



School Climate of Parsadiya Prathaik Vidhyalaya Located in District Agra: A Case Study

Pavan Kumar^{1*}, Dr. Ankur Sharma²

^{1*}Research Scholar, Institute of Education and Research, Faculty of Humanities, Mangalayatan University, Aligarh

²Assistant professor (Supervisor), Institute of Education and Research, Faculty of Humanities, Mangalayatan University, Aligarh

Citation: Pavan Kumar et al. (2024), School Climate of Parsadiya Prathaik Vidhyalaya Located in District Agra: A Case Study, *Educational Administration: Theory and Practice*, 30(5) 15370 - 15378
Doi: 10.53555/kuey.v30i5.9043

ARTICLE INFO ABSTRACT

The aim of the investigation is to study the school climate of Parisadiya Primary schools located in district Agra. A descriptive research method was employed in this research. Under the sample framework, Initially, through the simple random sampling method, 50 Parisadiya Primary schools of the Uttar Pradesh Government located in the rural areas were selected from district Agra. In addition, 100 teachers who taught at the primary level were selected through a simple random sampling method from selected schools. Investigator employed to assess the school climate of Parisadiya Primary schools located in district Agra through standardised test 'School environment scale' constructed by Shweta Agrawal and Shalini Pandey. Under the statistical techniques, the percentage was employed for data analysis. It is concluded that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, most of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate but it is also critical note that nearly one-third of the total schools had unfavorable condition of its school climate in this era of modernization where government focused on qualitative and quantitative change in the schools.

Keywords: School climate (with respect to physical conditions, the role of principal, role of teachers, Basic facilities for Students and school-parent participation), Parisadiya Primary schools

INTRODUCTION:

School climate is fundamentally a dynamic and intricate social creation: it includes various personnel like school principals, counsellors, teachers, and parents that define its relational characteristics. Considering the current literature on the different outcomes that are supported by a positive or enhanced learning environment, compelling policy and practice questions undoubtedly emerge. The school is regarded as a social entity for education and idea sharing, and it should foster an environment that promotes learning and achievement of academic excellence among students. Nonetheless, to achieve the objectives and ambitions of academic excellence in educational settings, the interaction between the superordinate and subordinates (teachers and students) must be friendly. Work environments that are favorable should promote open, closed, regulated paternal, familiar, and autonomous atmospheres. It has been noted that physical resources, particularly classrooms, are insufficient in numerous public schools. This led to cramped classrooms, which negatively affected strong academic achievement. It is also evident in many schools that certain teachers are instructing subjects outside their field of expertise because there is a shortage of adequately qualified teachers in their specific areas, potentially impacting effective teaching and learning. Kuperminc et al. (1997) and Johnson and Johnson (1997) found that a positive school environment can result in beneficial educational and psychological effects for students and staff; however, a negative climate can hinder effective learning and growth. School climate, defined as the psychosocial impact of an organization's environment on students and staff within the school, encompasses the school's norms, objectives, values, relationships, organizational framework, and teaching-learning approaches. In this context, school climate consists of various components within the school, including the physical setting that fosters a close and positive learning experience, the social atmosphere that promotes constructive communication and interaction among stakeholders, the emotional climate that cultivates a sense of belonging primarily among students, and the academic setting that establishes a learning system motivating everyone towards success. Simultaneously, the school climate can be described

as the environment formed by social interactions, values, attitudes, and emotions shared among the individuals in the school community. Considering all these definitions of school climate, one can determine that climate reflects the environment or character of the school, and it relates to the actions of teachers, students, and other stakeholders of educational institutions. Research has shown that climate is linked to different results for students, educators, and schools. In this context, the climate is connected to the following ideas and concerns: organizational effectiveness, employee satisfaction, overall behavioural issues, a feeling of connection to the school, motivation, and school participation. In this context, school climate, regarded as the essence and core of the institution, is viewed as a significant element that influences student results and overall student performance.

Lester, Leanne and, Cross, Donna (2015) found that factors related to school climate, such as feeling safe, having connections to school, and receiving peer support, all contribute to safeguarding mental and emotional well-being during the transition period, while relationships with teachers specifically protect emotional wellbeing. It seems that primary school is a crucial period for forming strong relationships with peers who play a significant role in offering mutual support prior to moving on to secondary school. Nonetheless, school policies and practices that enhance safety and foster connections are crucial in the initial years of secondary education.

Fakunle et al. (2018) examined the connection between school environment and students' academic achievement in public secondary schools in Ekiti State, Nigeria. The study utilized a descriptive survey research design, and the study population included all educators, comprising both principals and teachers from public secondary schools in Ekiti State. The results showed a notable disparity in academic performances of students in schools with an open climate compared to those in schools with a controlled climate.

Nabi, Esha & Gorain, Ramanath (2018) sought to investigate the accountability of teachers towards subnormal primary school students in the Jangipur Sub Division and discovered that both teachers and students are accountable for their roles, indicating that schools and teachers must ensure the execution of specific curricula and objectives, while students are expected to be responsible for acquiring specific knowledge. The movement towards accountability has heightened the legal standards for obtaining and (at times) maintaining certification as a teacher.

Jason Alinsunurin (2020) noted that public schools grappling with issues of social and educational inclusivity can significantly improve their learning atmosphere by implementing targeted parental engagement strategies. Likewise, the principal's role in defining and articulating goals as well as curricular development to the school is proven to be important for inclusivity. Nonetheless, parental engagement is also discovered to have possible conflicts with school administration. The declining learning environment might result from pressures created by regulations demanding parental participation in educational institutions. Given that the learning environment encompasses diverse relationships both among and within schools, this study shows that parental engagement is a crucial component of school leadership and the process of enhancing schools.

OBJECTIVES OF THE STUDY:

1. To study the school climate of Parsadiya Prathaik Vidhyalaya, located in district Agra, with respect to its physical condition.
2. To study the school climate of Parsadiya Prathaik Vidhyalaya, located in district Agra, with respect to the Function of the Principal.
3. To study the school climate of Parsadiya Prathaik Vidhyalaya located in district Agra with respect to Function of teachers.
4. To study the school climate of Parsadiya Prathaik Vidhyalaya located in district Agra with respect to its Basic facilities for Students.
5. To study the school climate of Parsadiya Prathaik Vidhyalaya located in district Agra with respect to School-Parents Participation.
6. To study the school climate (overall) of Parsadiya Prathaik Vidhyalaya, located in district Agra

RESEARCH METHOD:

In light of the aim and objectives of the study, the investigator employed a descriptive method of research.

SAMPLE DESIGN:

Initially, through the simple random sampling method, 50 Parisadiya Primary schools of Uttar Pradesh Government located in rural areas were selected from district Agra. In addition, 100 teachers who were tough at the primary level were selected through the simple random sampling method from selected schools.

TOOL OF THE STUDY:

Investigator employed to assess the school climate of Parisadiya Primary schools located in district Agra through standardized test 'School environment scale' constructed by Shweta Agrawal and Shalini Pandey.

STATISTICAL TECHNIQUES USED:

In the present study, percentage was employed for assess the school climate of the Parisadiya Primary schools located in district Agra.

FINDINGS OF THE STUDY:

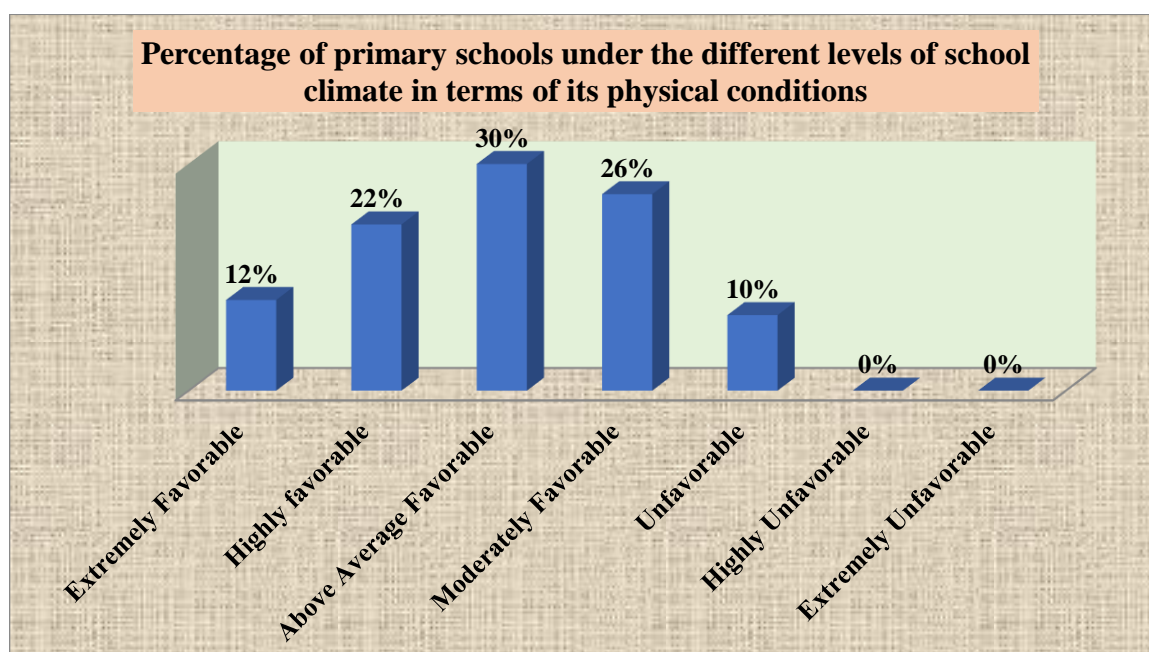
1. To study the school climate of Parsadiya Prathaik Vidhyalaya located in district Agra with respect to its physical condition.

In relation to the first dimension of the school environment scale, known as physical condition, the researcher identified the different levels of School Climate with respect to the function of concerned teachers and also obtained the number of schools. The statistical findings are shown in table 01 as under-

Table 01: Showing the number of schools and their percentage under the different levels of School Climate in terms of their physical conditions

| Levels of School Climate with respect to its physical condition | Score range (As per the manual of the tool) | Grade | Number of schools | Percentage |
|---|---|-------|-------------------|------------|
| Extremely Favorable | 69 & above | A | 6 | 12% |
| Highly favorable | 63-68 | B | 11 | 22% |
| Above Average Favorable | 58-62 | C | 15 | 30% |
| Moderately Favorable | 50-57 | D | 13 | 26% |
| Unfavorable | 45-49 | E | 5 | 10% |
| Highly Unfavorable | 39-44 | F | 0 | 0% |
| Extremely Unfavorable | 38 & below | G | 0 | 0% |

It is revealed from table 01 that 12 % of the selected schools were identified under the extremely favourable category of school climate with respect to their physical condition, whereas 22% of the selected schools were found under the highly favourable category of school climate with respect to its physical condition. In a similar manner, 30% of the selected schools were filtered under the Above Average Favorable category of school climate, and 26% of the schools were identified under the Moderately Favorable category of school climate with respect to their physical condition. It is also observed that 10% of the schools were found under unfavourable condition of school climates in terms of their physical condition. None of the schools were found under the Highly Unfavorable and Extremely Unfavorable categories of school climate with respect to its physical conditions. It is concluded from the above results that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, most of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate in terms of its physical measures. The percentage of the schools **under** the different levels of school climate in terms of their physical conditions is also shown in graph 01.



Graph 01: Showing the percentage of the schools under the different levels of School Climate in terms of its physical conditions

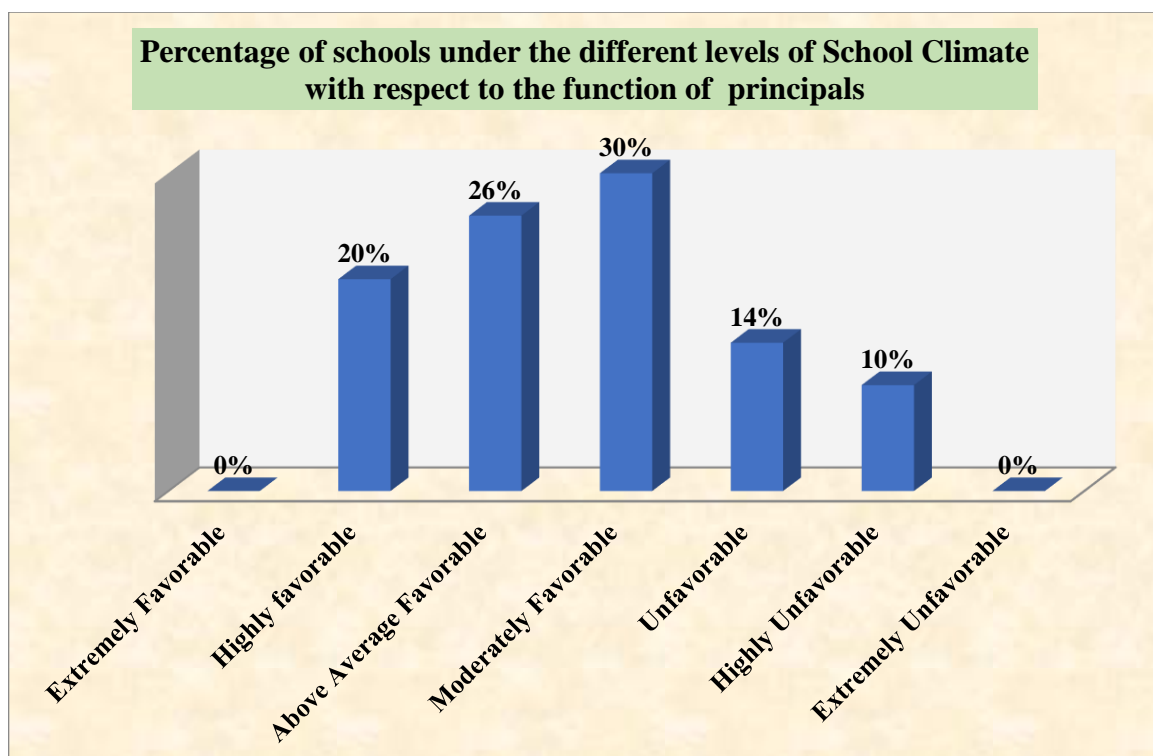
2. To study the school climate of Parsadiya Prathaik Vidhyalaya located in district Agra with respect to Function of Principal.

In relation to the second dimension of the school environment scale, known as the Function of the Principal, the researcher identified the different levels of School Climate with respect to the function of concerned teachers and also obtained the number of schools. The statistical findings are shown in table 02 as under-

Table 02: Showing the number of schools and its percentage under the different levels of School Climate with respect to the function of concerned principals

| Levels of School Climate with respect to Function of Principals | Score range (As per the manual of tool) | Grade | Number of schools | Percentage |
|---|---|-------|-------------------|------------|
| Extremely Favorable | 67 & above | A | 0 | 0% |
| Highly favorable | 61-66 | B | 10 | 20% |
| Above Average Favorable | 56-60 | C | 13 | 26% |
| Moderately Favorable | 49-55 | D | 15 | 30% |
| Unfavorable | 43-48 | E | 7 | 14% |
| Highly Unfavorable | 38-42 | F | 5 | 10% |
| Extremely Unfavorable | 37 & below | G | 0 | 0% |

It is revealed from Table 02 that none of the schools was identified under the extremely favourable category of school climate with respect to the function of the concerned principals, whereas 20% of the selected schools were found under the highly favourable category of school climate with respect to the function of the concern principals. In a similar manner, 26% of the selected schools were found under the Above Average Favorable category of school climate and 30% of the schools were identified under the Moderately Favorable category of school climate with respect to the function of the concerned principals. It is also observed that 14% of the schools were found under the unfavourable condition of school climate, and 10% of the schools were identified under the highly unfavourable category of school climate with respect to the function of the concerned principals. Moreover, none of the schools was identified under the extremely unfavourable category of school climate with respect to the function of the concerned principals. It is concluded from the above results that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, most of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate in terms of the function of the concern principals. The percentage of the schools under the different levels of School Climate in terms of the function of the principals is also shown in graph 02.



Graph 02: Showing the percentage of the schools under the different levels of School Climate in terms of the function of the principals

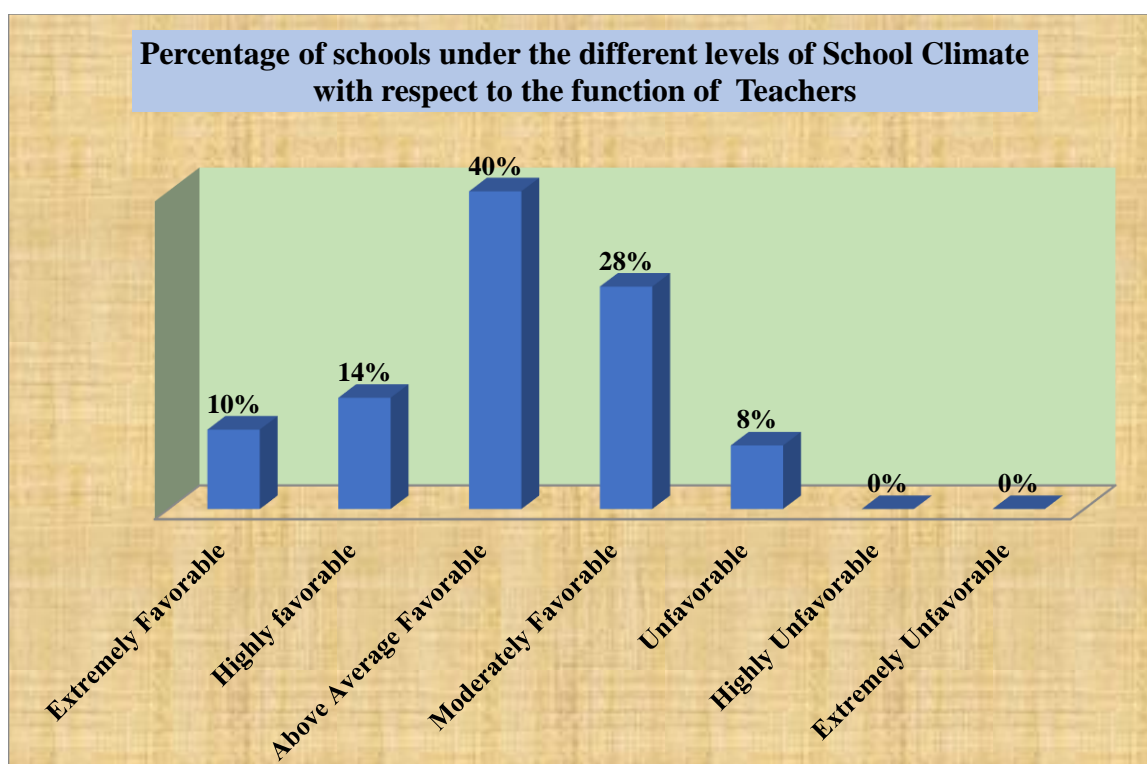
3. To study the school climate of Parsadiya Prathaik Vidhyalaya, located in district Agra, with respect to the Function of teachers.

In relation to the third dimension of the school environment scale, known as the function of teachers, the researcher identified the different levels of School Climate with respect to the function of concerned teachers and also obtained the number of schools and their percentages under the different levels of School Climate in the light of the function of the concern teachers. The statistical findings are shown in table 03 as under-

Table 03: Showing the number of schools and their percentage under the different levels of School Climate with respect to the function of concerned teachers

| Levels of School Climate with respect to Functions of Teachers | Score range (As per manual of tool) | Grade | Number of schools | Percentage |
|--|-------------------------------------|-------|-------------------|------------|
| Extremely Favorable | 61 & above | A | 5 | 10% |
| Highly favorable | 56-60 | B | 7 | 14% |
| Above Average Favorable | 51-55 | C | 20 | 40% |
| Moderately Favorable | 44-50 | D | 14 | 28% |
| Unfavorable | 39-43 | E | 4 | 8% |
| Highly Unfavorable | 34-38 | F | 0 | 0% |
| Extremely Unfavorable | 33 & below | G | 0 | 0% |

It is revealed from Table 03 that 10% of the schools were identified under the extremely favourable category of school climate with respect to the function of the concerned teachers, whereas 14% of the selected schools were found under the highly favourable category of school climate with respect to the function of the concern teachers. In a similar manner, 40% of the selected schools were found under the Above Average Favorable category of school climate and 28% of the schools were identified under the Moderately Favorable category of school climate with respect to the function of the concerned teachers. It is also observed that 8% of the schools were found under the unfavourable condition of school climate, and none of the schools was identified under the highly and extremely unfavourable categories of school climate with respect to the function of the concerned teachers. It is concluded from the above results that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, a very large number of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate in terms of the function of the concern teachers. The percentage of the schools under the different levels of School Climate in terms of the function of the principals is also shown in Graph 03.



Graph 03: Showing the percentage of the schools under the different levels of School Climate in terms of the function of the teachers

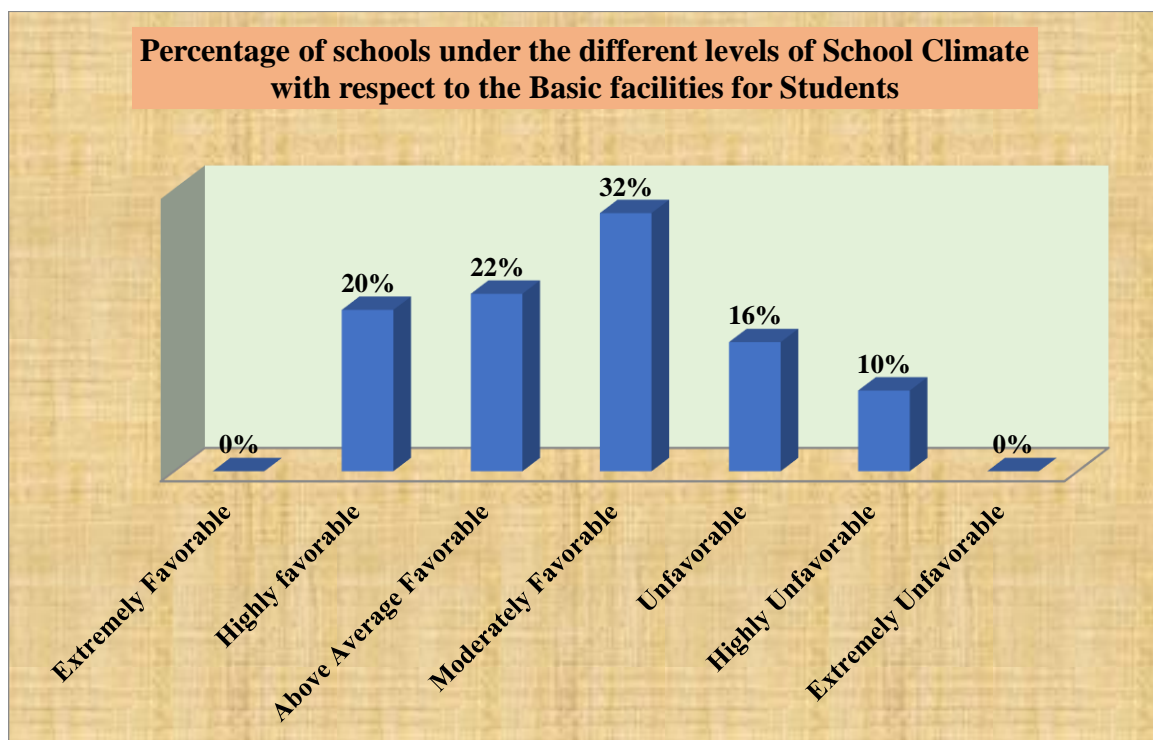
4. To study the school climate of Parsadiya Prathaik Vidhyalaya, located in district Agra, with respect to its Basic facilities for Students.

In relation to the fourth dimension of the school environment scale, known as basic facilities for Students, the researcher identified the different levels of School Climate with respect to the basic facilities for Students and also obtained the number of schools and their percentages under the different levels of School Climate in the light of the **basic facilities for Students**. The statistical findings are shown in table 04 as under-

Table 04: Showing the number of schools and its percentage under the different levels of School Climate with respect to the Basic facilities for Students

| Levels of School Climate with respect to Basic facilities for Students | Score range (As per manual of tool) | Grade | Number of schools | Percentage |
|--|-------------------------------------|-------|-------------------|------------|
| Extremely Favorable | 42 & above | A | 0 | 0% |
| Highly favorable | 38-41 | B | 10 | 20% |
| Above Average Favorable | 34-37 | C | 11 | 22% |
| Moderately Favorable | 28-33 | D | 16 | 32% |
| Unfavorable | 24-27 | E | 8 | 16% |
| Highly Unfavorable | 20-23 | F | 5 | 10% |
| Extremely Unfavorable | 19 & below | G | 0 | 0% |

It is revealed from table 04 that none of the schools was identified under the extremely favourable category of school climate with respect to the basic facilities for Students, whereas 20% of the selected schools were found under the highly favourable category of school climate with respect to the basic facilities for Students. In the similar manner, 22% of the selected schools were found under the Above Average Favorable category of school climate and 32% of the schools are identified under the Moderately Favorable category of school climate with respect to the basic facilities for Students. It is also observed that 16% of the schools were found under the unfavorable condition of school climate and 10% of the schools were identified under the highly unfavorable category of school climate with respect to the basic facilities for Students. Moreover, none of the schools was identified under the extremely unfavourable category of school climate with respect to the basic facilities for Students. It is concluded from the above results that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, most of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate in terms of the basic facilities for Students. The percentage of the schools under the different levels of School Climate in terms of basic facilities for Students is also shown in graph 04.



Graph 04: Showing the percentage of the schools under the different levels of School Climate in terms of basic facilities for the students

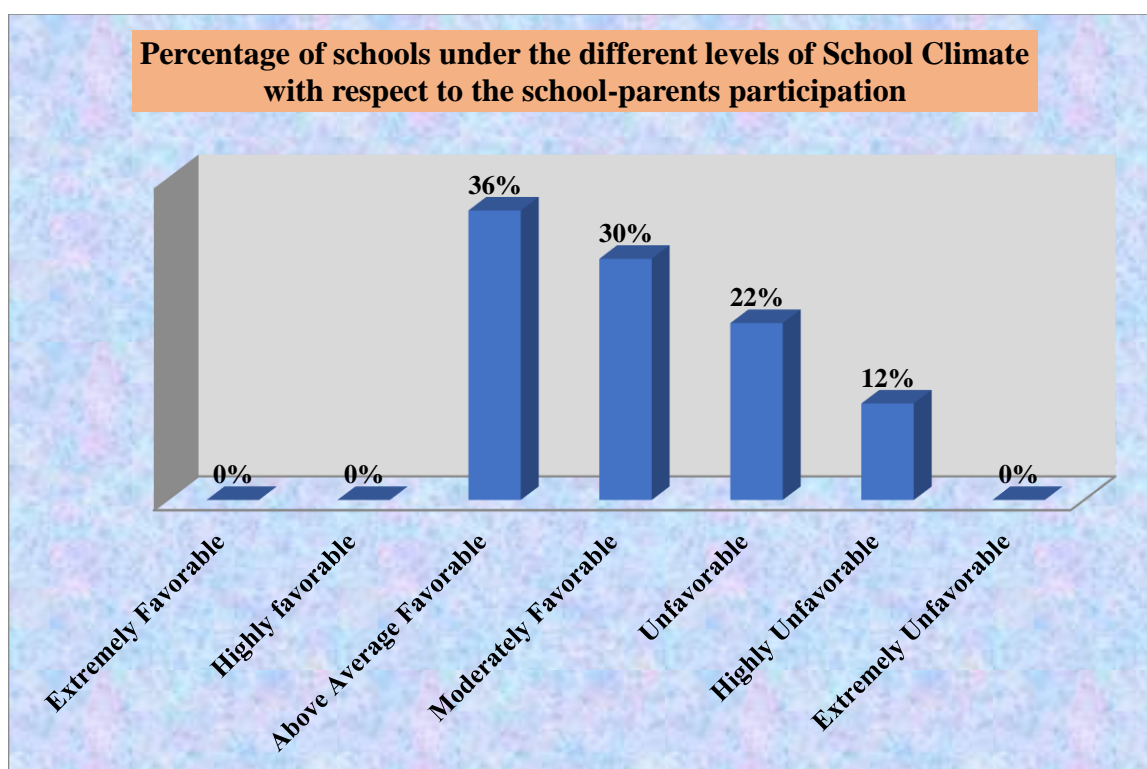
5. To study the school climate of Parsadiya Prathaik Vidhyalaya located in district Agra with respect to School-Parents Participation.

In relation to the fifth dimension of the school environment scale known as school-parents participation, the researcher identified the different levels of School Climate with respect to the school-parents participation and also obtained the number of schools and its percentage under the different levels of School Climate in the light of the school-parents participation. The statistical findings are shown in the table 05 as under-

Table 05: Showing the number of schools and its percentage under the different levels of School Climate with respect to the school-parents participation

| Levels of School Climate with respect to School-parents participation | Score range (As per manual of tool) | Grade | Number of schools | Percentage |
|---|-------------------------------------|-------|-------------------|------------|
| Extremely Favorable | 54 & above | A | 0 | 0% |
| Highly favorable | 49-53 | B | 0 | 0% |
| Above Average Favorable | 44-48 | C | 18 | 36% |
| Moderately Favorable | 38-43 | D | 15 | 30% |
| Unfavorable | 33-37 | E | 11 | 22% |
| Highly Unfavorable | 28-32 | F | 6 | 12% |
| Extremely Unfavorable | 27 & below | G | 0 | 0% |

It is revealed from Table 05 that none of the schools was identified under the extremely and highly favourable categories of school climate with respect to school-parent participation, whereas 36% of the selected schools were found under the above-average favourable category of school climate with respect to school-parent participation. In a similar manner, 30% of the selected schools were found under the moderately favourable category of school climate, and 22% of the schools were identified under the unfavourable category of school climate with respect to school-parent participation. It is also observed that 12% of the schools were found under the highly unfavourable category of school climate, and none of the schools was identified under the extremely unfavourable category of school climate with respect to school-parent participation. It is concluded from the above results that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, most of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate in terms of the school-parents participation. The percentage of the schools under the different levels of School Climate in terms of school-parent participation is also shown in Graph 05.



Graph 05: Showing the percentage of the schools under the different levels of School Climate in terms of in terms of school-parents participation

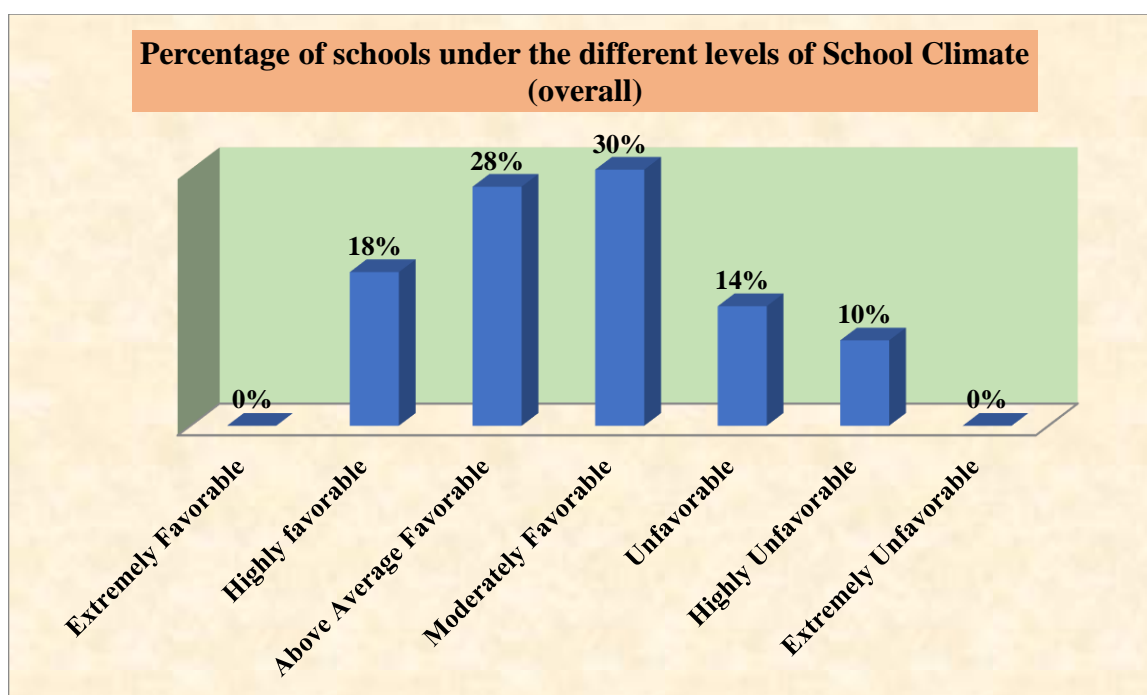
6. To study the school climate (overall) of Parsadiya Prathaik Vidhyalaya, located in district Agra

In relation to the school climate (overall) of basic schools, the researcher identified the different levels of School Climate (overall) and also obtained the number of schools and their percentage under the different levels of School Climate (overall). The statistical findings are shown in table 06 as under-

Table 06: Showing the number of schools and their percentage under the different levels of School Climate (overall)

| Levels of School Climate (Overall) | Score range (As per the manual of the tool) | Grade | Number of schools | Percentage |
|------------------------------------|---|-------|-------------------|------------|
| Extremely Favorable | 301 & above | A | 0 | 0% |
| Highly favorable | 276-300 | B | 9 | 18% |
| Above Average Favorable | 251-275 | C | 14 | 28% |
| Moderately Favorable | 217-250 | D | 15 | 30% |
| Unfavorable | 192-216 | E | 7 | 14% |
| Highly Unfavorable | 168-191 | F | 5 | 10% |
| Extremely Unfavorable | 167 & below | G | 0 | 0% |

It is revealed from table 06 that none of the schools was identified under the extremely favourable category of school climate, whereas 20% of the selected schools were found under the highly favourable category of school climate. In a similar manner, 26% of the selected schools were found under the Above Average Favorable category of school climate and 30% of the schools were identified under the Moderately Favorable category of school climate. It is also observed that 14% of the schools were found under the unfavourable category of school climate, and 10% of the schools were identified under the highly unfavourable category of school climate. Moreover, none of the schools was identified under the extremely unfavourable category of school climate. It is concluded from the above results that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, most of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate but it is also critical note that nearly 24% (14% unfavorable and 10% highly unfavorable) means one-third of the total schools had unfavorable condition of its school climate in this era of modernization where government focused on qualitative and quantitative change in the schools. The percentage of the schools under the different levels of School (overall) is also shown through the graph 4.08.



Graph 06: Showing the percentage of the schools under the different levels of School Climate (overall)

CONCLUSION:

In the light of school climate in terms of physical measures, none of the schools was found under the highly unfavourable and extremely unfavourable categories of school climate with respect to its physical conditions. As compared to the number of schools under unfavourable categories (unfavourable, highly and extremely unfavourable) of school climate, most of the randomly selected schools are found under the different favourable categories (moderate, above moderate, highly and extremely favourable) of school climate in terms of its physical measures. It may be due to the state government starting “Mission Kaya Kalp” for the renovation of schools in 2018. In a similar manner, findings related to school climate with respect to the function of principals indicated that none of the schools was identified under the extremely unfavourable category of school climate with respect to the function of the concerned principals. As compared to the number of schools under unfavourable categories (unfavourable, highly and extremely unfavourable) of school climate, most of the randomly selected schools are found under the different favourable categories (moderate, above moderate, highly and extremely favourable) of school climate in terms of the function of the concern principals. Further, findings related to school climate with respect to the function of teachers, basic facilities for Students and school-parent participation indicated that none of the schools was identified under the highly and extremely unfavourable categories of school climate with respect to the function of the concerned teachers and as compare to the number of schools under unfavourable categories (unfavourable, highly and extremely unfavourable) of school climate, a very large number of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate in terms of the function of the concern teachers, basic facilities for Students and school-parents participation. Overall, it can be said that as compared to the number of schools under unfavorable categories (unfavorable, highly and extremely unfavorable) of school climate, most of the randomly selected schools are found under the different favorable categories (moderate, above moderate, highly and extremely favorable) of school climate but it is also critical note that nearly one-third of the total schools had unfavorable condition of its school climate in this era of modernization where government focused on qualitative and quantitative change in the schools.

REFERENCES

1. Lester, Leanne and Cross, Donna (2015). The Relationship Between School Climate and Mental and Emotional Wellbeing Over the Transition from Primary to Secondary School. *Psych Well-Being*, 5(9), DOI 10.1186/s13612-015-0037-8
2. Nabi, Esha & Gorain, Ramanath (2018). Accountability of the teachers towards the subnormal primary school students of Jangipur sub division. *Journal of Emerging Technologies and Innovative Research*, 5(8), 959-962
3. Fakunle, F. E., and Ale, M. V. (2018). School climate as determinant of students' academic performance in public secondary schools in Ekiti State, Nigeria. *African Educational Research Journal*, 6(4): 236-239.
4. Jason Alinsunurin (2020). School learning climate in the lens of parental involvement and school leadership: lessons for inclusiveness among public schools. *Smart Learning Environments* (2020) 7:25 <https://doi.org/10.1186/s40561-020-00139-2>