



International Journal of Advanced Academic Studies

E-ISSN: 2706-8927

P-ISSN: 2706-8919

www.allstudyjournal.com

IJAAS 2022; 4(2): 215-218

Received: 02-05-2022

Accepted: 03-06-2022

Raju Sukla Das

Faculty of Education, OPJS

University, Jhunjhunu

Sadulpur, Rajasthan, India

Demystifying the school climate of residential and non-residential schools of Tripura

Raju Sukla Das

DOI: <https://doi.org/10.33545/27068919.2022.v4.i2c.1054>

Abstract

This research paper aims to explore and demystify the school climate in residential and non-residential schools within the Tripura district. School climate plays a crucial role in shaping students' academic, social, and emotional development. Through a mixed-methods approach, combining qualitative and quantitative data collection methods, this study investigates the similarities and differences in the school climate between residential and non-residential schools. The paper also discusses the implications of these findings for educational policymakers, school administrators, teachers, parents, and students. The results of the study reveal that there seems significant difference between residential and non-residential schools with regard their school climate. More congenial school climate has been observed among residential schools as compared to their counterparts.

Keywords: School climate, residential schools, non-residential schools, Tripura, education, academic development, social development, emotional development

Introductions

The educational landscape is a complex ecosystem that shapes the growth and development of young minds. Within this realm, the concept of "school climate" has emerged as a crucial factor influencing students' academic achievements, social interactions, and emotional well-being. The environment in which learning takes place, encompassing both physical and psychosocial dimensions, plays a pivotal role in moulding students into well-rounded individuals capable of contributing positively to society. As the educational paradigm evolves, it becomes imperative to comprehensively understand and dissect the dynamics of school climate in different educational settings. Tripura, a district situated in the southern state of Tamil Nadu, India, boasts a diverse array of educational institutions ranging from traditional non-residential schools to modern residential campuses. This paper embarks on a journey to demystify the school climate prevalent in both residential and non-residential schools of Tripura. By delving into the intricacies of the school environment, we seek to uncover the nuanced factors that shape students' experiences, perceptions, and outcomes within these distinct educational setups. The significance of school climate cannot be overstated. It extends beyond the confines of classroom walls and syllabi, encompassing the ethos, relationships, values, and practices that collectively define the educational atmosphere. A positive school climate fosters a sense of belonging, encourages open communication, and supports students' holistic development. On the contrary, a negative or indifferent school climate can hinder learning, exacerbate social disparities, and impair students' emotional well-being. This study aims to contribute to the existing body of knowledge by investigating how school climate differs between residential and non-residential schools in Tripura. By examining the unique characteristics of each environment, we can uncover the challenges, opportunities, and dynamics that shape students' experiences. This research is not only of academic interest but also holds practical implications for educators, administrators, policymakers, parents, and students themselves. Understanding the intricacies of school climate can pave the way for informed decision-making, effective interventions, and the cultivation of enriching educational environments that empower students to thrive academically, socially, and emotionally. Through a mixed-methods approach that integrates quantitative surveys with qualitative insights, this research seeks to illuminate the factors contributing to the distinct school climates in residential and non-residential schools of Tripura.

Corresponding Author:

Raju Sukla Das

Faculty of Education, OPJS

University, Jhunjhunu

Sadulpur, Rajasthan, India

By unpacking these factors, we aim to provide a comprehensive understanding of the educational landscape in the district and offer recommendations that can lead to the enhancement of the learning experience for students in both settings. As we embark on this journey of exploration, we anticipate that the findings of this research will shed light on the intricate tapestry of school climate and its multifaceted influence on students' educational journey. Keeping in view. The researcher explored the below mentioned research problem.

Statement of the Problem: The statement of the research problem is reported as under:

Demystifying the School Climate of Residential and Non-Residential Schools of Tripura

Objectives of the study: The purpose of this study are as under:

To explore the school climate of the residential and non-residential schools

Hypothesis: Based on richness background of the knowledge the investigator speculated the research problem as under:

There will be no significant difference between residential and non-residential schools with regard to their school climate.

Delimitation: The study has been delimited as under:

- The present research study has been confined to 400 residential and non-residential schools only.
- The present research study has been delimited to Gomati district of Tripura.

Methodology and Procedure: The methodology and procedure involved in this research study is given as under:

- **Design:** Descriptive cum survey method has been used by the researcher to carry this research process.
- **Data collection:** The researcher has selected the 400 schools only.
- **Research tool:** The researcher employed the big five personality inventory scale developed by Sharma & Jain (12015).

Statistical treatment: The collected data was put to suitable statistical treatment by using descriptive as well as comparative study.

Analysis and Interpretation of The Data: The data has been analysed with the help of descriptive and comparative analysis. The detailed analysis and interpretation are reported as under:

Table 1: Showing the prevalence of school climate of residential and non-residential schools.

Ratings	Residential School		Non-residential schools	
	Frequency	Percentage	Frequency	Percentage
Congenial School Climate	130.00	65.00	128.00	64.00
Moderate School Climate	50.00	25.00	42.00	22.00
Poor School Climate	20.00	10.00	30.00	15.00
Total	200	100	200	100

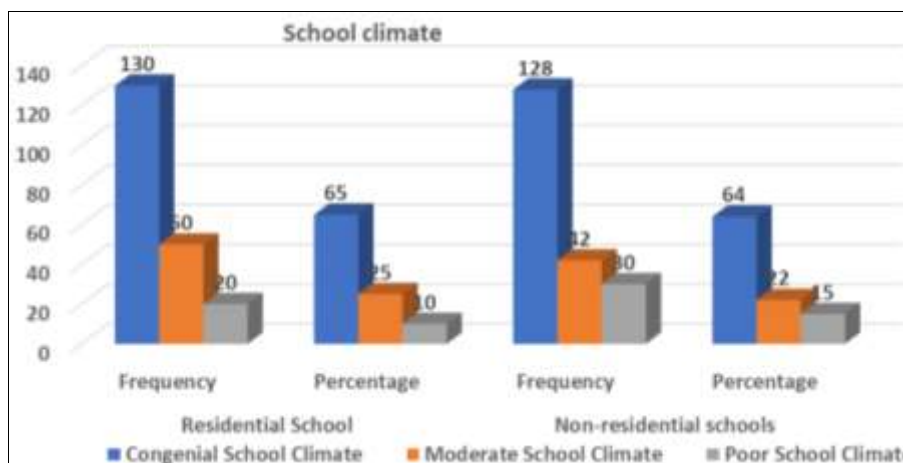


Fig 1: Showing the graphical representation on the prevalence of school climate of residential and non-residential schools.

The table presents the prevalence of school climate in residential and non-residential schools. It compares the frequencies and percentages of congenial, moderate, and poor school climates in these two types of schools. In residential schools, there were 130 instances, accounting for 65.00% of the total. In non-residential schools, there were 128 instances, making up 64.00% of the total. In residential schools, there were 50 instances, representing 25.00% of the total. In non-residential schools, there were 42 instances, accounting for 22.00% of the total.

In residential schools, there were 20 instances, making up 10.00% of the total. In non-residential schools, there were 30 instances, which accounts for 15.00% of the total. Overall, the table provides an overview of the distribution of school climate ratings in Residential and non-residential schools. It shows that congenial school climate was the most prevalent in both Types of schools, followed by moderate and poor school climates. The percentages indicate the proportion of each school climate rating within their respective settings.

Table 2: Showing the mean significant difference between of the residential and non-residential schools on the basis of their school climate. (N=400).

School Climate	X	N	Mean	SD	SEM	't' test
	RS	200	116.0400	23.75944	1.68005	3.399*
NRS	200	109.8450	27.74328	1.96175	3.399*	

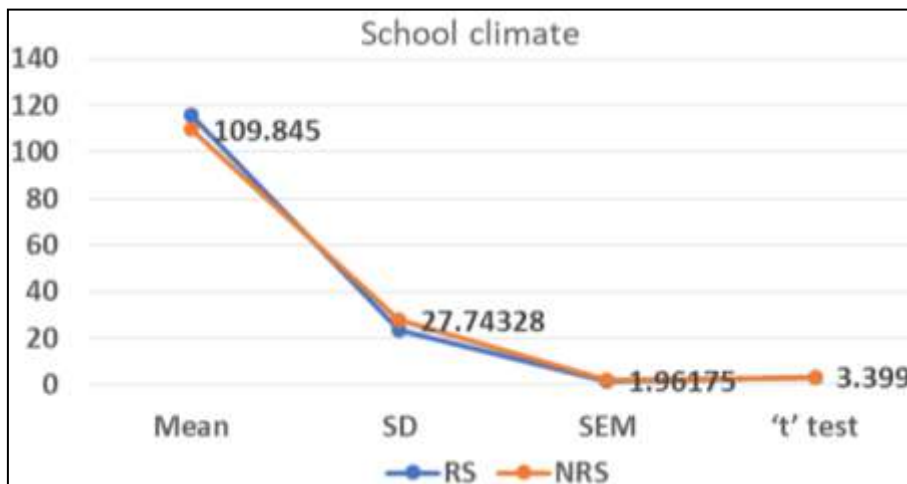


Fig 2: Showing the graphical representation on the mean significant difference between of the residential and non-residential schools on the basis of their school climate. (N=400).

The table provides the mean significant difference between residential schools (RS) and non-residential schools (NRS) based on various aspects of school climate. The data is derived from a sample of 400 schools (N=400). In the aspect of the Composite Score, which combines all the Aspects of school climate, residential schools have a mean score of 116.0400, while non-residential schools have a mean score of 109.8450. The 't' test value is 2.399*, indicating a significant difference between the two types of schools. This suggests that, overall, residential schools have a higher composite score for school climate compared to non-residential schools.

Conclusion

The results of the study reveal that there seems significant difference between residential and non-residential schools with regard their school climate. More congenial school climate has been observed among residential schools as compared to their counterparts.

Competing interest: The research declared that no potential if interest with respect to authorship, research and publication of this article.

References

1. Astor RA, Guerra N, Van Acker R. How can we improve school safety? Research? Educational Researcher. 2010;39(89):69-78.
2. Attar-Schwartz S. Peer sexual harassment victimization at school: The roles of student characteristics, cultural affiliation, and school factors. American Journal of Orthopsychiatry. 2009;79(99)407-420.
3. Bandura A. Social cognitive theory: An agentic perspective. Annual Review of Psychology. 2001;52(77),1-26.
4. Baptistic V, Schaps E, Wilson N. Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during

- middle school. The Journal of Primary Prevention. 2004;24(67)243-262.
5. Beets MW, Flay BR, Vuchinich S, Acock AC, Li K, Allred C. School climate and teachers' beliefs and attitudes associated with implementation of the positive action program: A diffusion of innovations model. Prevention Science. 2008;9(12):264-275.
6. Benninga JS, Berkowitz MW, Kuehn P, Smith K. The relationship of character education implementation and academic achievement in elementary schools. Journal of Research in Character Education. 2003;1(1):19-31.
7. Birkett M, Espelage DL, Koenig BW. LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. Journal of Youth and Adolescence. 2009;38(87):989-1000.
8. Booker KC. School belonging and the African American adolescent: What do we know and where should we go? The High School Journal. 2006;89(4)1-7.
9. Bradshaw C, Koth C, Thornton L, Leaf P. Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. Prevention Science. 2009;10(89):100-115.
10. Brand S, Felner R, Shim M, Seitsinger A, Dumas T. Middle school improvement and reform: Development of validation of a school-level assessment of climate, cultural pluralism and school safety. Journal of Educational Psychology. 2003;95(100):570-588.
11. Bronfenbrenner U. Contexts of child rearing: Problems and prospects. American Psychologist. 1979;34(89):844-850.
12. Brookmeyer KA, Fantl KA, Henrich CC. Schools, parents, and youth violence: A multilevel, ecological analysis. Journal of Clinical Child and Adolescent Psychology. 2006;35(77):504-514.
13. Brookover WB, Schweitzer JH, Schneider JM, Beady

- CH, Flood PK, Wisenbaker JM. Elementary school social climate and school achievement. *American Educational Research Journal*. 1978;15(87):301-318.
14. Brown JL, Jones SM, LaRusso MD, Aber JL. Improving classroom quality: Teacher influences and experimental impacts of the 4rs program. *Journal of Educational Psychology*. 2010;102(110):153-167.
 15. Conroy MA, Fox JJ. Setting events and challenging behaviors in the classroom: Incorporating contextual factors into effective intervention plans. *Preventing School Failure*. 1994;38(70):29-34.
 16. Cook TD, Murphy RF, Hunt HD. Comer's school development program in Chicago: A theory-based evaluation. *American Educational Research Journal*. 2000;37(45):535-597.
 17. Cornell D, Sheras P, Gregory A, Fan X. A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly*. 2009;24(34):119-129.
 18. Dellar GB. School climate, school improvement and site-based management. *Learning Environments Research*. 1998;1(8):353-367.
 19. Durlak JA, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*. 2011;82(87):405-432.
 20. Dworkin AG, Haney CA, Telschow RL. Fear, victimization, and stress among urban public school teachers. *Journal of Organizational Behavior*. 1998;9(10):159-171.
 21. Eccles JS, Wigfield A, Midgley C, Reuman D, MacIver D, Feldlaufer H. Negative effects of traditional middle schools on students' motivation. *Elementary School Journal*. 1993;93(12):553-574.
 22. Elias MJ, Haynes NM. Social competence, social support, and academic achievement in minority, low-income, urban elementary school children. *School Psychology Quarterly*. 2008;23(45):474-495.
 23. Eliot M, Cornell D, Gregory A, Fan X. Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*. 2010;48(78):533-553.
 24. Fan W, Williams CM, Corkin DM A. multilevel analysis of student perceptions of school climate: The effect of social and academic risk factors. *Psychology in the Schools*. 2011;48(78):632-647.
 25. Felner RD, Favazza A, Shim M, Brand S, Gu K, Noonan N. Whole school improvement and restructuring as prevention and promotion: Lessons from STEP and the project on high-performance learning communities. *Journal of School Psychology*. 2001;39(78):177-202.
 26. Fleming CB, Haggerty KP, Catalano RF, Harachi TW, Mazza JJ, Gruman DH. Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health*. 2005;75(89):342-349.
 27. Haynes NM, Emmons C, Ben-Avie M. School climate as a factor in student adjustment and achievement. *Journal of Educational and Psychological Consultation*. 1997;8(9):321-329.
 28. Heal KH. Misbehavior among school children: The role of the school in strategies for prevention. *Policy and Politics*. 1978;6(9):321-333.
 29. Hoge DR, Smit EK, Hanson SL. School experiences predicting changes in self-esteem of sixth and seventh-grade students. *Journal of Educational Psychology*. 1990;82(88):117-127.
 30. Hoy WK, Woolfolk AE. Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*. 1993;93(77):55-372.
 31. Hoy WK, Hannum J, Tschannen-Moran M. Organizational climate and student achievement: A parsimonious and longitudinal view. *Journal of School Leadership*. 1998;8(9):336-359.
 32. Jia Y, Way N, Ling G, Yoshikawa H, Chen X, Hughes D, *et al*. The influence of student perceptions of school climate on socio-emotional and academic adjustment: A comparison of Chinese and American adolescents. *Child Development*. 2009;80(89):1514-1530.
 33. Johnson B, Stevens JJ. Student achievement and elementary teachers' perceptions of school climate. *Learning Environments Research*. 2006;9(10):111-122.
 34. Karcher MJ. The cycle of violence and disconnection among rural middle school students: Teacher disconnectedness as a consequence of violence. *Journal of School Violence*. 2002b;1(1):35-51.
 35. Kasen SN, Johnson PN, Cohen PN. The impact of social emotional climate on student psychopathology. *Journal of Abnormal Child Psychology*. 1990;18(34):165-177.