

# STUDENTS PERCEPTION TOWARDS THE SOCIO- EMOTIONAL CLIMATE OF SECONDARY SCHOOLS.

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**Abstract:-** School is an arrangement of teaming human connections, it includes principal-teacher interactions, teacher-teacher interactions, principal-students interactions, teacher-students interactions and the parent-principal-teacher interactions. The duty of the principal and the teachers is very much demanding; they must carry out the institutional goals and objectives to offer well-functioning cordial setting to the other staff members, students and the parents. In the achievement of educational goals, the inter relationship of all these members are essential and crucial. The duties of principal are more essential. He has to encourage and stimulate teachers and students to realize the educational goals. The present study was undertaken to study the students' perception towards the socio-emotional climate of secondary schools. The study adopted the descriptive survey method and used cluster random sampling technique. The study was conducted on the sample of 308 students of secondary schools of Jammu district (154 boys and 154 girls). For the analysis of the data the investigator used critical ratio. After the analysis of the data, the results of the study revealed that, the girls have a higher degree of favourable perception towards the socio-emotional climate of secondary schools than the boys. It was also found that secondary school boys have greater degree of favourable perception towards social climate than the emotional climate of the secondary schools. Secondary schools girls have a greater degree of favourable perception towards social climate than the emotional climate of secondary schools.

**Key words:-** Students; Perception; Socio-emotional climate; Secondary schools; Educational goals.

## I. INTRODUCTION

'The destiny of India is being shaped in her classroom' Education Commission (1964-66).

Education is as old as the human race but in course of time its meaning and objectives have change from time to time. Life involves a constant and continuous modification of experience. Education plays a very important role to draw out inherent potentialities in a pupil. It is a process of helping the child to perceive

and adjust to the changing world through various social and religious institutions. Among these, the school equally plays a very important role. School is considered to be the first social institution, which is responsible to bring about desirable change in the behaviour of the child because it is the school where different kinds of individuals meet and interact with each other and this interaction is the key of learning. Due to this reason education is considered as a dynamic process. The social behaviour pattern is developed among the children in a school and that is why classroom is considered as a social system. In a school one important condition is required that the atmosphere of the school must be democratic, where the feelings, views and ideas of each student and teacher must be respected. It is assumed that, democratic atmosphere of the school helps in creating and developing the positive relationship between the management, teacher and the behaviour pattern of students. (Sharma, 2004)

### **I.1 SOCIO-EMOTIONAL SCHOOL CLIMATE:**

Socio-emotional climate refers to the psychosomatic aspects of students educational experience that influence their social and emotional development. A positive social and emotional school climate is conducive to effective teaching and learning. The socio-emotional climate is evaluative indicator of the full diversity of interactions that seems to occur within learning environment. The socio-emotional climate has the aptitude of facilitating social and emotional connections in order to boost the learner's motivation, self-assessment and self-motivation. (Bhatt, 1993)

Socio-emotional school climate refers to human relations and interaction between its members like the interaction between teachers and teachers, teachers and students, students and students, teachers and principal and teachers and supporting staffs. With all its problems and challenges school remains the universal connector in the passage between childhood and adulthood. School climate may be used to describe people's perception of their school. It combines beliefs, values, and attitudes of students, teachers, administrators, parents and others who plays an important role school in the school life.

### **I.2 SIGNIFICANCE OF SOCIO-EMOTIONAL SCHOOL CLIMATE**

The significance of socio-emotional growth and development is sometimes unnoticed because of the prominence on educational preparation or attentiveness. Researches have shown that there is a well-built connection between young children socio-emotional competency and their probability of early success. The socio-emotional climate of the classroom is not all the time same for all the classes. Depending upon different factors, it differs from class to class. Several factors decide the uniqueness and distinctiveness of the socio- emotional climate of the class.

### **I.3 SECONDARY EDUCATION**

Secondary education is the succeeding level of education. It serves as a link between primary and higher education and is predictable to prepare young people between the age group of 14 – 16 in the world of work and doorway towards higher education. It is the phase, in which the entire countries mark the finishing point of education for the enormous majority. Modernization of elementary or development of adult education would not possible without a subsequent extension and renewal of secondary education. It has a fundamental role to play in any programme of education for the community. It provides teacher, prepares students for universities and other Institutions of advanced learning. It is usually believed that one of the major objectives of Secondary education is to develop among the learner qualities of headship and leadership desired in diverse walks of life. Elementary education seeks to provide the crucial information and skills required for continued existence. Higher education seeks to enlarge the boundaries of knowledge. (Gaurav & Sengupta, 2014)

### **I.4 PERCEPTION**

The term Perception is derived from the Latin words percipio which means collecting, receiving, taking action and possession, apprehension with the senses or mind. In philosophy, psychology and the cognitive sciences, perception refers to the process of achieving, understanding and awareness about the sensory information. Perception is the capability to hear, see or to become conscious about somewhat with the help of senses. It is the process of identification, organization and clarification of sensory information to understand and represent the environment. In our day to day life different types of stimuli are stimulating around us. Most of these stimuli are obtained by our sensory organs and are transformed into feelings. These feelings are spread to the concerned parts of brain. Reversely the brain will interpret these feelings. It is only after such reading or interpretation; we are able to understand that what actually the stimulus is. In knowing the world around us, firstly the attention occurs which is followed by sensation and finally it is understood by the brain. So, this process of ‘understanding of stimulus is known as perception’.

<http://www.psychologydiscussion.net>)

### **I.5 NEED AND SIGNIFICANCE OF THE STUDY**

The most important responsibility on the shoulders of the society is to produce such breed of people who can work overall calmly in composite mutually supporting world. A school must play a very crucial role in preparing the students to develop interpersonal associations and relationships. In the innovative age of computerization where very less consideration is given towards the interpersonal relationships, human relations have become relatively important. Many research studies have proved that infrastructure expansion in an institute goes a little way in the improvement of work, so improved interpersonal relationship certainly helps in providing better results. One of the most important tasks of education in the

present world is that of civilizing human relations. The significance of human relations indicates that superior work is completed in paying more concentration to the procedure and not confining concentration to the end product. (Chatterjee, 2006)

## I.6 STATEMENT OF THE PROBLEM

### STUDENTS PERCEPTION TOWARDS THE SOCIO-EMOTIONAL CLIMATE OF SECONDARY SCHOOLS.

## I.7 OPERATIONAL DEFINITIONS OF THE KEY TERMS

**Students-** Students here refers to all the students studying in class X<sup>th</sup> of Govt and private schools of Jammu District.

**Perception-** Perception is the recognition of things using your senses, especially the sense of sight.

**Socio-Emotional Climate:** - The Socio-Emotional School Climate is a perception of the structure, process and values by the students and faculty members. It is related to their task, achievement, satisfaction and behaviour in a particular schooling system to which they belong. In the Present study the socio-emotional school climate Inventory developed by Sinha and Bhargava was used to study the perception of X<sup>th</sup> class students towards the socio-emotional climate of their schools.

**Secondary Stage:** - The stage of education between the Upper Primary Stage and the Higher Secondary State is Secondary education. It comprises of Class IX<sup>th</sup> and X<sup>th</sup> but in this study investigator has taken class X<sup>th</sup> only.

## I.8 OBJECTIVES OF THE STUDY

Following are the important objectives of the study.

1. To study the difference in the perception of secondary school students (Boys and girls) towards the socio-emotional climate of secondary schools.
2. To study the difference in the perception of secondary school boys towards social and emotional climate of secondary schools.
3. To study the difference in the perception of secondary school girls towards social and emotional climate of secondary schools.

## I.9 HYPOTHESES OF THE STUDY

Following are the important Hypotheses of the study.

1. There is no significant difference in the perception of secondary school students (Boys and girls) towards the socio-emotional climate of secondary schools.
2. There is no significant difference in the perception of secondary school boys towards social and emotional climate of secondary schools.
3. There is no significant difference in the perception of secondary school girls towards social and emotional climate of secondary schools.

## II. REVIEW OF RELATED LITERATURE

Before taking up any specific research project in the development of a discipline, the investigator must be thoroughly familiar with previous theory and practice. A review of related literature is one of essential steps for the conduct of research study. It enables the researcher to work out the gap and finer details of his/her research problem.

**Bajpai, M. (2006)** results indicate that aggressive behaviour of adolescents is significantly related to unsatisfactory school environment. School environment plays a significant role in development of adolescents behaviour.

**Ferreire, M. & Chainho, H. (2011)** results revealed that school satisfaction had a positive effect on the special needs of adolescents. Adolescents from satisfactory school environment are rated as above the average in social adjustment, personality traits, achievement, information and adaptability of interest but adolescents behaviour in case of unsatisfactory school environment is something seriously abnormal.

**Gul, S.B.A. (2015)** in his study the impact of socio-emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir, concluded that there was significant and positive relationship between academic achievement and socio-emotional adjustment in adolescent girls. The study focused on the association between academic achievement and socio-emotional adjustment. Further the researcher found a significant impact of socio-emotional adjustment on academic success, results show significant correlation between socio-emotional adjustment and academic achievement.

**Grad, M. (2016)** in his study School climate and socio-emotional systems of support suggested some promising practices that helps to improve the socio-emotional climate of secondary schools like hiring a support services coordinator, building partnerships with outside support agencies, expanding counseling services, facilitating access to social services, offering enrichment opportunities, communicating with families, building strong connections with students, creating a safe space, providing transitional and continuing supports, providing mentorship from older to all small students.

**Stavrou. & Kour, K. E. (2017)** in their study indicated that the academic and social competence are interconnected, as in their study children with more frequent positive social interactions at school, greater socio-emotional competence, and more developed decision-making skills scored higher on standardized tests, while, on the other hand, children with attention deficits, problematic relations with their peers, and aggressive or destructive behavior scored much lower on standardized tests.

**Swargiary, J. & Adhikary, A. (2018)** conducted research on the school organizational climate of government and private secondary schools of Barpeta district of Assam and concluded that organizational climate is the organizational character of an institutions, it was the overall perception of its member towards it. It is a set of common feeling determined by some set of norms, manner and standard. Each institution, either professional or educational has its own climate that effects the overall development of that institution.

### **III. METHOD USED**

In the present study, the researcher has used the descriptive method of research. Descriptive research studies are designed to obtain pertinent and precise information concerning the current state of phenomenon and wherever possible to draw valid general conclusion from the fact discovered.

#### **III.1 POPULATION**

The population of the present study comprised of students belonging to standard X<sup>th</sup> of different secondary schools run by different managements (Government and Private) in Jammu District. There are in all 445 secondary Schools in Jammu District.

**III.2 SAMPLING:** In the present study cluster random sampling technique were used by the investigator

#### **III.3 TOOL USED**

For the present study, the socio-emotional school climate Inventory (SESCI) developed by Dr (Mrs) Renuka kumari sinha and Mrs. Rajani Bhargava was used by the investigator. The tool consist of total 70 items in which 35 items were related to social climate of a school and 35 items were related to the emotional climate of the school.

#### **III.4 STATISTICAL TECHNIQUES USED**

To study the student's perception towards socio-emotional climate of secondary schools the investigator used the following techniques.

Mean, S.D, Standard error of mean, Standard error of difference of mean and Critical ratio.



#### IV. ANALYSIS AND INTERPRETATION OF DATA

**Table 4.1 Showing Critical-Ratio for difference in the perception of secondary school students (boys and girls) towards socio-emotional climate of secondary schools.**

Gender	Mean	S. D	N	SEM	SEDM	C.R.	Level of significance
Boys	64.54	2.42	154	0.19	0.25	5.63**	Significant
Girls	65.89	2.06	154	0.16			

\*Significant at .05 level

\*\*Significant at .01 level

The above table indicates that the c-ratio of mean score for perception of boys and girls towards the socio-emotional climate of secondary schools came out to be 5.63 whereas table value is 1.96 at .05 level of significance and 2.58 at .01 level of significance. Hence the obtained value was found to be significant. Therefore, on the basis of the value obtained the investigator could interpret that there is difference in the perception of secondary school students (boys and girls) towards the socio-emotional climate of secondary schools. Therefore, Hypothesis 1 is rejected which states that there is no significant difference in the perception of secondary school students (boys and girls) towards socio-emotional climate of secondary schools.

**Table 4.2 Showing Critical Ratio for difference in the Perception of Secondary school boys towards social and emotional climate of secondary schools.**

Boys	Mean	S. D	N	SEM	SEDM	C.R.	Level of significance
Social	32.88	1.40	154	0.12	0.15	7.8**	Significant
Emotional	31.71	1.40	154	0.12			

\*\*Significant at .01 level

The above table indicates that the Critical ratio for perception of boys towards the social and emotional climate of secondary schools came out to be 7.8 whereas table value is 1.96 at .05 level of significance and 2.58 at.01 level of significance. Hence the obtained value was found to be significant. Therefore, on the basis of the value obtained the investigator could interpret that there is difference in the perception of secondary school boys towards the social and emotional climate of secondary schools. Therefore, Hypothesis 2 is rejected which states that there is no significant difference in the perception of secondary schools boys towards social and emotional climate of secondary schools.

**Table 4.3 Showing Critical Ratio for difference in the perception of secondary school girls towards social and emotional climate of secondary schools.**

Girls	Mean	S. D	N	SEM	SEDM	C.R.	Level of significance
Social	33.99	1.40	154	0.12	0.13	10.07**	Significant
Emotional	32.58	1.03	154	0.08			

\*Significant at .05 level

\*\*Significant at .01 level

The above table indicates that the Critical-ratio for perception of girls towards the social and emotional climate of secondary schools came out to be 10.07 whereas table value is 1.96 at .05 level of significance and 2.58 at.01 level of significance. Hence the obtained value was found to be significant. Therefore, on the basis of the value obtained the investigator could interpret that there is difference in the perception of secondary school girls towards the social and emotional climate of secondary schools. Therefore, Hypothesis 3 is rejected which states that there is no significant difference in the perception of secondary school girls towards social and emotional climate of secondary schools.

## CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

### CONCLUSIONS

On the basis of the analysis of the results, the following conclusions can be drawn:

The girls have a higher degree of favourable perception towards the socio-emotional climate of secondary schools than the boys.

It was also found that secondary school boys have greater degree of favourable perception towards social climate than the emotional climate of the secondary schools.



Secondary schools girls have a greater degree of favourable perception towards social climate than the emotional climate of secondary schools.

### **EDUCATIONAL IMPLICATIONS.**

The most outstanding characteristics of any research is that, it must contribute something new to the development of area concerned. So, the investigator has found out implications for her study. The present research has a great relevance for the students, researchers and for the people in general. As we discussed earlier that the adolescence is the stage of stress and storm, most of the students in this stage are unable to compete with their peer group and unable to fulfill the expectations of parents. They are unable to adjust themselves as per the changing needs of the society due to social and emotional immaturity. So, socio-emotional climate of a schools has great significance for developing social and emotional maturity among the students. Present study enables the Policy makers, administrators, teachers, parents and society as a whole to know the perception of students (boys and girls) towards the socio-emotional, social and emotional climate of secondary school.

The results of the study indicates that there is difference in the perception of secondary schools students (boys and girls) towards the socio-emotional climate of secondary schools. Girls have greater degree of favourable perception towards the socio-emotional climate of secondary schools as compared to the boys. The need here is to find out the reasons that why the socio-emotional climate of secondary schools is more favourable for girls and less favourable for boys. The secondary schools administrators, teachers along with other supportive staff and parents should try to make the school climate more congenial and favourable for the students, because the positive socio-emotional climate of secondary schools is directly linked with the academic achievement and social adjustment of the students. The findings of the study will help the teachers who are teaching at different secondary level schools to take all necessary measures to provide appropriate socio-emotional climate to the students.

The results of the study also reveals that secondary school boys and girls have greater degree of favourable perception towards social climate than the emotional climate of the secondary schools. The reasons have to be find out that why emotional climate of school is not favourable. The principal and staff of the school have to work together to improve the emotional climate of the school by organizing timely meeting between the staff and students of school and also by organizing different activities in the school, which will lead to better relationship between teachers and students.

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