



## A STUDY ON SOCIO-EMOTIONAL SCHOOL CLIMATE AND ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL CHILDREN OF KARUR DISTRICT

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### RESEARCH ARTICLE



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### Abstract

The study focused upon primary school children study on socio-emotional school climate and a major role in individual 's Academic Achievement of primary school children of Karur District. A sample of 200 Primary School children from various Governments and Self Financing Schools in Karur District were chosen through simple random sampling technique in the study. The present study reveals that the primary school children have better perception school climate and above average level of academic achievement. This study reveals that certain students related and institution related variables have significant level of influence in their academic achievement. Primary School Children need proper guidance for the management of their time and efforts for better prospects. The socio - emotional school climate perceived by the primary school children individually is likely to determine the level of academic achievement.

**Keywords:** *socio – emotional, Primary School Children, Academic Achievement, simple random sampling technique, school climate.*

### Introduction

The term 'Socio-Emotional School Climate' represents the emotional tone which is a concomitant of interpersonal interaction of any institutional system. It affects all types of activities in institutional system. Knowledge about the nature and kinds of school climate may help the educational authorities in the growth and development of the institution. Socio-emotional school climate affects the role participants in numerous ways: their perceptions, motivation, morale, behaviour, adjustment, work effectiveness, learning and performance. Students studying in poor school climate may fail to develop their potential and skills to the optimum extent, and may have negative effect on their performance in school and achievements in academic and social life, while children growing up in conducive environment may show superior cognitive abilities and academic competence.

Achievement of students is the prime concern of teachers, educators and psychologists. School is the second home to children. Students' perception or attitude towards the school climate has got considerable influence over their academic achievement. School climate includes favourable affective atmosphere at school, towards school teachers, peer group relations, curriculum, methods of teaching, facilities available in the classroom and teacher-students interaction.

### Review of Related Literature

Sathish Kumar Kalhotra (2021) made an attempt to study parental education and perception of socio-emotional climate of the school by high Primary school students of Jammu Region. The study revealed that there was significant relationship between levels of educational aspiration and problem-solving ability. Azezur Rahaman, (2020) examined school climate of high and low academic achievement level teachers of primary level schools. It was found 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 and student activity. Migliorini L., Manetti M., Rania N., (2021) analysed the school climate perception and the primary adjustment in immigrant, double heritage and Italian students. No significant differences were found between males and females with regard to general well-being. On the contrary, there were significant differences in overall well-being in primary, middle and high school mean scores. This research has suggested that school climate is correlated to student behaviour, academic performance, relational and psychological well-being for students.

**Significance of the Study:** One of the major aims of education is the development of wholesome personality. At times in adverse conditions, the school may substitute the home situations and meet the emotional needs of those neglected in the home. Students have a good advantage point to make judgments about classroom because they encounter several learning environments and

have enough time in a classroom to form accurate impressions. The present study will provide a better estimate that the students are put forth into a lot of emotional stress during the primary stage. In the present condition it is the right time to study the relationship between socio-emotional school climate and academic achievement of primary school children. It is also necessary to identify and trace the causal factors that enhance or affect the academic accomplishment of students. Academic achievement is dependent on socio-emotional climate of a school. Hence it is paramount important to study socio-emotional school climate and academic achievement of primary school children.

**Objectives of the Study:** This study has been undertaken with the following objectives:

1. To identify the level of socio-emotional school climate of primary school children.
2. To find out the difference, if any, in the level of socio-emotional school climate of primary school children in terms of
  - a) Boys and Girls
  - b) Students with urban and rural school background
  - c) Students of joint and nuclear families
3. To identify the level of academic achievement of primary school children.
4. To examine the difference, if any, in the level of academic achievement of primary school children in terms of
  - a) Boys and Girls
  - b) Students with urban and rural school background
  - c) Students of joint and nuclear families
5. To find out the relationship between socio-emotional school climate and academic achievement of primary school children.

**Hypotheses of the Study:** The following hypotheses have been framed to attain the stated objectives.

1. The level of socio-emotional school climate of primary school children is not high.
2. There is no significant difference in the socio-emotional school climate between boys and girls.
3. There is no significant difference in the socio-emotional school climate between urban and rural Primary school students.
4. There is no significant difference in the socio-emotional school climate between students of joint and nuclear families.
5. The level of academic achievement of primary school children is not high.
6. There is no significant difference in the academic achievement between boys and girls.
7. There is no significant difference in the academic achievement between urban and rural Primary school students.
8. There is no significant difference in the academic achievement between students of joint and nuclear families.
9. There is no significant relationship between socio-emotional school climate and academic achievement of primary school children.

**Methodology in Brief:** Descriptive research method with normative survey technique was adopted for the present study. A sample of 150 Higher Secondary Students from various Governments and Self Financing Schools in Karur District were chosen through simple random sampling technique. This study aimed at assessing the higher secondary students' Pro – Environmental Consciousness. In order to measure it, a Pro-Environmental Consciousness Scale was developed and used by the investigators. Data collected through the administration of the tool were subjected to descriptive and differential analysis. The analysis of data is given below with the Null Hypotheses formulated for testing.

**Research Methodology:** In order to achieve the objectives of the present investigation, survey method was employed (Garrett, 2019). The methodological detail like sample, tool, procedure of data collection, scoring procedure and statistical techniques are given below.

**Sample:** Descriptive research method with normative survey technique was adopted for the present study. A sample of 200 Primary School children from various Governments and Self Financing Schools in Karur District were chosen through simple random sampling technique

**Tool Used:** To study the influence of socio-emotional school climate, the investigators used the tool on 'socio-emotional school climate inventory' standardized by Renuka Kumari Sinha and Rajni Bhargava (2018). The level of academic achievement of the sample was determined based on the examination marks in the annual exam (in percentage). The percentage of total marks of 200 Primary School Children was taken for the research purpose.

**Data Collection:** In order to assess the influence of socio-emotional school climate of the primary school children, the tool was distributed to them and administered faithfully in strict accordance with the directions provided.

**Statistical Techniques Used:** In order to analyse and interpret data, the following statistical techniques - descriptive analysis, differential analysis and relational analysis (Garrett, 2019) were used.

#### **Analysis and Interpretation of Data**

For analysis and interpretation of data, the relevant input and analytical finding and inferences derived have been presented in different tables and their discussion provided after each table.

**Table – 1**  
**Mean and standard Deviation for Socio-Emotional School Climate Scores of the total Primary School Student**

| Variable                       | Number | Mean  | Standard Deviation |
|--------------------------------|--------|-------|--------------------|
| Socio-Emotional School Climate | 200    | 62.78 | 8.98               |

From the table - 1 it is found that the mean score of total socio-emotional school climate is 62.78 with a standard deviation of 8.98. It is observed that an individual can score a maximum of 70. So, it is inferred that the primary school children show greater degree of favourable perception towards the school climate. Hence the hypothesis that “the level of socio-emotional school climate high” is rejected.

**Table – 2**  
**Mean, standard Deviation and ‘t’ value for Socio-Emotional School Climate Scores of Boys and Girls**

| Variables     | Boys (N=82) |      | Girls (N=118) |      | ‘t’ Value | Significant Level |
|---------------|-------------|------|---------------|------|-----------|-------------------|
|               | Mean        | SD   | Mean          | SD   |           |                   |
| Social        | 33.51       | 5.14 | 37.28         | 4.84 | 6.67      | S                 |
| Emotional     | 33.38       | 4.86 | 36.78         | 4.35 | 3.40      | S                 |
| Total Climate | 66.89       | 8.47 | 74.06         | 8.05 | 10.07     | S                 |

S – Significant

From the above table -2 it is evident that the obtained 't' values with respect to the school climate - social (6.67), emotional (3.40) and total (10.07) are significant at 0.01 level. It indicates that boys and girls differ significantly in terms of social, emotional and total school climate. Further it is observed from the above table that girls indicate greater degree of favourable perception of school climate in the dimension of social, emotional and in total climate. Since it is found that gender brings variation in the perception of total school climate, the null hypothesis that “there is no significant difference in the socio-emotional school climate between boys and girls” is rejected.

**Table – 3**  
**Mean, standard Deviation and ‘t’ value for Socio-Emotional School Climate Scores of Urban and Rural Primary school students**

| Variables     | Urban (N = 85) |      | Rural (N = 115) |      | ‘t’ Value | Significant Level |
|---------------|----------------|------|-----------------|------|-----------|-------------------|
|               | Mean           | SD   | Mean            | SD   |           |                   |
| Social        | 34.69          | 5.58 | 37.17           | 5.03 | 6.70      | S                 |
| Emotional     | 34.33          | 5.04 | 37.86           | 4.66 | 9.81      | S                 |
| Total Climate | 69.02          | 9.50 | 75.03           | 8.37 | 9.23      | S                 |

S – Significant

From the above table -3 it is evident that the obtained 't' values with respect to the school climate - social (6.70), emotional (9.81) and total (9.23) are significant at 0.01 level. It indicates that Urban and Rural Primary school students differ significantly in terms of social, emotional and total school climate. Further it is observed from the above table that rural students indicate greater degree of favourable perception of school climate in the dimension of social, emotional and in total climate. Since it is found that locale of the school brings variation in the perception of total school climate, the null hypothesis that “there is no significant difference in the socio - emotional school climate between Urban and Rural Primary school students” is rejected with respect to the above dimensions.

**Table – 4**  
**Mean, standard Deviation and ‘t’ value for Socio-Emotional School Climate Scores of Students of Joint and Nuclear Families**

| Variables | Joint Family (N = 41) |    | Nuclear Family (N= 159) |    | ‘t’ Value | Significant Level |
|-----------|-----------------------|----|-------------------------|----|-----------|-------------------|
|           | Mean                  | SD | Mean                    | SD |           |                   |

|               |       |      |       |      |       |    |
|---------------|-------|------|-------|------|-------|----|
| Social        | 34.58 | 5.39 | 38.93 | 5.24 | 10.36 | S  |
| Emotional     | 34.75 | 5.17 | 35.40 | 4.76 | 1.69  | NS |
| Total Climate | 69.33 | 9.36 | 74.33 | 8.77 | 6.94  | S  |

S – Significant, N – Not Significant

From the above table -4 it is evident that the obtained 't' values with respect to the school climate - social (10.36) and total (6.94) are significant at 0.01 level. It indicates that students of nuclear family differ significantly in terms of social and total school climate. Further it is observed from the above table that 't' value with respect to the emotional climate (1.69) is not significant at 0.05 level. Students of nuclear family indicate greater degree of favourable perception of school climate in the dimension of social and total climate. Since it is found that the type of family brings variation in the perception of total school climate the null hypothesis that "there is no significant difference in the socio-emotional school climate between primary school children of joint and nuclear families" is rejected.

**Table – 5**  
**Mean and standard Deviation for Academic Achievement Scores of the Whole Group**

| Variable             | Number | Mean  | Standard Deviation |
|----------------------|--------|-------|--------------------|
| Academic Achievement | 200    | 68.46 | 13.97              |

From the table - 5 it is found that the mean of total academic achievement scores is 68.46 with a standard deviation of 13.97. It is observed that an individual can score a maximum of 100 , So it is inferred that the academic achievement of primary school children is just above average. Hence the hypothesis that "the level of academic achievement of primary school children is not high" is accepted.

**Table - 6**  
**Mean, Standard Deviation and 't' value for Academic Achievement Scores of boys and girls**

| Variable             | Boys (N = 82) |       | Girls (N = 118) |       | 't' Value | Significant Level |
|----------------------|---------------|-------|-----------------|-------|-----------|-------------------|
|                      | Mean          | SD    | Mean            | SD    |           |                   |
| Academic Achievement | 53.74         | 13.43 | 62.46           | 13.15 | 9.25      | S                 |

S – Significant

From the above table - 6, it is observed that the 't' value with respect to academic achievement (9.25) is significant at 0.01 level, indicating that the girl students have higher level of academic achievement. Hence the null hypothesis that "there is no significant difference in the academic achievement between boys and girls" is rejected.

**Table - 7**  
**Mean, Standard Deviation and 't' value for Academic Achievement Scores of urban and rural Primary school students**

| Variable             | Urban (N = 85) |       | Rural (N = 115) |       | 't' Value | Significant Level |
|----------------------|----------------|-------|-----------------|-------|-----------|-------------------|
|                      | Mean           | SD    | Mean            | SD    |           |                   |
| Academic Achievement | 62.70          | 12.94 | 52.61           | 13.21 | 10.78     | S                 |

S – Significant

From the above table - 7, it is observed that the 't' value with respect to academic achievement (10.78) is significant at 0.01 level, indicating that the urban Primary school students have higher level of academic achievement. Hence the null hypothesis that "there is no significant difference in the academic achievement between urban and rural Primary school students" is rejected.

**Table - 8**  
**Mean, Standard Deviation and 't' value for Academic Achievement Scores of students of joint and nuclear families**

| Variable             | Joint Family (N = 41) |       | Nuclear Family (N = 159) |       | 't' Value | Significant Level |
|----------------------|-----------------------|-------|--------------------------|-------|-----------|-------------------|
|                      | Mean                  | SD    | Mean                     | SD    |           |                   |
| Academic Achievement | 56.93                 | 13.42 | 59.06                    | 14.14 | 1.94      | NS                |

NS – Not Significant

From the above table - 8, it is observed that the 't' value with respect to academic achievement (1.94) is not significant at 0.05 level, indicating that students of joint and nuclear family have similar level of academic achievement. Hence the null hypothesis

that "there is no significant difference in the academic achievement between primary school children of joint and nuclear families " is rejected.

**Table - 9**  
**Relationship between Socio-Emotional School Climate Academic Achievement Scores of students of Primary school children**

| S. No. | Variables                      | df  | 'r'   | Significant Level |
|--------|--------------------------------|-----|-------|-------------------|
| 1.     | Socio-Emotional School Climate | 198 | 6.561 | Significant       |
| 2.     | Academic Achievement           |     |       |                   |

The calculated t-value for 'r' 6.561 is greater than the critical value 1.96 at 0.05 level. This indicates that there is significant and positive relationship between socio-emotional school climate and academic achievement of primary school children.

### Findings of the Study

1. The level of socio-emotional school climate of primary school children is high. It is inferred that the primary school children show greater degree of favourable perception of the school climate.
2. Boys and girls differ significantly in terms of social, emotional and total school climate. Girls indicate greater degree of favourable perception of school emotional and in total climate in the dimension of social, emotional and in total climate.
3. Urban and rural Primary school students differ significantly in terms of social, emotional and total school climate. Rural students indicate greater degree of favourable perception of school climate in the dimension of social, emotional and total climate.
4. There is significant difference in the socio-emotional school climate between high Secondary students of joint and nuclear families. Students of nuclear family differ significantly in terms of Social and total school climate.
5. The academic achievement of primary school children is just above average and not high.
6. There is significant difference in the academic achievement between boys and girls. The girl students have higher level of academic achievement.
7. There is significant difference in the academic achievement between urban and rural Primary school students. The urban Primary school students have higher level of academic achievement than rural Primary school students.
8. There is no significant difference in the academic achievement between primary school children of joint and nuclear families. The students of both joint and nuclear family have similar level of academic achievement.
9. There is significant and positive relationship between socio-emotional school climate and academic achievement of primary school children.

### Discussion

Chaturvedi M. (2019) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young primary. The study revealed that school environment plays a significant role in achievement motivation as well as academic achievement of young primary. Voight, A., et (2021) conducted a study to determine what makes successful schools different from other schools. An affective school climate has been associated with higher academic achievement and healthy behavioural outcomes for students. The present study also reveals that socio-emotional school climate has a positive relationship on academic achievement. Boys and girls differ significantly in the social, emotional and total climate. Students of urban and rural school background also differ significantly in all dimensions. This study leads one to conclude that socio-emotional school climate has a significant effect on the academic achievement of the students at higher secondary stage.

### Conclusion

The present study reveals that the primary school children have better perception school climate and above average level of academic achievement. This study reveals that certain students related and institution related variables have significant level of influence in their academic achievement. Primary School Children need proper guidance for the management of their time and efforts for better prospects. The socio - emotional school climate perceived by the primary school children individually is likely to determine the level of academic achievement.

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