

Social and Emotional Climate of Schools of Mumbai: A Status Study

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Abstract:

In the present study social and emotional climate of schools measured on the basis of scores obtained by the participant on socio-emotional school climate Inventory (SESI) developed by Kumari and Bhargava. This tool consists of total 70 items in which 35 items were related to social climate of school and 35 items were related to the emotional climate of the school. In the present study government schools refers to schools run by government department of education. In the present study private schools refers to schools run by private organisations. The objectives are to compare the social and emotional climate of Government schools located in Mumbai, to compare the social and emotional climate of Private schools located in Mumbai and to compare the social and emotional climate of government and private schools located in Mumbai. Significant difference was found in the social and emotional climate of government schools of Mumbai. The emotional climate of government Schools found to be much better than the social climate of government schools. No significant difference was found in the social and emotional climate of private schools located in Mumbai. Significant difference was also found in the social and emotional climate of government and private schools located in Mumbai. Social and emotional climate of private schools located in Mumbai found much better than the social and emotional climate of government schools.

Keywords: Social and Emotional climate, Government School, Private School.

Introduction:

The social and emotional climate of a school represents the conditions of the school's strategy and programmes. It refers to the school's social, physical, and emotional circumstances as they relate to its academic programmes. The aggregate of all physical, social, mental, and instructional variables in the school leads to the overall teaching and learning situations. It describes how the school building and classrooms are organised and set up. It refers to a school's atmosphere, which may differ from one school to the next within the same district. While a school's environment can evolve independently of the broader organisation, improvements in school culture can have a positive impact on the building's climate. The physical and psychological aspects of a school's environment are more susceptible to change, and they provide the requisite preconditions for a school's teaching and learning process. The stronger the student's growth, the more favourable and friendly the school atmosphere is. (Roy, 2001)

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Review of Related Literature:

Singh & Punnia (2012) “in their study aimed at studying the perception of adolescents towards the socio-emotional climate of school. The results of the study revealed that most of the respondents perceived their school climate as favorable. Respondents from private school had better perception of social climate as well as socio-emotional climate of schools against the government schools’ respondents. Government schools were perceived better for emotional climate of schools”.

Joseph (2013) in his study found that the interactions and transactions between the members (principal, teachers and students) of the school community played a very important role in the construction of advantageous climate of the school. The administrators as well as the teachers must make efforts for the maintenance of favourable climate of the institution. This could be achieved by development of teacher participation, involvement of all school members and by adopting self-ruled administrative practices. To know the existing status in all educational institutions the measurement of school climate at regular intervals must be introduced.

Kumar (2014) “in his study entitled Socio-emotional School Climate in Relation to the Adjustment Among Sighted and Visually Impaired Students concluded that the student’s adjustment completely interrelated with the students perception towards the socio-emotional climate of the school. The favorable perception of the students towards the socio-emotional climate of the school had nurtured higher adjustment of the students as compared to unfavorable, moderate or less perception. It indicated that for the better adjustment of the students, the administrators, teachers and other personnel must maintain friendly relationship with the students and among themselves. They should take paramount care of a democratic environment inside the school and should pay special attention towards the problems of the students. Apart from the instructional methodology, they should provide new programs leading to favorable perception of students with respect to their socio-emotional school climate and better interpersonal interactions”.

Gul (2015) His research on the effects of socio-emotional adjustment on the academic performance of teenage females in Jammu and Kashmir came to the conclusion that there was a strong and favourable correlation between the two. The relationship between academic success and socio-emotional adjustment was the main focus of the research. Additionally, the researcher discovered a strong relationship between academic accomplishment and socio-emotional adjustment, as well as a considerable influence of socio-emotional adjustment on academic success.

Singh (2016) “conducted a study on Students perception of socio-emotional climate of secondary schools. The findings of the study proved that government and private higher secondary schools had almost alike socio-emotional, social and emotional climate. Government and private boys’ and girls’ schools collectively together, girls’ higher secondary schools had higher social, emotional and socio-emotional climate as compared to boys’ higher secondary schools. Government girls higher secondary schools had higher social, emotional and socio-emotional climate as compared to private boys’ higher secondary schools. ‘Private girls’ higher secondary schools had higher social and socio-emotional climate as compared to ‘government boys’ higher secondary schools. But there was no significant difference among private boys’ and girls’ higher secondary schools regarding emotional climate”.

Stewart “in his study examining student and teacher perceptions of the classroom social environment across school context, Findings of the study further indicated that when themes from individual student level and teacher factor structures are compared, some similarities between the constructs emerged (i.e., Performance classroom goal structure and promoting mutual respect). However, when themes are examined at the classroom level, minimal similarities exist. This suggests that teachers conceptualized classroom social environment constructs differently than their class”.

Voight & Hanson (2017) “in their study found that schools with a more positive school climate had higher academic performance in English language, arts and math. Changes in a school students-reported climate over time led to changes in academic performance at that school”.

Swargiary & Adhikary (2018) “conducted research on the school organizational climate of government and private secondary schools of Barpeta district of Assam and after analysis it was concluded that organizational climate differs from school to school and it was found that there exists significant difference between the organizational climates of government and private schools”.

Need and Significance of the study

The socio-emotional environment of a school has an effect on student achievement. The positive socio-emotional environment of a school improves students’ learning abilities, while the negative socio-emotional climate of a school has a negative impact on students’ learning abilities. (Bradshaw, Waasdorp et al, 2010) “This study has great significance because it throws light on the social and emotional climate of schools located in Mumbai. This study will prove helpful for teachers, parents and students to know the social and emotional climate of the schools. This study will prove helpful to know the difference in the social and emotional climate of government and private schools located in Mumbai. On the basis of the findings of the study the principal, school staff including teachers will try to improve the social and emotional climate of schools located in Mumbai”.

Statement of the Problem:

“Social and emotional climate of schools of Mumbai: A Status Study”

Operational definitions of the key terms:

Social and emotional climate of schools: In the present study social and emotional climate of schools measured on the basis of scores obtained by the participant on socio-emotional school climate Inventory (SESI) developed by Dr (Mrs) Renuka Kumari and Mrs Rajani Bhargava. This tool consists of total 70 items in which 35 items were related to social climate of school and 35 items were related to the emotional climate of the school.

Government schools: In the present study government schools refers to schools run by government department of education.

Private schools: In the present study private schools refers to schools run by private organisations.

Objective of the Study:

1. To compare the social and emotional climate of Government schools located in Mumbai.
2. To compare the social and emotional climate of Private schools located in Mumbai.
3. To compare the social and emotional climate of government and private schools located in Mumbai.

Hypotheses of the Study:

1. There is no significant difference in the social and emotional climate of Government schools located in Mumbai.
2. There is no significant difference in the social and emotional climate of Private schools located in Mumbai.
3. There is no significant difference in the social and emotional climate of government and private schools located in Mumbai.

Delimitations of the study:

The present study was confined to the Mumbai only. The present study was confined to 150 students (75 boys and 75 girls) only. The present study was confined to Government and Private schools of Mumbai only.

Methodology:

In the present study the researcher has used the descriptive survey method to study the social and emotional climate of government and private schools of Mumbai.

Sampling technique used:

In the present study the investigator has used the simple random sampling technique for the selection of Schools, further the investigator has used the cluster random sampling technique for the collection of data from the students.

Tool used: “In the present study the researcher has used the socio-emotional school climate Inventory (SESI) developed by Dr (Mrs) Renuka kumari and Mrs Rajani Bhargava. This tool consists of total 70 items in which 35 items were related to social climate of school and 35 items were related to the emotional climate of the school. The reliability of the tool was found out 0.80 by applying ANOVA two way without replication and cronbach’s Alpha”.

Results and Discussion:

The data collected for research purpose has no meaning until and unless that data is properly analysed with the help of proper statistical technique. In the present study the researcher has used the mean, standard deviation, standard error of mean, standard error of difference of mean and critical ratio as a statistical technique for the analysis of data.

Table 1: showing critical ratio for difference in the social and emotional climate of Government schools located in Mumbai

GOVT SCHOOLS	Mean	S. D	N	SEM	SEDM	C.R.	Level of significance
SOCIAL CLIMATE	18.74	4.62	150	0.37	0.45	2.92	Significant
EMOTIONAL CLIMATE	20.08	3.18	150	0.26			

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

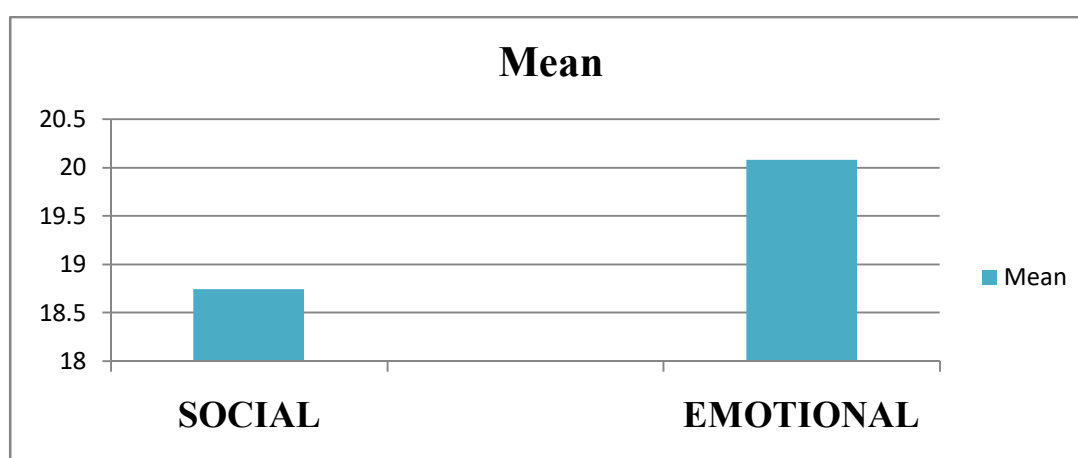


Fig i: Mean difference of social and emotional climate of government schools

The c-ratio of mean score for the difference in the social and emotional environment of Mumbai's government schools was 2.92, according to Table 1 and Figure I. The table value is 1.96 at the.05 level of significance and 2.58 at the.01 level of significance. As a result, it was determined that the value achieved was substantial. Therefore, the researcher might conclude that there are differences in the social and emotional atmosphere of Mumbai's government schools based on the value collected. Thus, Hypothesis 1, according to which there is no discernible difference in the social and emotional atmosphere of Mumbai's government schools, is disproved.

Table 2: Showing critical ratio for difference in the social and emotional climate of Private schools located in Mumbai

PRIVATE SCHOOLS	Mean	S. D	N	SEM	SEDM	C.R.	Level of significance
SOCIAL CLIMATE	21.86	4.02	150	0.33	0.45	0.70	Non Significant
EMOTIONAL CLIMATE	22.16	3.88	150	0.32			

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

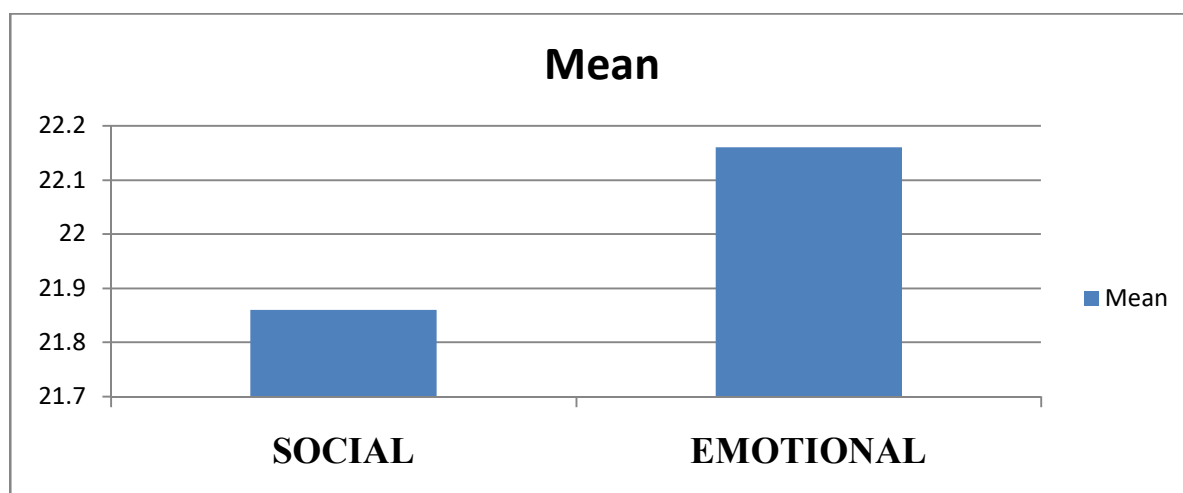


Fig ii: Mean difference of social and emotional climate of private schools

The c-ratio of the mean score for the difference in the social and emotional environment of private schools in Mumbai was 0.70, according to table 2 and figure ii. The table value is 1.96 at the.05 level of significance and 2.58 at the.01 level of significance. Therefore, it was determined that the resulting value was not significant. Therefore, the researcher may conclude that there is no difference in the social and emotional atmosphere of Mumbai's private schools based on the value acquired. As a result, Hypothesis 2, according to which there is no discernible difference in the social and emotional atmosphere of Mumbai's private schools, is accepted.

Table 3: Showing critical ratio for difference in the social and emotional climate of government and private schools located in Mumbai

SOCIAL AND EMOTIONAL CLIMATE	Mean	S. D	N	SEM	SEDM	C.R.	Level of significance
GOVERNMENT SCHOOLS	38.82	5.58	150	0.45	0.62	8.33	Significant
PRIVATE SCHOOLS	44	5.16	150	0.42			

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

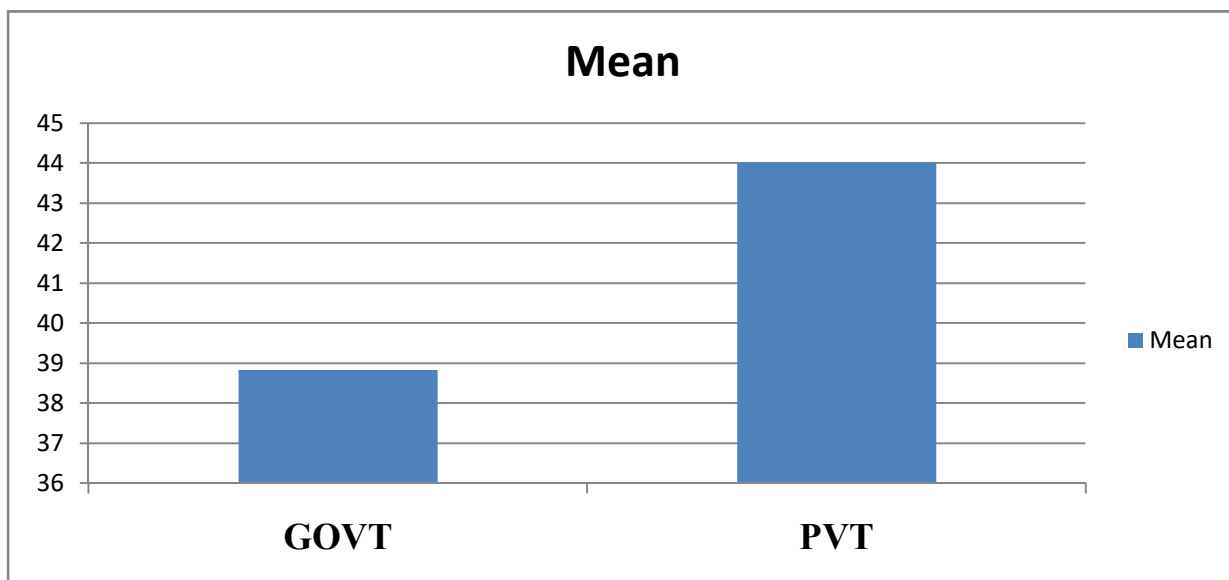


Fig iii: Mean difference of social and emotional climate of government and private schools

The table 3 and fig iii indicates that the c-ratio of mean score for difference in the social and emotional climate of Government and private schools located in Mumbai came out to be 8.33 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 social and emotional climate of Government and private schools located in Mumbai. Therefore, Hypothesis 3 is rejected which states that there is no significant difference in the social and emotional climate of Government and Private schools located in Mumbai.

Findings of the Study:

1. Significant difference was found in the social and emotional climate of government schools of Mumbai. The emotional climate of government Schools found to be much better than the social climate of government schools.
2. No significant difference was found in the social and emotional climate of private schools located in Mumbai.
3. Significant difference was also found in the social and emotional climate of government and private schools located in Mumbai. Social and emotional climate of private schools located in Mumbai found much better than the social and emotional climate of government schools.

Conclusion:

In conclusion we can say that social and emotional climate of a school plays a very important role in the all-round development of secondary school students. Various research studies have revealed that better the social and emotional climate of a school, better will be the performance of the students. “Organizational climate of the school is very much important in the sense that it is correlated with the lives of the children. Negative climate affects the realization process of the school goal and a positive climate encourages its members. On the basis of the findings of the study we can conclude that the social and emotional climate of private schools located in Mumbai found much better and more conducive than the social and emotional climate of government schools” (Biswas, 2015). The school administration, staff both teaching and non-teaching should try to improve the social and emotional climate of the secondary schools.

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