

School Climate and Self-Esteem of Secondary School Students

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Abstract

The present study attempts to assess the school climate and self-esteem of secondary school students of Kashmir. This study was conducted on a sample of 600 secondary students, studying at both government and private secondary level schools of Kashmir. To assess the school climate of secondary schools, the investigator has used school climate scale developed by S.P Singh and Imam (2015). To study the self-esteem of secondary school students, Coppersmith self-esteem inventory was used. The findings of the study revealed that there is a significant difference between government and private secondary schools on perceived school climate. There is also a significant difference between government and private secondary school students on self-esteem. The findings of the study also reflected that there is a significant positive relationship between self-esteem and school climate.

Keywords: School Climate, Self-esteem, Government, Private Secondary school students

Introduction

As per Anderson (1982), Moos (1987), Thapa et al. (2013), and additional scholars, the term "school climate" pertains to the communal facets of an educational institution, encompassing the relationships between pupils and faculty members, the prioritisation of education and learning, established norms and values, and standard methods and techniques. Many definitions of "school climate" have been proposed in the literature during the past thirty years. It's been likened to "school ecology," "school culture," "participation structures in the classroom," "safe and healthy school setting," and "caring school environment." According to Dave (1963) "School environment is the condition, process and psychological stimuli which affect the educational achievement of the child". School climate can be monitored and investigated through a variety of school environment features, including the curriculum, the physical space and facilities, the principal's leadership, the classroom's interpersonal connection patterns, and the learning environments (Daryanto & Tarno, 2015). Students can do better in a pleasant school climate because it supports them academically, physically, and ethically. A bad school atmosphere, on the other hand, implies that learning is not occurring easily, the school is underfunded or lacks necessary physical resources, and poor interaction occurs. It also prevents improvements from occurring in the school. A healthy school climate encourages learning, whereas a poor one hinders it and may lead to students developing a dislike for certain subjects. The word "self-esteem" has Greek origins means "reverence for self." The ideals, convictions, and attitudes we have about ourselves are included in the self-part of self-esteem. The idea of one's own value and worth is expressed in the esteem component of self-esteem. A person's overall assessments of their own competence might be

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referred to as their self-esteem (Harter, 1988). It is the recognition of who and what we are in each moment of our life. It is an evaluation of the self. It affects a number of behavioural traits in people, including delinquency, learning, and aspiration. There has been more focus on students' self-esteem these days since it is one of the key factors influencing their academic success. High levels of self-esteem have been linked to social responsibility, academic success, and personal accountability, according to research (Redenbach, 1991).

Literature Review

Lalropeki and Fanai (2023) studied "Perception of School Climate among Class IX and X secondary school students in Lawngtlai town." The researcher used the descriptive survey technique. The sample was drawn using simple random sampling method. The study included 200 secondary students (100 from IX and 100 from X). The study's findings revealed a significant difference in perception of school environment between students in grades IX and X.

Bhat and Mir (2018) examined secondary school students' perceptions of the school climate and academic performance in relation to their gender and the type of school. The study's results indicate a noteworthy and affirmative correlation between secondary school students' academic achievement and the school climate. In addition, the study also showed that secondary school students who were female saw a more positive school climate than those who were male. Students in private secondary schools outperformed those in government secondary schools in terms of academic achievement.

Miranti and Neti (2016) studied the influence of school environment, social intelligence, and self-esteem towards academic achievement of students in rural areas. The research location was chosen using the purposive strategy. To choose the research location, the purposive technique was employed. Two senior high school students in the Bogor district (n=150) who were selected via proportional random sampling, from which data were gathered. The findings demonstrated that academic achievement was significantly positively impacted by gender and the school environment. According to the findings, academic achievement was strongly impacted favourably by both gender and school climate.

Significance of study

Students in secondary schools are at a pivotal developmental stage. This is the time when students are most susceptible to environmental influences. Recognising how their surroundings affect the school climate. Gaining insight into how their self-esteem is impacted by the school environment can help to promote healthy developmental outcomes. Teachers can gain a better understanding of how to establish classroom environments that discourage negative behaviour and encourage positive social relationships among students by researching the effects of school climate on self-esteem. Regardless of background, a supportive school atmosphere fosters diversity and tolerance, giving all students a sense of worth and acceptance. Research on school climate and self-esteem is critical for improving secondary school students' academic achievement, mental health, and overall development.

Educators, researchers, and legislators can use these variables to develop targeted ways for creating encouraging, inclusive, and effective learning environments.

Objectives:

1. To assess the School Climate of Government and Private Secondary Schools of Kashmir.
2. To study the Self-Esteem of Government and Private Secondary School Students of Kashmir.
3. To compare Government and Private Secondary School Students on school climate and self-esteem.
4. To undertake a correlational analysis of School Climate and Self-Esteem of Secondary School Students.

Hypothesis:

H1: Government and Private Secondary School students differ significantly on Self-esteem.

H2: There is significant positive relationship between School Climate and Self-esteem of Secondary School Students.

Methodology

The population includes all students studying at secondary schools in district Srinagar, Baramulla, and Shopian of Kashmir division. The sample comprised of 600 secondary school students (300 Government and 300 Private) were randomly selected from 60 secondary schools (30 Government and 30 Private), 20 schools were taken from each district through disproportionate random sampling technique.

Tools used:

- School Climate Scale (2015) developed by Singh and Imam, contains 18 items.
- Self-Esteem Scale (modified in 2002) developed by Coopersmith, contains 25 items.

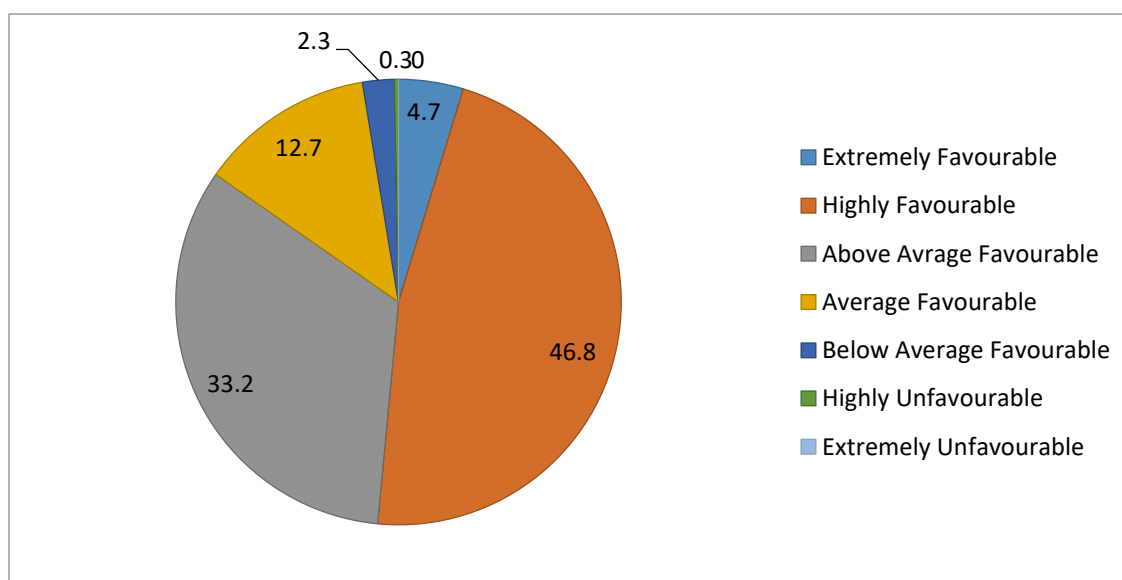
Statistical Technique:

- Mean
- Standard Deviation
- t-test
- Percentage statistics
- Coefficient of correlation
- Graphical Representation

Analysis of Data

Table 1(a): Showing overall percentage distribution of Secondary School Students on various levels of perceived School Climate (Composite Score=600)

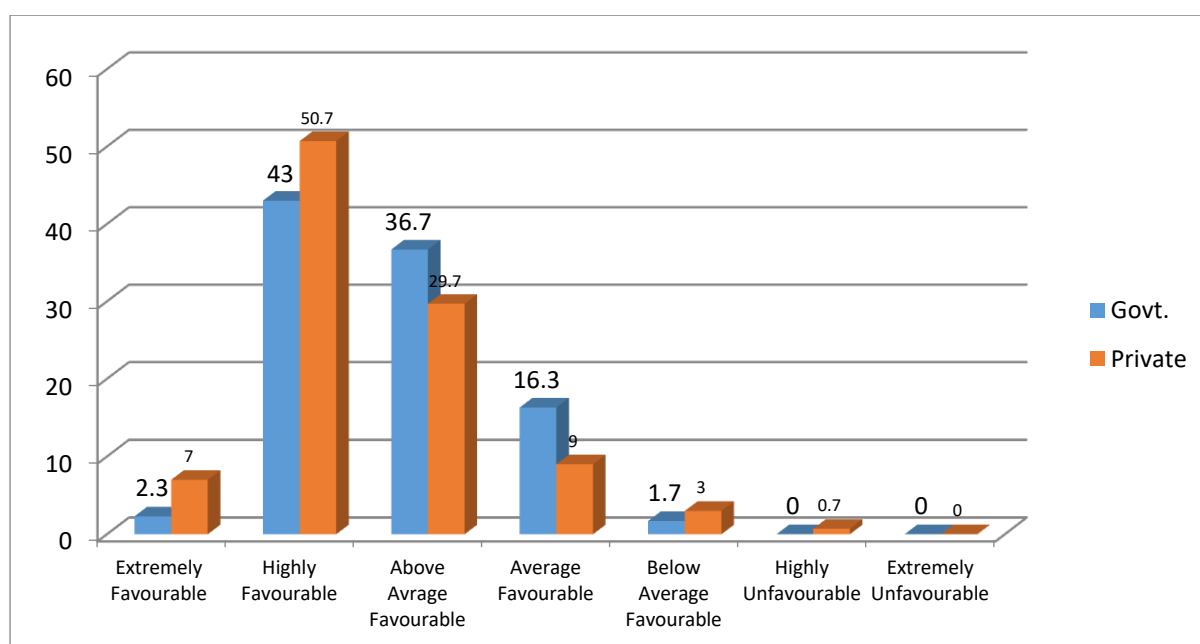
Levels of School Climate	N	Percent
Extremely Favourable	28	4.7
Highly Favourable	281	46.8
Above Average Favourable	199	33.2
Average Favourable	76	12.7
Below Average Favourable	14	2.3
Highly Unfavourable	2	0.3
Extremely Unfavourable	0	0.0
Total	600	100.0



The above table shows the overall percentage of the levels of School climate of secondary school students. It reveals that secondary schools possess varied levels of school climate. It was observed that 4.7% of total Secondary school students have extremely favourable climate, 46.8% of them have highly favourable climate, 33.2% of them have above average favourable, 12.7% of them have average favourable 2.3% of them have below average favourable, 0.30% have highly unfavourable levels of school climate, where as no student falls in extremely unfavourable level of school climate.

Table 4.1(b): Showing percentage distribution of Secondary School Students on various levels of perceived School Climate with respect to Type of School (Government and

Levels of School Climate	Type of School			
	Government		Private	
	N	Percent	N	Percent
Extremely Favourable	7	2.3	21	7.0
Highly Favourable	129	43.0	152	50.7
Above Average Favourable	110	36.7	89	29.7
Average Favourable	49	16.3	27	9.0
Below Average Favourable	5	1.7	9	3.0
Highly Unfavourable	0	0.0	2	0.7
Extremely Unfavourable	0	0.0	0	0.0
Total	300	100.0	300	100.0

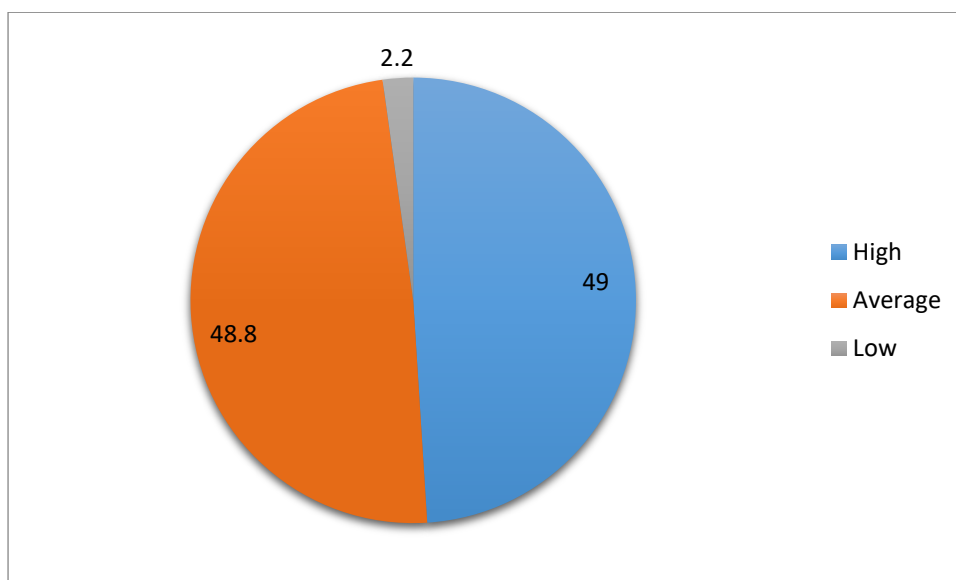
Private)

The above table shows that out of 600 secondary school students, 2.3% Government secondary school students and 7% of private secondary school students have extremely favourable level of school climate, 43% government and 50.7% private secondary school students have highly favourable level of school climate, 36.7% government and 29.7% private secondary school students have above average level of school climate, 16.3% government and 9% private students have average favourable level of school climate, 1.7% government and 3% private students have below average favourable level of school climate and 0.7% private students have highly unfavourable level of school climate.

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Table 2(a): Showing overall percentage distribution of Secondary School Students on various levels of Self-esteem (composite score=600)

Levels of Self Esteem	N	Percent
High	294	49.0
Average	293	48.8
Low	13	2.2
Total	600	100.0

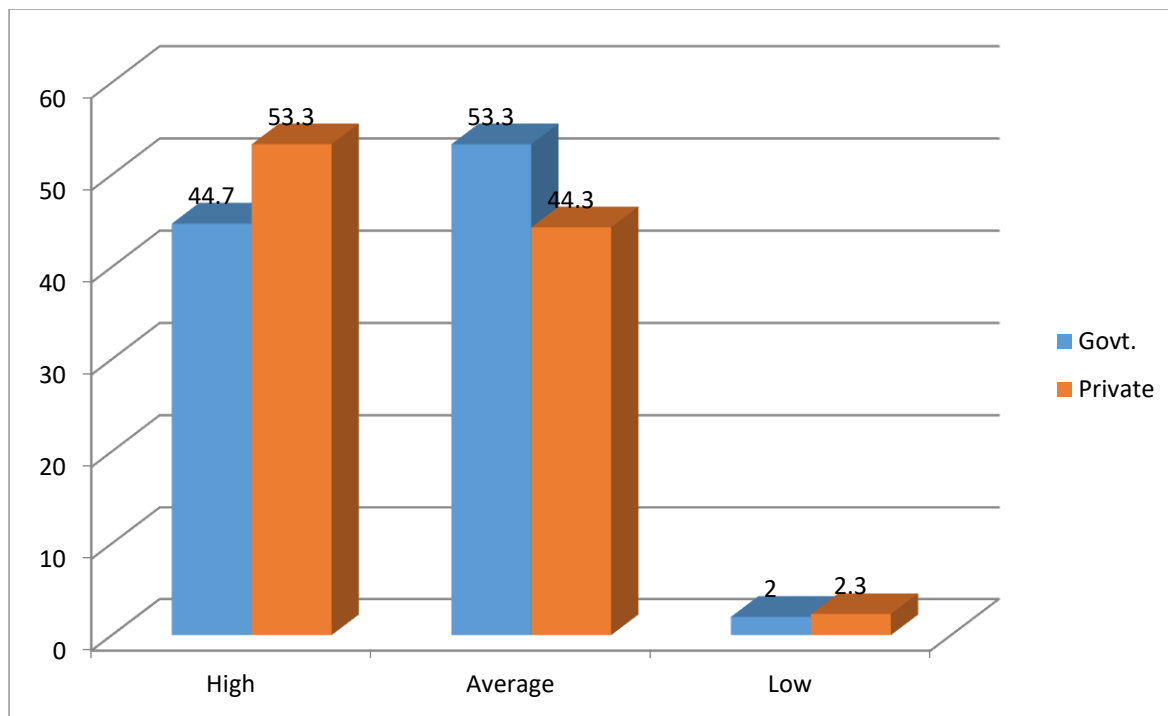


It is clear from the above table that on 'composite score' of self-esteem 49% of total secondary school students have high level of self-esteem, 48.8% of them have average level of self-esteem and 2.2% of them have low level of self-esteem.

Table 2(b): Showing the Levels of Self-Esteem of Secondary School Students with respect to Type of School (Government and Private)

Levels of Self-esteem	Type of School			
	Government		Private	
	N	Percent	N	Percent
High	134	44.7	160	53.3
Average	160	53.3	133	44.3

Low	6	2.0	7	2.3
Total	300	100.0	300	100.0



The above table also shows that 44.7% government and 53.3% private secondary school students have high level of self-esteem, 53.3% government and 44.3% private students have average level of self-esteem and 2.0% government and 2.3% private secondary school students have low self-esteem. Therefore, the hypothesis, “Government and Private Secondary School students differ significantly on Self-esteem” stands accepted.

Table 3(a): Comparison between Government and Private Secondary School Students on overall scores of School Climate

Type of School	N	Mean	S.D.	t-value	Level of Significance
Private	300	75.78	7.380	2.750	Sig. at 0.01 level
Government	300	74.24	6.229		

It is quite clear from the table that students of both government and private secondary school students are differing significantly on overall scores of school climate. The mean score and S.D of private secondary school students (N=300) is 75.78 and 7.380 and the mean score and S.D of Government secondary school students (N=300) is 74.24 and 6.229 respectively. The calculated t-value stands at 2.750 which is found to be significant at 0.01 level of significance.

Table 3(b): Comparison between Government and Private Secondary School Students on overall scores of Self-Esteem

Type of School	N	Mean	S.D.	t-value	Level of Significance
Private	300	54.86	16.067	2.177	Sig. at 0.05 level
Government	300	52.35	11.867		

It is quite clear from the table that students of both government and private secondary school students differ significantly on overall scores of self-esteem. The mean score and S.D of private secondary school students (N=300) is 54.86 and 16.067 and the mean score and S.D of Government secondary school students (N=300) is 52.35 and 11.867 respectively. The calculated t-value stands at 2.177 which is found to be significant at 0.05 level of significance

Table 4: Showing Correlation analysis of School Climate, Self-esteem, Study Habits

Variables	Correlation	Level of significance
School Climate Vs Self-Esteem	$r = 0.321$	Significant at 0.01 level

and Scholastic Achievement of Secondary School Students (N=600)

The above table shows the results of the correlation between school climate and self-esteem of secondary school students. A significant positive correlation was observed between school climate and self-esteem ($r = 0.321$) which is found to be significant at 0.01 level of significance. Therefore, the hypothesis “There is significant positive relationship between School Climate and Self-esteem of Secondary School Students” stands accepted.

Major Findings

- Majority of the secondary school students perceived the school climate as highly favourable followed by above average favourable and average favourable one. However, no secondary school student perceived the school climate as extremely unfavourable.
- The results revealed that majority of private (50.7%) secondary school students perceived the School climate as highly favourable than government Secondary school students.
- It is clear from the results that on the basis of ‘Composite score’ of Self-esteem, majority of secondary school students (49%) falls on high levels of self-esteem, 48.8% have average levels of self-esteem and 2.2% secondary school students constitute low levels of self-esteem.
- The results of the study revealed that High level of self-esteem was found in Private secondary school students as compared to government secondary school students, while as Average level of self-esteem shows higher percentage in Government secondary school students and a very small percentage of sample in both types of schools falls on Low levels of self-esteem.
- Significant difference was found between government and Private secondary school students on overall scores of school climate.
- The results of the study revealed that there was a significant difference between Government and Private secondary school students on overall scores of self-esteem.
- Significant and positive relationship was found between school climate and self-esteem of the students.

Conclusion and discussion

The research conducted to compare government and private secondary school students’ revealed significant differences in their perceptions of school climate and their levels of self-esteem. Students attending private secondary schools reported a more favourable school climate compared to their counterparts in government schools. This reveals that there is an accommodative atmosphere in private schools. Students are treated with respect and dignity. The school climate reflects the interests of the students. There is no atmosphere of threat and coercion. In such type of climate, the element of fear among students is being eliminated. Furthermore, private school students exhibited higher levels of self-esteem. Teachers in

private schools frequently help students feel more confident and good about themselves by complementing and supporting their efforts. Students in government schools, on the other hand, could experience issues like bigger class sizes, scarcer resources, and less individualised attention, which can have a detrimental effect on the learning environment and the students' self-esteem. The study concludes that school climate has a critical role in building students' self-esteem and that enhancing the learning environment in government schools may help close the achievement gap between students from various school types.

Educational Implications

- On the basis of results, the researcher concluded that there are significant variations between government and private secondary schools in terms of the school atmosphere, including the availability of teachers, the facilities in the canteen and library, the availability of restrooms, and other amenities. Ground-level initiatives are needed to improve secondary government schools.
- According to the report, certain students felt that the school climate was not conducive to learning. So, regardless of a student's socioeconomic background, the school environment should be impartial and give them a sense of security.
- Secondary school administrators ought to implement violence prevention and conflict resolution initiatives to enhance school safety. As a result, NEP 2020's recommendations for a secure, welcoming, and peaceful atmosphere ought to be implemented as soon as feasible.
- The study found that secondary school pupils attending private schools have higher levels of self-esteem than those attending public schools. As a result, teachers must raise their pupils' levels of self-esteem in government secondary schools since this is essential to creating a love of learning, a positive educational experience, and realising their full potential.

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