

Effect Of Academic Climate On Well Being Of Secondary School Students

Jyoti^{1*}, Dr. Sharmila Devi²

¹*Ph. D research scholar, Department of Education and Community Services, Punjabi University, Patiala. E-mail- jphogat901@gmail.com*

²*Assistant Professor, Department of Distance Education, Punjabi University, Patiala*

*Corresponding Author:- Jyoti

Abstract

The quality and character of academic life, encompassing both social and physical characteristics of the school or college, have frequently been cited as factors that can favorably influence behavior, academic achievement, and students' social, emotional and cognitive development. The present study investigates the effect of academic climate on well being of secondary school students. The sample of the study consisted of 100 (50 male and 50 female) students of class 9th studying in government schools of Haryana. The results revealed that there was no significant difference in the academic climate of male and female secondary school students; however significant difference was found in the mean scores of well being among male and female students. The present study also revealed that there exists a significant and positive relationship between academic climate and well being of secondary school students. Additionally, academic climate proved to be a significant predictor of well being among students.

Keywords: academic climate, well being, secondary school students.

Introduction

Before starting school, the child is already a member of the family, and that continued throughout the school year. The child's first intellectual environment was in the family; adding a school class to his social life gives it a new dimension. The child, who attends school from the age of six to eighteen, experiences a psychological rearing from the limited family contact. As a result, he is guided toward the larger social ties of maturity and receives a wider academic climate. The family, parents, interpersonal relationships, trust, peer interaction, accessibility to physical school supplies, availability of academic resources provided by the school, and many other elements all have an impact on the academic climate. According to Hoy and Miskel (2001), the academic climate is the "heart and soul of an academic"—the psychological characteristics that give academic institutions a personality that is reasonably resilient and felt by all of the participants, which explains the general perceptions of routine behavior and will affect attitudes and behavior in academic life. Similar definition of academic climate was offered by Gottfredson et al.(2005) and Scherman (2005). Climate encompasses atmosphere, culture, values, resources, social network, as well as organizational, instructional and interpersonal dimensions (Loukas & Murphy 2007). The insight

of the psychological environment appears to be particularly significant for student adaptation in the academic setting (Trickett & Moos 1973, Fraser 1985, Brand et al. 2008). The phrases "climate," "atmosphere," and "environment" are frequently used as synonyms in literature, according to Wheldall et al. (1999). However, climate may also be thought of as a subjective perception of the school or university by its participants. Additionally, this intricate and multifaceted concept is valued highly because of the effects it has on other organizational phenomena (Lubbert 1995). In order to define the features of interactions between professionals and students at school, the term "school climate" is employed (Hoy et al. 2002, Eliot et al. 2010). According to these definitions, academic climate refers to the quantity and quality of interactions between staff members and students, faculty, parents, and other members of the community. Therefore, the physical environment, instructional methods, interpersonal and intrapersonal dynamics among members and their effects on individuals make up the academic climate.

Student's physical, psychological and emotional development might be greatly impacted by the academic climate. In this context, the researcher has considered well being as another variable of the study. Well being in simplest form, is the mental and physical health of an individual which

promotes a sense of contentment. It is generally considered a multifaceted structure. Having the ability to deal with unusual psychological, physical, and social issues indicates that a person possesses the physical, psychological, and social resources needed for overall wellness. According to McGregor (2007), wellness can be defined as one's perspective on what they can achieve and have influences their level of well-being. It can be understood as the exchange of the resources that a person has the power to direct, what he is able to accomplish with these resources, and what specific goals and needs he is able to meet.

Review of the Literature

Bhat (2019) studied the school climate of 240 higher secondary school students of Kashmir and found a significant difference in school climate of adolescent boys and girls. Meisenberg and Woodley (2014) studied the subjective well being and its relationship with gender equality. The results revealed that there is a difference in the subjective well being of men and women. Akhter (2015) studied the psychological well being among 50 male and 50 female secondary school students of Jamshepur and found a significant difference in the scores of well being in terms of gender. In order to sustain a high level of learning motivation, attaining skills and well being throughout the learning process, student relationships and a supportive social environment were crucial (Appleton et al. 2006, Gilman & Anderman 2006, Urda & Schoenfelder 2006).

In particular, Machado et al. (2002) compared some significant academic experience dimensions (at the beginning and the end of the program) such as personal adaptation (autonomy, self-esteem, psychological well-being, etc.), academic performance (knowledge, study methods, relationship with teachers, etc.), and academic commitment (adaptation to the course, adaptation to the university, relationship with faculty) to observe changes in the students during their university studies. In light of these factors, academic life poses a considerable reason to one's ability to develop emotionally and socially. Gordon (1995) and Sherman (1994), authors acknowledged by Machado et al. (2002), emphasize the significance of university experience for the creation of a life pattern and a professional and occupational identity.

A persistently good academic climate fosters students' social, emotional, and cognitive growth as well as their behavioral and academic performance while ensuring their physical and social safety (Loukas & Robinson, 2004; Zullig et

al., 2010). According to research, a positive academic climate is linked to increased academic performance and achievement, adaptive psychosocial adjustment, school satisfaction, a sense of belonging, academic value and self concept, motivation to learn, fewer behavioral problems, and general good health and wellbeing (MacNeil, Prater, & Busch, 2009; Roeser, Eccles, & Freedman-Doan, 1999; Vieno, Perkins, Smith, & Santinello, 2005; Wang, Selman, Dishion, & Stormshak, 2010; Zullig, Huebner & Patton, 2011). Additionally, a healthy academic climate can increase parent-school relationships, encourage teacher retention, and reduce teacher burnout (Cohen, McCabe, Michelli, & Pickeral, 2009; Grayson & Alvarez, 2008).

According to Lester & Cross (2015), peer support in school was the most effective protective predictor of health in the final year of primary school, although feelings of isolation and safety at school also predicted mental wellbeing. During the initial year of secondary school, feeling safe at school was the most effective protective factor for students' wellbeing. During the second year of secondary school, peer support was the most effective preventive factor for mental wellness, whereas emotional wellbeing was predicted by feelings of safety at school, connection to the school, and peer support.

Objectives

- i. To study academic climate of secondary school students in relation to their gender.
- ii. To study well being of secondary school students in relation to their gender.
- iii. To study the relationship between academic climate and well being of secondary school students.
- iv. To determine the relative contribution of academic climate on well being of secondary school students.

Hypotheses

- i. There will be no significant difference in the scores of academic climate among male and female of secondary school.
- ii. There will be no significant difference in the scores of well being among male and female of secondary school.
- iii. There will be no significant relationship between academic climate and well being of secondary school students.
- iv. There will be no significant relative contribution of academic climate on well being of secondary school students.

Method and Procedure

Research Design

The descriptive research method was used for this study since it helps to explain educational and psychological phenomena in terms of the relationships between different variables.

Sample

The population of the current study consists of all ninth-grade students enrolled in government secondary schools in Haryana. 100 ninth-grade students from two different government secondary schools in the Jhajjar region of Haryana were selected as a sample for the study using a simple random sampling procedure. 50 male and 50 female students made up the study group.

Tools used

The researcher used the following tools to carry out the current investigation:

- Academic Climate Description Questionnaire (ACDQ-SS) by Shah and Shah (1988): The scale has 84 items each having three alternative answers. It consists of four dimensions namely, physical material, inter-personal trust, school provisions and academic provisions. The highest score is 168 and the lowest is 0. The split-half reliability of the scale was found to be 0.85 and the face validity of the questionnaire was also high. The researcher adapted the questionnaire and established its reliability again, which was found 0.81 on a sample of 100 secondary school students.
- Well Being Scale by Singh and Gupta (2001): The Well-Being Scale is composed of a total of five dimensions. Physical, mental, social, emotional, and spiritual well-being are the sub dimensions that make up this dimension. The Well-Being Scale contains 50 items that are connected to these dimensions. 50 points is the minimum and 250 points is the maximum possible score. There were 21 negative items and 29 positive ones in it. The scale's test-retest reliability was 0.98, and its split-half reliability was 0.96.

Data Analysis

Descriptive statistics like mean, median, mode and standard deviation were utilized to look into the characteristics of test score distributions. The significance of the difference in academic climate

and wellbeing between male and female students was assessed using the t-test. The Pearson's product moment coefficient of correlation was examined to determine the strength of the association between academic atmosphere and wellbeing. To study the relative contribution of academic climate on well being of students, linear regression was being used.

Results

The tables below show the study's findings, including the mean, standard deviation, standard error of the mean, t-value, and correlation coefficients and f- value of regression analysis:

Comparison of Academic Climate Scores among male and female secondary school students:

To compare the academic climate scores of male and female secondary school students, t- test was used as shown in table 1.

Table 1: Academic Climate of Male and Female Secondary School Students

Variable	N	Mean	Median	Mode	SD	MD	t-value
Academic Climate	Male (50)	127.64	127	126	14.01	2.36	0.93NS
	Female (50)	125.28	125	125	11.14		

NS- not significant at 0.05 level.

It can be seen in table 1 that the mean, median, mode of male students in academic climate was 127.64, 127 and 126 respectively, which were approximately near to each other indicating a normal distribution of data. Standard deviation was 14.01. The mean, median and mode of female students was 125.28, 125 and 125 respectively, showing the normal distribution. Standard deviation of female students was 11.14, respectively. The mean difference came out to be 2.36 and the t- value to compare the mean difference was 0.93, which was smaller than the critical value 1.98 in the table. Therefore, it was not found significant at 0.05 level. The mean difference of academic climate scores among male and female senior secondary school students is also shown in figure 1.

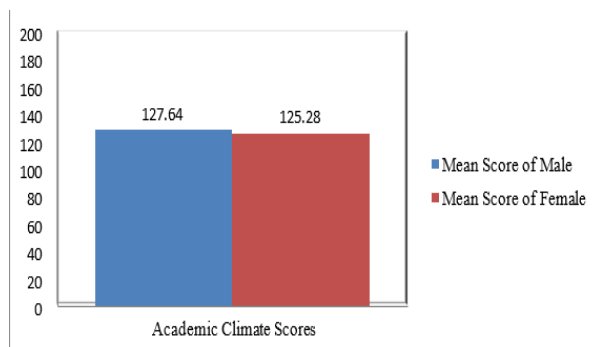


Figure 1: Academic climate scores of secondary school students.

Therefore, the result revealed that there is no significant difference in the academic climate scores of male and female senior secondary school students. Hence, the null hypothesis- There will be no significant difference in the scores of academic climate among male and female secondary school students was accepted.

Comparison of Well Being Scores among male and female secondary school students:

To compare the well being scores of male and female secondary school students, t- test was used as shown in table 2.

Table 2: Well Being of Male and Female Secondary School Students

Variable	N	Mean	Median	Mode	SD	MD	t-value
Well Being	Male (50)	180.48	181	183	24.15	31.26	5.74*
	Female (50)	149.22	147	145	29.96		

* Significant at 0.05 level.

It can be seen in table 2 that the mean, median and mode of male students in well being was 180.48, 181 and 183 respectively, which shows a slight distortion from normal distribution. However, this distortion is negligible and can be considered as normally distributed. Standard deviation of male students in well being was 24.15, respectively. The mean, median and mode of female students were 149.22, 147 and 145, respectively. Since, the difference in the values of mean, median and mode are approximately near to each other. Therefore, it can be treated as normally distributed. Standard deviation of female students was 29.96 respectively. The mean difference came out to be 31.26 and the t-value to compare the mean difference was 5.74, which was greater than the critical value 1.98 in the table. Therefore, it was found significant at 0.05 level. The mean

difference of well being scores among male and female secondary school students is also shown in figure 2.



Figure 2: Well being scores of secondary school students.

Therefore, the result revealed that there is a significant difference in the well being scores of male and female secondary school students. Male students scored significantly higher in well being as compared to their female counterparts. Hence, the null hypothesis- There will be no significant difference in the scores of well being among male and female secondary school students was rejected.

Coefficient of Correlation between Academic Climate and Well Being of Secondary School Students:

To find out the coefficient of correlation between the scores of academic climate and well being of secondary school students, Pearson’s product moment coefficient of correlation was used and the result is shown in table 3.

Table 3: Correlation Coefficient between Academic Climate and Well Being

Variables	N	Coefficient of Correlation (r)
Academic Climate and Well Being	100	0.46*

*Significant at 0.01 level of significance.

It is clearly evident from table 3, that there is a significant positive relationship between Academic climate and Well Being (r = 0.46). Therefore, the hypothesis- There will be no significant relationship between academic climate and well being of secondary school students stands rejected.

Further investigation regarding the relative contribution of academic climate on well being of secondary school students, linear regression was employed as presented in table 4.

Table 4: Regression Model: Academic Climate as a predictor of Well Being among Secondary school students (N=100)

Predictor variable	R	R ²	β	SE	t	F-value	Significance
Academic Climate	0.46	0.21	1.14	0.22	5.15	26.58**	0.01

** $p < 0.01$

Table 4 reveals that academic climate emerged as a significant predictor of well being among secondary school students. The F- value for academic climate was 26.58 which were found statistically significant at 0.01 level. The value of R² was 0.21, which indicates that academic climate contributes 21.00% of the variability in well being among school students. While remaining variations might be due to other factors. Thus, the hypothesis- there will be no significant relative contribution of academic climate on well being of secondary school students stands rejected.

Discussion

The present study found that there was no significant difference between academic climate of male and female secondary school students. This may be attributed to the similar environment provided to the adolescent students irrespective of their gender. The result does not get in line with Bhat (2019), who found a significant difference in the academic climate scores of secondary school boys and girls. However, a significant difference was found in the mean scores of well being of male and female secondary school students, where male students scored significantly higher than their female counterparts. The findings get support from Akhter (2015), Meisenberg and Woodley (2014). Further, a significant and positive correlation was found between academic climate and well being of students. This might be because students spend a lot of time in academic institutions and develop relationships with their peers and facilitators. These relationships prove to be prudent in their intellectual and cognitive development. The results get support from the findings of Machado et al. (2002); MacNeil, Prater, & Busch, 2009; Roeser, Eccles, & Freedman-Doan, 1999; Vieno, Perkins, Smith, & Santinello, 2005; Wang, Selman, Dishion, & Stormshak, 2010; Zullig, Huebner & Patton, 2011. Additionally, academic climate was found a significant predictor of well being among students. These findings commensurate with the results of Lester & Cross (2015).

Like any other research project, the current research has several limitations, such as the fact

that it was conducted on adolescents in the same grade and around the same age. To enable age- and grade-level comparisons, the study may be extended to include a range of ages and grade levels. The research design can include other psychological factors to investigate their potential impact on well being of adolescents.

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