ABSTRACT

The main objective of the study was to examine the students’ perception of socio-emotional climate of higher secondary schools on the basis of types of schools and sex of students. The study was conducted adopting normative survey method of research. A sample of 100 male and female students was selected using stratified random sampling technique from 08 higher secondary schools of Lucknow City of U.P. The required data were collected using Socio-emotional School Climate Inventory developed by Renuka Kumari Sinha and Rajani Bhargava (1994) and the data were analyzed with the help of Mean, SD and CR. The study revealed that aided and unaided boys’ and girls’ schools combined together, girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to boys’ higher secondary schools. Similarly, aided girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to aided boys’ higher secondary schools.

Keywords: socio emotional climate

INTRODUCTION

A school is an organization of social system. A school is established with the specific purpose, such as, teaching-learning process, harmonious development of students, welfare of the society and nation and so on. The realization of these purposes or goals, to a large extent, depends on the attitudes of the members of the school organization. Positive attitude facilitates the attainment of goals, while a negative attitude tends to negate all efforts towards goal attainment. It, therefore, becomes necessary that the members of any social organization including school should develop positive attitude towards one another in order to enhance the realization of the organizational goals. A school organization consists of principal, teachers, students, and other staff and personnel surrounding the society along with infrastructure of buildings, laboratories, libraries, play fields, etc. All these are essential for the smooth running of any educational organization. The coordination and cooperation of all these with each other play a vital role for achieving pre-determined goals. The goals may be educational as well as social, no doubt, but the priority is given to educational goals in all the schools.

The principal and the teachers are responsible for the effective and efficient running of any educational institution. They are key persons in planning, conducting, coordinating, implementing and accomplishing various educational programmes in the school. They have major responsibilities of promoting all round development of the school or institution. As the school is a system, full of human interactions, it includes principal-teacher interactions, teacher-teacher interactions, principal-students’ interactions, teacher-students interactions and the parent-principal-teacher interactions. The task of the principal and the teachers is very challenging because, on the one-hand, they have to accomplish the institutional goals and objectives and, on the other, to provide well functioning cordial environment to
the other staff members, students and the parents. In the attainment of educational goals, the inter-relationship of all these members are important and decisive. The responsibilities of principal are more important. He has to inspire and motivate teachers and students to accomplish the educational goals. His responsibilities also include continued coordination and evaluation of his institutional issues, diagnosing problems of staff personnel, feedback to teaching-learning process, assimilation and utilization of new ideas and technologies in changing scenario and gearing up the total system towards all round development of his institutions. All these can only be possible in a healthy and harmonious organizational climate.

School Climate

The feelings and attitudes that are elicited by a school’s environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions.

The physical dimension includes: Appearance of the school building and its classrooms; School size and ratio of students to teachers in the classroom; Order and organization of classrooms in the school; Availability of resources; and Safety and comfort.

The social dimension includes: Quality of interpersonal relationships between and among students, teachers, and staff; Equitable and fair treatment of students by teachers and staff; Degree of competition and social comparison between students; and Degree to which students, teachers, and staff contribute to decision-making at the school.

The academic dimension includes: Quality of instruction; Teacher expectations for student achievement; and Monitoring student progress and promptly reporting results to students and parents.

The National School Climate Council (2007) defines school climate as “norms, values, and expectations that support people feeling socially, emotionally and physically safe” School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. Positive school climate is fostered through a shared vision of respect and engagement across the educational system. Emphasis is also placed on the collective sense of safety and care for the school’s physical environment. A related concept is school culture, which refers to the “unwritten rules and expectations” among the school staff (Gruenert, 2008).

Although there is no universally agreed upon set of core domains or features, the National School Climate Center identifies five elements of school climate: (1) safety (e.g., rules and norms, physical security, social-emotional security); (2) teaching and learning (e.g., support for learning, social and civic learning); (3) interpersonal relationships (e.g., respect for diversity, social support from adults, social support from peers); (4) institutional environment (e.g., school connectedness, engagement, physical surroundings); and (5) staff relationships (e.g., leadership, professional relationships).

Concept of Socio-Emotional School Climate

The socio-emotional climate of school or educational institution is a bridging concept between pupils and the school in which they study and is the perception of the structure process and values by the students and faculty members. The infrastructure of an institution and interaction of students with teachers, with the head of the institution with fellow students and interaction among teachers and between teachers and head of institution, all play a significant role in determining the climate of the institution. According to Joshi (1973)“The institutional climate of an institution refers to the academic atmosphere or learning climate in particular. If the environment in which intellectual, creative and productive powers of the individual blossom and flowers forth to their full, the intellectual climate motivates students to learn to work and to make all kinds of concerted efforts. It passes the potentiality of simulating students for independent study and encourages originality and creativity”.

School Climate is of much Importance. A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students
(Thapa et al., 2012). Specifically, schools with positive climates tend to have less student discipline problems (Thapa et al., 2013) and aggressive and violent behavior (Gregory et al., 2010), and fewer high school suspensions (Lee et al., 2011). Research has also shown associations between school climate and lower levels of alcohol and drug use (LaRusso et al., 2008), bullying (Meyer-Adams & Conner, 2008; Bradshaw et al., 2009), and harassment (Attar-Schwartz, 2009). In addition to reducing students’ exposure to risk factors, school climate can promote positive youth development. For example, a favorable school climate has been linked with higher student academic motivation and engagement (Eccles et al., 1993), as well as elevated psychological well-being (Ruus et al., 2007; Shochet et al., 2006). Not surprisingly, schools promoting engaging learning environments tend to have fewer student absences (Gottfredson et al., 2005) and improvements in academic achievement across grade levels (Brand et al., 2003; Stewart, 2008).

A positive school climate also has benefits for teachers and educational support professionals (Bradshaw, Waasdorp et al, 2010). Research shows that when educators feel supported by their administration, they report higher level of commitment and more collegiality (Singh & Billingsley, 1998). Likewise, schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student academic and behavioural outcomes (Brown & Medwey, 2007). School climate also have the potential of increasing job satisfaction and teacher retention which is a major concern given the high rate of turnover in the field of education (Boe et al, 2008, Kaiser, 2011).

**Need and Significance of The Study**

The secondary school organization is usually ordered into hierarchical structure with the authority flowing from top to downwards. The principal is usually at the apex of his hierarchy while the teachers and the students become his subordinates. The principal, as a designated leader of the school, has the major responsibility to promoting the institution. The success or failure of the school depends much on the ability and skill of the principal as a sound and effective leader. The interaction with his staff not only creates a unique atmosphere in the school but also influences the morale of teachers and academic achievements of students.

The above observation motivates one to know about the climate of schools. It is seen that some schools have very good record of their organizational climate, while, there are many schools which have earned bad name in their organizational climate. The performance of these schools having uncongenial climate is known to everybody. What can be expected from these schools for providing learning environment to students and teaching environment to teachers. In such uncongenial school environment the quality of education suffers. So it is necessary to conduct researches on the school climate of different types of schools. The results of such researches will be beneficial to the school authorities, teachers, parents and all those who have interest in the development of school education.

**OBJECTIVES OF THE STUDY**

The objectives of the present study were:

i. To compare aided and unaided higher secondary school students’ perception of socio-emotional climate of their schools.

ii. To compare male students of boys schools and female students of girls schools in their perception of socio-emotional climate of their schools.

iii. To compare male and female students of aided schools in their perception of socio-emotional climate of their schools.

iv. To compare male and female students of unaided schools in their perception of socio-emotional climate of their schools.

**HYPOTHESES OF THE STUDY**
The study was carried out on the basis of the following hypotheses:

i. There is no significant difference between students of aided and unaided schools in their perception of socio-emotional climate of their schools.

ii. There is no significant difference between male students of boys’ schools and female students of girls’ schools in their perception of socio-emotional climate of their schools.

iii. There is no significant difference between male and female students of aided schools in their perception of socio-emotional climate of their schools.

iv. There is no significant difference between male and female students of unaided schools in their perception of socio-emotional climate of their schools.

Population

The entire students of class 12th studying in different kinds of courses in all types of higher secondary schools of Lucknow City agar of U.P. constituted the population of the present study.

Sample

A sample of 100 male and female students was selected randomly from 08 aided and unaided boys’ and girls’ higher secondary schools of Lucknow City of U.P. using stratified random sampling technique.

Instrument Used For Data Collection

The required data were collected using Socio-emotional School Climate Inventory developed by Sinha and Bhargava (1994). This inventory contains 70 items representing 7 aspects of social and emotional dimensions. There is no right or wrong answer. This inventory has been designed to evaluate students’ perception towards school climate. Two response categories: ‘Yes’ or ‘No’ have been provided against each item. The correct answers of the items have been provided a score of one (1) otherwise zero (0). Thus the maximum possible obtainable score of the inventory will be 70 and minimum will be zero (0). The total score obtained by the Ss will indicate the degree of perception of the school climate on each of the two sections, the Social and Emotional, as well as on the global SESCI. The high scores will indicate greater degree of favourable perception whereas low scores will indicate the unfavourable perception of the school climate.

Statistical Analysis of Data

The data collected through Socio-emotional School Climate Inventory were analyzed with the help of Mean, SD and CR which were found appropriate in the present case where comparison was to be made between two groups of student of different schools.

RESULTS AND DISCUSSION

Table 1: Comparison of Students of Aided and Unaided Schools in their Perception of Socio-emotional Climate of their Schools

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Students of Aided Schools (N=37)</th>
<th>Students of Unaided Schools (N=63)</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Social Climate</td>
<td>25.89</td>
<td>5.42</td>
<td>24.86</td>
</tr>
<tr>
<td>Emotional Climate</td>
<td>24.49</td>
<td>4.61</td>
<td>25.17</td>
</tr>
<tr>
<td>Socio-emotional Climate</td>
<td>50.38</td>
<td>7.41</td>
<td>50.03</td>
</tr>
</tbody>
</table>

Table 1 reveals that there is no significant difference in the students’ perception of social, emotional, and socio-emotional climate of aided and unaided higher secondary schools, because the CR values are not significant in all the three cases. It means, in view of the students, aided and unaided higher secondary schools had almost similar social, emotional, and socio-emotional climate.
Table 2: Comparison of Male Students of Boys Schools and Female Students of Girls Schools in their Perception of Socio-emotional climate of their schools

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Students of Boys’ Schools (N=50)</th>
<th>Students of Girls’ Schools(N=50)</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Social Climate</td>
<td>23.58</td>
<td>4.16</td>
<td>26.90</td>
</tr>
<tr>
<td>Emotional Climate</td>
<td>22.38</td>
<td>4.90</td>
<td>27.46</td>
</tr>
<tr>
<td>Socio-emotional Climate</td>
<td>45.96</td>
<td>5.95</td>
<td>54.36</td>
</tr>
</tbody>
</table>

** Significant at .01 level.

Table 2 shows that there is significant difference in the male and female students’ perception of social, emotional and socio-emotional climate of boys’ and girls’ higher secondary schools, because the CR values are significant at .01 level in all the three cases. It means, in view of the male and female students, boys’ and girls’ higher secondary schools were significantly different in social, emotional and socio-emotional climate. The greater mean values in favour of girls’ schools clearly indicate that girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to boys’ higher secondary schools.

Table 3: Comparison of Male and Female students of Aided Schools in their Perception of Socio-emotional climate of their schools

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Male Students of Aided Schools (N=25)</th>
<th>Female Students of Aided Schools(N=38)</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Social Climate</td>
<td>23.52</td>
<td>3.48</td>
<td>25.74</td>
</tr>
<tr>
<td>Emotional Climate</td>
<td>21.20</td>
<td>4.81</td>
<td>27.79</td>
</tr>
<tr>
<td>Socio-emotional Climate</td>
<td>44.72</td>
<td>5.03</td>
<td>53.53</td>
</tr>
</tbody>
</table>

** Significant at .01 level, * Significant at .05 level.

Table 3 reveals that there is significant difference in the male and female students’ perception of social, emotional and socio-emotional climate of aided higher secondary schools, because the CR value is significant at .01 level in the cases of social and emotional climate, and at .05 level in the case of socio-emotional climate. It means, in view of the male and female students, aided boys’ and girls’ higher secondary schools were significantly different in social, emotional and socio-emotional climate. The greater mean values in favour of girls’ schools clearly indicate that aided girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to aided boys’ higher secondary schools.

Table 4: Comparison of Male and Female Students of Unaided Schools in their Perception of Socio-emotional Climate of their Schools

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Male Students of Unaided Schools (N=25)</th>
<th>Female Students of Unaided Schools(N=12)</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Social Climate</td>
<td>23.64</td>
<td>4.89</td>
<td>30.58</td>
</tr>
<tr>
<td>Emotional Climate</td>
<td>23.56</td>
<td>4.90</td>
<td>26.42</td>
</tr>
<tr>
<td>Socio-emotional Climate</td>
<td>47.20</td>
<td>6.73</td>
<td>57.00</td>
</tr>
</tbody>
</table>

** Significant at .01 level, * Significant at .05 level.
Table 4 shows that there is significant difference in the male and female students’ perception of social and socio-emotional climate of unaided higher secondary schools, because the CR value is significant at .01 level in cases of social and emotional climate. It means, in view of the male and female students, unaided boys’ and girls’ higher secondary schools were significantly different in social and socio-emotional climate. The greater mean values in favour of girls’ schools clearly indicate that unaided girls’ higher secondary schools had higher social and socio-emotional climate as compared to unaided boys’ higher secondary schools. But there is no significant difference in the case of emotional climate, because CR value is not significant. It means, in view of male and female students, unaided higher secondary schools had almost similar emotional climate.

**RESULTS OF THE STUDY**

The results of the study were:

I. Aided and unaided higher secondary schools had almost similar social, emotional, and socio-emotional climate.

II. Aided and unaided boys’ and girls’ schools combined together, girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to boys’ higher secondary schools.

III. Aided girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to aided boys’ higher secondary schools.

IV. Unaided girls’ higher secondary schools had higher social and socio-emotional climate as compared to unaided boys’ higher secondary schools. But there is no significant difference among unaided boys’ and girls’ higher secondary schools with regard to emotional climate.

**DISCUSSION OF RESULTS**

The present study revealed that girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to boys’ higher secondary schools. It is so because the principals of girls higher secondary schools are soft and polite in their behaviour towards teachers, students and other school staff. This type of behaviour is conducive for developing congenial school climate. In such climate, the principal, teachers, students and other staff work together for the achievement of institutional goals and objectives. This was the reason, the students of girls’ schools had higher perception of their school climate. It means, girls’ higher secondary schools had positive climate.

**CONCLUSION**

On the basis of the results of the study, the following conclusions were drawn:

Aided and unaided boys’ and girls’ schools combined together, girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to boys’ higher secondary schools. Similarly, aided girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to aided boys’ higher secondary schools.

**REFERENCES**


