricular Activities	Male	572	19.28	3.65	6.23	S
	Female	456	20.60	3.17		
Infrastructure	Male	572	19.30	3.81	2.03	S
	Female	456	19.76	3.52		
Institutional climate	Male	572	126.65	15.40	8.77	S
	Female	456	134.48	13.20		

(At 5%level of significance, the 't'-value is 1.96)

It is inferred from the above table that there is significant difference between higher secondary students in their institutional climate.

While comparing with the higher secondary students, the female students are better (26.26) than male (24.93) in their campus climate.

While comparing with the higher secondary students, the female students are better (20.37) than male (19.23) students in their student centeredness.

While comparing with the higher secondary students, the female students are better (22.35) than male (20.84) students in their classroom climate.

While comparing with the higher secondary students, the female students are better (25.15) than male (23.08) students in their teachers' role in the classroom.

While comparing with the higher secondary students, the female students are better (20.16) than male (19.28) students in their extra-curricular activities.

While comparing with the higher secondary students, the female students are better (19.76) than male (19.30) students in their infrastructure.

Table 3. Significant Difference in Institutional Climate of Higher Secondary Students with respect to Type of School

Dimension	Sum of squares	df	Mean Square	Calculated F Value	Remark	
Campus Climate	Between Groups	60.84	2	30.42	2.35	NS
	Within Groups	13249.74	1025	12.93		
Student	Between Groups	61.155	2	30.58	2.63	NS



Centeredness	Within Groups	11918.88	1025	11.63		
Classroom Climate	Between Groups	33.78	2	16.89	2.28	NS
	Within Groups	7611.17	1025	7.43		
Teachers' Role in the Classroom	Between Groups	169.74	2	84.87	6.53	S
	Within Groups	13330.26	1025	13.01		
Extra-curricular Activities	Between Groups	118.78	2	59.39	4.88	S
	Within Groups	12476.15	1025	12.17		
Infrastructure	Between Groups	1220.74	2	610.37	48.95	S
	Within Groups	12780.26	1025	12.47		
Institutional Climate	Between Groups	1649.09	2	824.54	3.69	S
	Within Groups	228716.47	1025	223.14		

(At 5% level of significance for (2, 1025) the table value of 'F' is 2.99)

It is inferred from the above table that there is significant difference among government, aided and private higher secondary students in teachers' role in the classroom, extra-curricular activities, infrastructure and institutional climate in total. But there is no significant difference among government, aided and private higher secondary students in campus climate, student centeredness and classroom climate in institutional climate.

FINDINGS AND INTERPRETATIONS:

1. There is significant difference between male and female higher secondary students in their institutional climate. The 't' test reveals that there is significant difference in the institutional climate of higher secondary students with respect to Gender. The mean score reveals that the female students have more institutional climate than the male students. This may be due to the fact that female students are by nature, calm and quiet in their character. So they feel institutional climate is very convenient for their studies. Female students make use of the library and the lab much better than the male students.
2. There is significant difference among government, aided and private higher secondary students in the institutional climate. The 'F' test reveals that there is significant difference in the institutional climate of higher secondary students with respect to type of school. This may be due to the fact that the private school students significantly differ from government and aided school students in their institutional climate as a whole. Government school students are not better than private and



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aided school students. This may be due to the fact that the government higher students are free from strict rules and regulations and also now the government schools are not given good infrastructure facilities which create a suitable institutional climate, and also this may be due to the fact in private school students have well developed infrastructure, facilities such as library, laboratory and play ground. The qualifying teachers with their rich environment provide good in their class and their institutional climate.

CONCLUSION

School climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. School climate, the focus of this brief, is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents the way students and staff “feel” about being at school each day. School climate is a significant element in discussions about improving academic performance and school reform. It is also mentioned in discussions of potential solutions to problems such as bullying, inter-student conflicts, suicide, character education, and moral education.

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