



## STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO SCHOOL CLIMATE AMONG SECONDARY SCHOOL STUDENTS

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### Abstract

*School as the first social institute is responsible to bring about desirable change in the behaviour of the child because in the school, different kinds of individuals meet and interact this interaction is the key of learning and because of this education is regarded as a dynamic process. Thus, school develops social behaviour pattern in the child and it is for this reason that classroom is considered as a social situation, provided the atmosphere of the school is democratic, the feelings, views and ideas of each student and teacher are respected. This tone of school creates a positive relationship between the administration, teacher and the behavioural pattern of students. School climate refers to the quality and character of school life. School climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures. An acceptable, positive school climate fosters student development and learning necessary for a productive human being. This climate includes norms, values and expectations that support people feelings socially, emotionally and physically. People are engaged and respected. Students, families and education work together to develop, live and contribute to a shared school vision. Education model and nurture attitude that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment. School climate research has indicated a relationship between the climate of a school and academic achievement.*

**Keywords:** School climate, academic achievement, student, teachers, social – emotional climate.



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### Introduction

School climate refers to the quality and character of school life. School climate is based on patterns of student, parents, and school personnel's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices

and organizational structures. School climate is conceptualized as a pattern of experiences within the school, which reflect the culture and norms of the school community. School climate is correlated with student outcomes. School climate also influences students' behavior, such as rates of bullying and aggression. Finally and of particular relevance to this research, school climate perception has also been found to affect students' academic achievement.

**School climate:** School climate is defined as a mixture of beliefs, values and behaviors of students, teaching staff, leaders and parents, level of independence, leadership styles and job satisfaction. From the above definition school climate can be perceived as the prevailing atmosphere in the school, which is mainly dictated by the leaders and affects the way how students and teachers perceive their school and affects their values and attitudes toward school and work. Educationists have recognised the importance of school climate for a hundred years. However, it was not until the 1950 that education began to systematically study school climate. The development of scientifically sound school climate assessment tools spurred a research tradition that grows to this day.

**Academic achievement:** The meaning of achievement is to achieve or to get something at the end of the session or after completing the work. After getting achievement we can feel the fulfillment of our dreams. Specially it means the proficiency attained in some academic work. It is the student's performance in any test or exam in the class. It is a kind of test through which we come to know that what has been achieved in school subjects. Academic achievement is an important part of one's life because it provides prompt to an individual to achieve his goal. It prepares a child to select his vocation in this age of competition. We all know that only those persons who achieve good academic record also achieve good status in the society. On the basis of academic achievement all students are levelled as bright, average and dull, on which our destiny is based.

Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores.

Review of related literature besides allowing the researcher to acquaint. The himself with current knowledge in field or area in which he is going to conduct his research. The review of related literature enables the researcher to define the limits of his field. It helps researcher to

delimit and define his problem. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objective clearly and consciously.

### **School Climate**

**Ahluwalia and Ahluwalia (1990)** conducted a comprehensive study of organizational climate in three types of schools. This study included four public schools, four central schools and six government schools of Delhi. He found paternal climate in popular in Central schools, government schools have closed climate except one which had controlled. Two public schools had open climate and two public schools and controlled. Thus organizational climate of different types of schools was different from each other.

**Jayajothi (1992)** studied schools climate and leadership behaviour of principals in relation to teacher morale in Central schools. He found that the organizational climate of secondary school appeared to be independent of organizational management, place of school and sex of the student's population. There was a relationship between resource management and the organizational climate of secondary schools.

**Sebastian (1993)** studied organizational climate of school in Tamilnadu and impact of headmaster power behaviour. Sample included schools of three Districts. This were inversely related i.e. Coercion was positively related to conflict and negatively related to open school climate where influence was positively related to open school climate while authority was related only marginally either to open or closed climate.

**Patel, R. Kanubhai (1994)** studied organizational climate in higher secondary schools. Sample included boys, girls as well as co-education schools of urban and rural areas of Gujrat medium only. The investigation revealed that girls schools were having open climate. Closed climate was mostly found in boys schools. The percentage of familiar controlled and open climate were found more in large size schools.

**Naseema (1997)** studied secondary schools climate in kerala. Sample included 50 schools. It was evident from the study that school climate in kerala varied school to school. No significant difference was found to exist with regard to the percentage of school climates between rural, urban private and government schools.

**Rochelle D'souza (2006)** conducted a study on "Adversity Quotient of Secondary School Students in Relation to their School Performance and the School Climate". The findings show that students from SSC School perceived their school climate to be more conducive than ICSE students. This indicates that students from different school types do not differ in their ability to handle adversities when they perceive their school climate to be unfavourable and

favourable. This may be because students from these schools do not differ in the way they handle adversities. These findings suggest that school performance is influenced by school type, however for students with high AQ, this difference does not persist to some extent. This finding suggests that when the effect of school climate scores is eliminated the correspondence between the variables adversity quotient and school performance is the same. This signifies that the ability to handle adverse situations corresponds to the marks earned by the student irrespective of whether their perception of the school climate is alike or varying. Thus the researcher opines that perceived school climate is not a confounding variable in the present study. This is because school climate scores do not influence the school performance scores. This corroborates with the researcher's findings on the relationship between school performance and school climate. Further, the relationship between the two variables is significant for SSC students. This implies that a relationship between school performance and school climate exists in the case of SSC students.

**Mumthas N. S., Abdul Jaleel K (2008)** conducted a study to find out the ability of each of the Leadership Behavior Variables in predicting Organizational Climate of primary schools. For this a representative sample of 400 primary school teachers was selected from eight districts in Kerala and was administered the Leadership Behaviors Scale and the Scale of School Organizational Culture. By applying stepwise multiple-regression analysis the study revealed that the significant predictors of School Organizational Climate on the basis of their extent of predictability are Communication, Organization and Control respectively and around 42 percent of variance in School Organizational Climate is attributable to the variation in these three variables.

**Satish Kumar kalhotra (2009)** investigated an attempt to study mother education and perception of socio-emotional climate of the school by high school students of Jammu Region. The study was carried out on a sample of 400 (250 boys and 150 girls) from ten schools situated in Jammu District. The data was collected through SESCOI Renuka Kumari Sinha and RajniBhargava. Major objective of the study to find out the difference in the perception of students with different levels of their mother's education with respect to (I) Social climate of the school (ii). Emotional climate of the school (iii). Socio-emotional climate. Statistical technique of analysis of variance was used. The results of the investigation revealed that Students with different levels of their mother's education differed significantly as regards their perception of social, emotional and socio-emotional climate of the school.

**Azeezur Rahaman (2012)** examined school climate of high and low academic achievement level teachers of primary level schools. Survey research methodology was used to identify the school climate. The sample of this study constituted of eight hundred primary schools teachers. Stratified random sampling technique was used to collect the data. Achievement level of teachers included their scores in 10th, 12th, graduation and bachelor of education. The finding indicated that a strong variation was existing between high and low academic achiever male teachers. Further, it shows that high academic achiever female teachers of primary schools had scored higher mean values in comparison to low academic achiever female teachers of primary schools. Results also points out that high academic achiever teachers were obtained higher mean value than low academic achiever primary level teachers on teacher students relationship, administration, parent community, instructional management dimensions and overall school climate. No significant variation was observed between high and low academic achiever primary level teachers on security and maintenance, student academic orientation, student behavioural values, student peer relationship, student activity, receptivity and satisfaction dimensions of school climate scale. It may be interpreted that achievement level of teachers influence the school climate of the teachers. Teachers who have higher achievement level have rich school climate. It can be concluded that achievement level of primary school teachers affects the school climate of the teachers significantly. Teachers who have higher achievement level provide good school climate followed by those who have less achievement level.

**Wang and Degal (2016)** asserted that future studies should conceptualized school climate as a component of school climate are associated with student academic outcomes.

**Astor and Benbenishty (2018)** pointed that school limited by a failure to construct conceptual models that identify mechanisms by which specific features of school climate are associated with student outcomes such a academic achievement.

### **Academic Achievement**

**Samal (1990)** conducted a study entitled “Relationship between planning and academic achievement of male and female students: Effect of home environment variables”. Some major findings of the study were: “The academic significant difference between male and female students with regard to academic achievement. The children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability”.

**Haseen (1999)** investigated academic achievement as dependency behaviour, function of social class, school management and parent child interaction. She found that “type of school and school management effects the academic achievement of students; all the four independent variables namely social class, parent child interaction, dependency behaviour and school management had significant effect on academic achievement of adolescents; sex difference did not yield any significant effect on academic achievement”.

**Suneetha et al. (2001)** studied gender differences as factors affecting academic, achievement and revealed that “gender, was the more important variable than, intelligence quotient in, deciding high academic, performance, girls were among, top ranking students; girls, were better in interaction, and concentration while boys, were better than girls in, language, reasoning and, drilling dimension”.

**Jagannadhan (2003)** analyzed the impact of certain socio psychological variables on students’ academic achievement studying in classes 8th to 10th and found that a significant effect of home environment on academic achievement. The relationship between home environment and academic, achievement was also significant.

**Babu et al. (2008)** examined whether there was any significant difference in locality, gender and family type with respect to higher secondary student’s achievement in accountancy and found that there was significant low relationship achievement in accountancy and parental encouragement of higher secondary students; no significant relationship was found in respect to achievement in accountancy and parental encouragement for female students.

**Raychaudhuri, Debnath, Sen, and Majumder (2010)** analyzed performance of students in yearly examination is associated with attendance of students’ in the class, father’s and mother’s education, teacher-student ratio, family income, sex of the student, distance of schools and presence of trained teacher in school. By applying regression analysis it was found that factors like students’ attendance, mother’s education and presence of trained teacher in the school have a positive impact of students’ academic performance.

**Shekhar & Devi (2012)** investigated the gender related differences and differences across academic measures on achievement motivation among College students. The finding of the study revealed a significant difference between achievement motivation of arts and science streams students and achievement motivation among male and female college students. The differences indicate significant role of sex and academic majors in achievement motivation of college students”.

**Abubakar & Adegboyega (2012)** examined gender and age as determinants of academic achievement of students of Mathematics. A low positive correlation was found for ages and gender, which was not significant.

**Habibullah & Ashraf (2013)** find out the association of the variables. A total of 600 students filled the questionnaire of whom 300 were from private and 300 from public sector schools. It was found that “younger age, female gender, better socio-economic condition, habit of taking breakfast, better condition of school, and regular attendance were significantly associated with better academic performance”.

**Roy, Sinha & Suman (2013)** revealed “a significant positive relationship between emotional, intelligence and academic, achievement motivation. The study also reveals that students with low, average and high academic, achievement motivations differ from one, another on, emotional intelligence.

**Ghosh (2014)** revealed the relationship between academic achievement and emotional intelligence. The findings of the study revealed a positive and significant relationship between academic achievement and emotional intelligence. The study also reveals that students with low and high socio economic status differ from one another on emotional intelligences and academic achievements.

**Dzever (2015)** examined the impact of home environment factors on the academic performance of public secondary school students in egarki area district, Abuja, Nigeria. The stratified sampling technique was used to select 300 students from six public schools, while the simple random sampling technique was used to administer the questionnaire. The study utilized a descriptive survey research design for the study. Also, data on student’s academic, performance was obtained from student’s scores in four selected school subjects. Data obtained was analyzed using descriptive and inferential statistical techniques; Pearson product moment correlation and multiple regression analysis. The results result revealed “a positive and significant relationship between permissive parenting style with academic performance ( $p < 0.05$ ). Also, the result from the study identified income, educational background and occupational level as well as permissive parenting style as the main predictive variables influencing students’ academic performance”.

**Kakkar (2016)** found that there is a significant difference in academic achievement of male and female male senior secondary school students. Female students have good academic achievement in comparison to male students.

**Sherafat and Venkateshamurthy (2016)** attempted to investigate whether study habits affect academic achievement among secondary and senior secondary school students of Mysore. It is also attempted to know whether students at secondary level different from senior secondary level on their study habits. The study was conducted on the sample of 625 students of score City in India using stratified random sampling technique. Results indicated that the study habits facilitate higher academic achievement. Further, it was also found that secondary school students are significantly better than senior secondary on study habits.

**Singh, Malik and Singh (2016)** investigated the factors influencing students' academic performance. This study uses post facto research design. An instrument measuring students' has been used to collect data from the management students. The study revealed that there is a positive and statistically significant impact of learning facilities, communication skills and proper guidance from parents on student academic performance.

### **Rationale**

In the current research, multiple sources were integrated into a multilevel model, including students record taken from the academic performance of student in school. The result of the study were concluded on the basis of the comparison between the government and private school students and secondly on the basis of the difference between boys and girls. School climate research has shown a relationship between the climate of a school and academic achievement of students. It was seen that the private school students scored academically more in comparison to government school students. And secondly on the basis of difference between boys and girls it was seen that there were emotional and social differences. Girls being more emotional and the boys more social. This also influenced there academic performance. School climate is defined by Wang and Degal (2016) asserted that future studies should conceptualized school climate as a component of school climate are associated with student academic outcomes.

### **Objectives**

The present study was under taken to achieve the following objectives.

1. To study academic achievement of secondary school boys and girls.
2. To study academic achievement of private and government secondary school students.
3. To study school climate of secondary school boys and girls.
4. To study school climate of private and government secondary school students.
5. To study the relationship between school climate and academic achievement of secondary school students.



## **Hypotheses**

These objectives could be achieved within the framework of the following hypotheses.

1. There exists no significant difference in academic achievement of secondary school boys and girls students.
2. There exists no significant difference in academic achievement of private and government secondary school students.
3. There exists no significant difference in school climate of secondary school boys and girls students.
4. There exists no significant difference in school climate of private and government secondary school students.
5. There exists no significant relationship between school climate and academic achievement of secondary school students.

## **Delimitations of Study**

The present study was delimited to the students of class IX studying in both private and government secondary schools of Amritsar district only 200 students (100 boys and 100 girls) were taken as a sample.

## **Methodology**

Descriptive technique has been used.

The descriptive survey method has been adopted for present study.

## **Sample**

A sample of 200 secondary school students has been taken from four school of private and government secondary schools of Amritsar city at Random out of these 100 students were taken from government (50 boys and 50 girls) and 100 from private (50 boys and 50 girls) secondary school students .

## **Tool Used**

Social-Emotional School Climate Inventory – Renuka Kumari Sinha and Rajni Bhargava (1994).

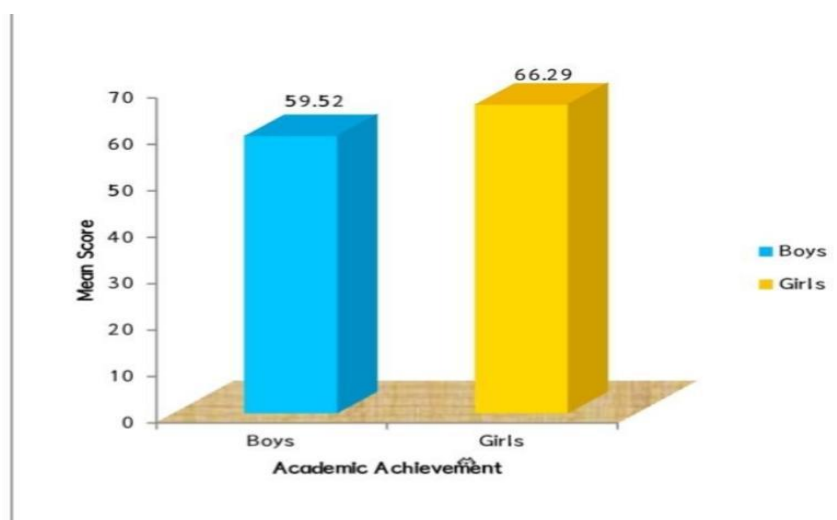
## **Analysis**

The descriptive statistical techniques such as Mean, Standard Deviation, t-test and Correlation have been employed to analyzed the data.

**Table: 1: Mean, S.D and T-Value Score of Academic Achievement of Secondary School Boys and Girls Students**

	Gender	N	df	Mean	Std.Deviation	Std.Error Mean	t- test
Academic Achievement	Boys	100	198	59.52	7.806	.781	5.920*
	Girls	100		66.29	8.356	.836	

\*Significant at the 0.05 level.

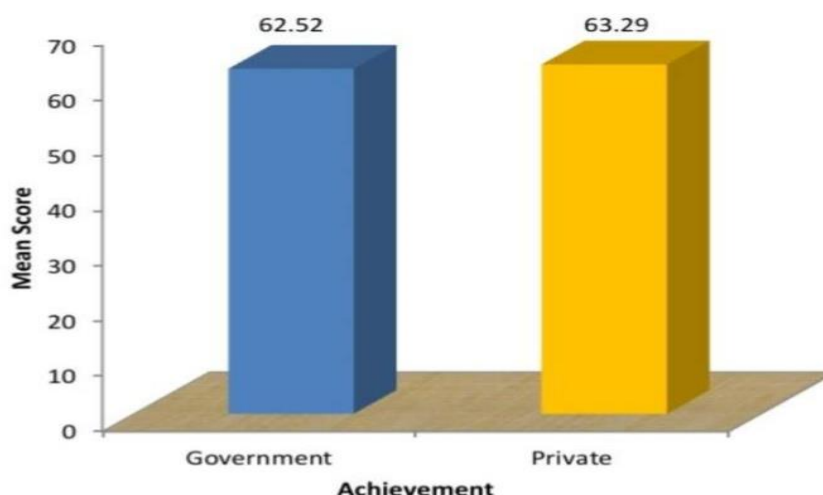


From the table.1 it is found that the mean of total academic achievement scores of boys is 59.52 and girls is 66.29 with standard deviation of 7.806 for boys 8.356 for girls respectively. While t-value of academic achievement of secondary school boys and girls is 5.920 which is significant at the 0.05 level. So it is inferred that the academic achievement of secondary school girl students is higher as compare to boy students. So the null hypothesis stating “There exists no significant difference in academic achievement of secondary school boys and girls” was rejected.

**Table: 2: Mean, S.D and T- Value Score of Academic Achievement of Government and Private Secondary School Students**

	Type of School	N	df	Mean	Std.Deviation	Std.Error Mean	t- test
Academic achievement	Government School	100	198	62.52	8.283	.828	.621*
	Private School	100		63.29	9.219	.922	

\*Not Significant at the 0.05 and 0.01 level

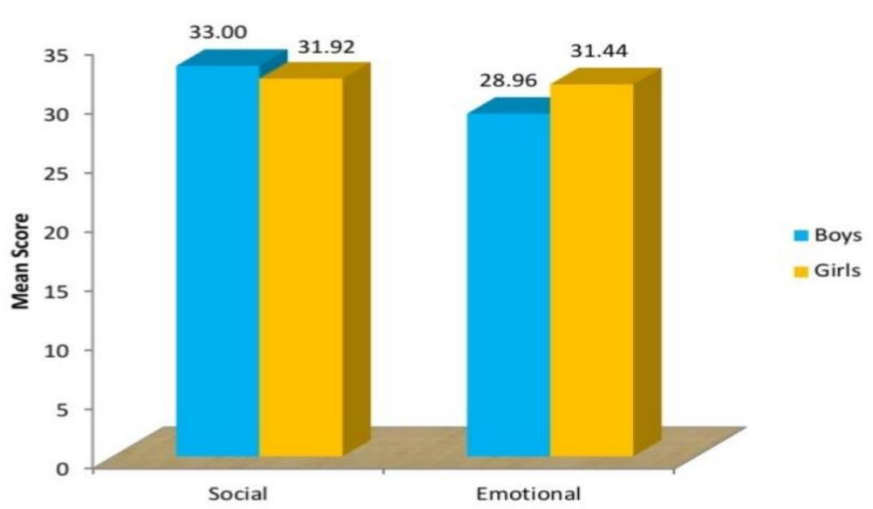


From the table.2 it is found that the mean scores for academic achievement of government school students is 62.52 with standard deviation of 8.283 and the mean scores for academic achievement of private school students is 63.29 with standard deviation of 9.219. While t-value for academic achievement of government and private secondary school students is .621. Which is lesser than corresponding t-value. So the hypothesis stating “There exist no significant difference in academic achievement of government and private secondary school students” was not rejected.

**Table: 3: Mean, S.D and T-Value of School Climate of Secondary School Boys and Girls**

	Gender	N	df	Mean	Std. Mean	Std.Error Mean	t-test
Social	Boys	100	198	33.00	2.225	.222	3.209
	Girls	100		31.92	2.525	.253	
Emotional	Boys	100	198	28.96	5.075	.508	4.203
	Girls	100		31.44	3.009	.301	
School Total	Boys	100	198	61.94	6.062	.606	1.906*
	Girls	100		63.36	4.329	.433	

\*Not Significant at the 0.01 level and 0.05 level.

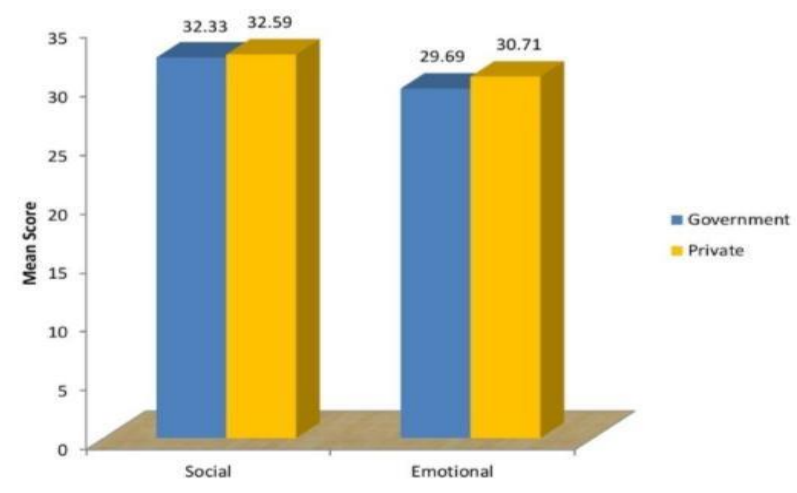


From the table. 3 it is found that the mean scores for school climate of secondary school boys and girls with respect to social emotional aspect. The social school climates mean scores of boys is 33.00 with standard deviation 2.225. The mean scores for girls is 31.92 with standard deviation 2.525. Emotional school climate mean score for boys is 28.96 with standard deviation 5.075 and girls mean scores 31.44 with standard deviation 3.009. Total school climate mean scores of boys 61.94 standard deviation 6.062 and total mean scores girls is 63.36 standard deviation is 4.329. While t-value of results school climate social is 3.209 and emotional 4.203. School climate total while t-value of results school climate social-emotional is 1.906 which is lesser than corresponding table t-value at 0.01 level. I saw school climate in two parts social and emotional climate. In this research, I observed that boys are more social than girls. However, the scores obtained by girls were much higher than that of boys. So the null hypothesis stating “There exist no significant difference in school climate of secondary school boys and girls” was not rejected.

**Table: 4: Mean, S.D and T-Value Score of School Climate of Government and Private Secondary School Students**

	Type of School	N	df	Mean	Std.Deviation	Std.Error Mean	t-test
Social	Government school	100	198	32.33	2.327	.233	.754
	Private school	100		32.59	2.543	.254	
Emotional	Government school	100	198	29.69	4.994	.499	1.668
	Private school	100		30.71	3.529	.353	
Total	Government school	100	198	62.26	6.083	.608	1.041*
	Private school	100		63.04	4.381	.438	

\*Not Significant at the 0.01 level and 0.05 level.



From the table.4 it is found that the Social mean scores of government school students is 32.33 with standard deviation is 2.327 and that the social mean scores of private school students is 32.59 with standard deviation of 2.543. The emotional mean scores of government schools students was 29.69 and the standard deviation is 4.994. The emotional mean scores of private schools students is 30.71 with standard deviation 3.529. While t-value of social school climate of govt. and private school students is 0.754 and emotional government and private students is 1.668. While table t-value of school climate of government and private secondary school students is 1.041. Which is lesser than corresponding t-value at 0.01 and 05 level. So the null hypothesis stating “There exist no significant difference in school climate of government and private secondary school students” was not rejected.

**Table: 5: Correlation Of School Climate And Academic Achievement Of Secondary School Students**

		Social school climate	Emotional school climate	Total
Academic achievement	Pearson correlation	.128	.209	.232**
	Sig. (2-tailed)	.070	.003	.001
	Total	200	200	200

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

The obtained correlation is significant at the 0.01 level. This indicates that there is significant and positive relationship between school climate social-emotional and academic achievement of secondary school students.

### **Findings:**

- The study revealed the academic achievement of secondary schools boys and girls. It was found that the mean of total academic achievement scores boys was 59.52 and girls was 66.29. So it is inferred that the academic achievement of secondary school girl students is higher in comparison to boys.
- The study revealed the academic achievement of government and Private secondary schools students. The mean scores of academic achievement of private school students was 63.29. The mean scores of academic achievement Government School students was 62.52. The mean scores of private school students 63.29 is higher score than Government School students.
- The study revealed the school climate of secondary schools boys and girls. The social school climate mean score of boys was 33.00 and girls was 31.92. Emotional school climate mean score of boys was 28.96 and girls was 31.44. Total school climate mean scores are boys 61.94 and girls 63.36. I saw school climate in two parts social and emotional climate. In this research, I saw that boys are more social than girls. Whereas girls were more emotional than boys. However, the scores obtained by girls were much higher than boys.
- The study revealed that the school climate of private and Government secondary school students. The social mean scores of private school student was 32.59 and government school students was 32.33. Emotional mean scores of private school students is 30.71 and government school students was 29.69. It may be so because although there were similar view point of students on certain social – emotional aspects yet there were different aspect on which they differed socially and emotionally. It may be seen that scores obtained by Private School students were greater when compared to scores obtained by government school students.
- The study revealed that the relationship between school climate and academic achievement of secondary schools students. The co-efficient of correlation between school climate and academic achievement is calculated to find out whether two variables are related. The obtained correlation was significant at the 0.01 level. This indicated that there was significant and positive relationship between school climate and academic achievement of secondary schools students.

### **Education Implications of the Study**

- The present study has certain implications of major importance. This study may be of immense use for the prediction of academic achievement of students. The knowledge of the variables and factors which promote academic achievement and which are hindering. It is of great importance in developing curriculum and designing educational programmes to suit the needs of the students with varied backgrounds. The study of these variables assumes special significance in view of their implications on the part of the classroom teachers. In light of the above, the findings of the present investigation were examined and the following implications were traced out:

The study has established that the male, female and private school students were found to have more academic achievement as compared to their counterparts. The findings of the study have implications for the teachers as well, develop a proper teaching learning environment especially for boys. It is suggested that all stakeholders in education should continue to encourage both male and female students about the importance of academic achievement, which has a great importance in their career building. The findings of the present research have a strong bearing on the learning process and academic achievement of the secondary students and will help the educational authorities and teachers in solving the problems confronted by the adolescent children.

- School climate refers to the quality and character of school life. It is based on pattern of school life experiences. This climate includes norms, values and expectations that support people feeling socially, emotionally and physically. The following definition of the term 'Social relevant Climate is considered to represent the Emotional Climate, is an emotional tone which is concomitant of interpersonal interaction of any organisational system. It is a general emotional factor, which appears to be present in interaction, a bridging concept between the pupils and the school in which they study and is the perception of the structure process and values by the students and faculty members. 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. The more congenial the school environment, better the development on the part of the student.

- The findings suggest that the transactions and interactions that take place between the members (principal, teachers and students) of the school community are very important in building up a conducive school climate.
- Efforts should be made by the administrators as well as the teachers so that the school climate remains favourable. This could be achieved by adopting democratic administrative practices, fostering teacher involvement and participation of all the members of the school.
- Measurement of school climate at regular intervals can also be introduced in all educational institutions to know the existing status of their climate.
- A favourable school climate leads to higher academic achievement. Therefore, these findings have relevance for all those who are concerned about the ever increasing teachers' strikes, absenteeism, stagnation, growing unrest and other allied educational problems.
- Inter personal relationships should be maintained amongst the participants in the school.
- Efforts should be made to inculcate right kind of values, habits, attitudes, beliefs, obligations to society.

Therefore, this study has implications for educationists, administrators, principals as well as teachers who are concerned with making education more fruitful and productive.

### **Suggestions for Further Study**

The suggestions for the future study have been below in following statement.

- Sample of the present study was 200 students only, a large sample can take to make the study more representative of the population and more comprehensive.
- The present study was confined only to secondary school students studying in 9<sup>th</sup> population.
- The present study had taken only 2 variables i.e school climate Social emotional and academic achievement, but there are many factors which affect the secondary school students.
- Study can be made comprehensive by extending it to the state level which will make the result more valid and reliable.
- A comparative study can be conducted on students coming from rural and urban background.



- A comparative study of the Socio–emotional school climate and academic achievement government and private secondary schools students.
- Study can be done with the previous academic achievement of the students in relation to school climate.

## Conclusion

From the above study, i.e “Study of academic achievement in relation to school climate among secondary school students”, it is concluded that the school climate plays a significant role in the academic achievement of the students. In comparison between government and private schools, it is found that the private school students scored academically more. Another comparison between boys and girls, revealed that the girls were more emotional, whereas boys more social but all together girls score more academically in comparison to boys. This shows that there is significant and positive relationship between school climate and academic achievement of secondary school students.

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