

---

## EXAMINING THE IMPACT OF INSTITUTIONAL CLIMATE ON STUDENT ACADEMIC ACHIEVEMENT

Dr. G. Showrilu<sup>1</sup>, Manash Jyoti Pathak<sup>2</sup>

<sup>1</sup>Assistant Professor, St. Paul's College of Education, Giddualur, India.

<sup>2</sup>M. Ed Student, St. Paul's college of Education Giddualur, India.

---

### ABSTRACT

Schools are the symbols of progress and centers of the past and present values where human beings are equipped with academic competence, technical skills and where they develop a number of qualities to lead their lives. The indicator of the human resource development in any country is the primarily educational institution. The architects in this institution are the teachers. The intellectual or the institutional climate of an institution refers to the academic atmosphere or the learning climate in particular. It is that environment in which intellectual creative and productive powers of the individuals blossom. The intellectual climate motivates the students to learn to work and to make all kinds of concentrated efforts. It possesses the potentiality of stimulating the students to develop their power of perception, power of problem solving, analysis, synthesis, conceptual thinking and critical evaluation. It is institutional climate, which inspires the students for independent study and encourages originality and creativity. The institutional environment embodies in it the interaction of pupils with the teachers, teachers with the heads of the institution and a precision of all those facilities or situation, which produce better learning. Thus institutional climate occupies a prominent role in promoting a proper academic achievement.

**Key Words:** Institutional Climate and Student Academic Achievement

---

### 1. INTRODUCTION

Education has been defined in various ways at different times by various thinkers according to them and to their own philosophy. The word 'Education' in Latin 'E' means inside, and 'duco' means 'going ahead' from inside. In this context 'Inside' indicates the mental traits, aptitude, and instincts and impulses. Education, therefore, aims at the all-round development of the individuals.

**Institutional Climate:** "Education commission 1964-66 headed by Dr. Kothari indicated that the future of any country is moulded in the classrooms." Rabindranath Tagore in his famous book Gitanjali says, "Child is the father of the man". These situations by great people clearly indicate the human resource development. The indicator of the human resource development in any country is the primary educational institution. The architects in this institution are the teachers. The teachers however skillful they may be cannot discharge their efficiency in an uncongenial atmosphere. Sometimes even a mediocre teacher can enhance his potentialities in a favorable atmosphere. Thus it appears that the teacher performance is dependent as institutional climate. Hence a study between these two variables is very much necessary to enhance the efficiency of an educational institutional. So that proper human resource development can be achieved. Whether institutional climate empowers teacher performance or teacher performance influences institutional climate and in any case how far they depend on each other can well be understood only when we have conceptual understanding of these two variables institutional climate and teacher performance.

**What is Institutional Climate?** The intellectual or the institutional climate of an institution refers to the academic atmosphere or the learning climate in particular. It is that environment in which intellectual, creative and productive powers of the individuals blossom and flower and flower forth to their full. The intellectual climate motivates the students to learn, to work and to make all kinds of concentrated efforts. It possesses the potentiality of stimulating the students to develop their power of perception, power of problem solving, analysis, synthesis conceptual thinking and critical evaluation. It is institutional climate, which inspires the students for independent study and encourages originality and creativity – (John- 1975).

**Measurement of Institutional Climate:** In the year 1974-75 different seminars and workshops were held all over Gujarat State, where the importance of the area of climate was discussed. Here the principals and teachers contentions were that their behavior patterns or interaction alone do not go to build up the Institutional climate on the basis of that observation the present investigator feels to study the Institutional climate with four correlate names.

1. Teaching Learning Process.
2. Administrative Aspect.
3. Social Relation Aspects.
4. Innovative and Creative Aspect.

**Academic Achievement** “An achievement is one designed to measure a student’s grasp of somebody of knowledge or his proficiency in certain skills”. 1. Physical development 2. Mental development 3. Emotional Development 4. Social Development 5. Religious development 6. Transmission of culture 7. Development of Language 8. Development of Interests and habits 9. Development of morality and character 10. Development of innate tendencies 11. Development of individuality 12. Provision of Practical and Vocational Education.

**Community Education as an Agency of Academic Achievement of a Child:** Community is an important informal and active agency of education. Just as the family and the school have a great influence upon the child, much in the same way the community also modifies the behavior of child through social contacts, group activities and group dynamics in such a way that he begins to participate in all the desirable activities of the community of which he is an integral part.

**The research question for this study:**

“Do the institutional climate would influence academic achievement”?

**Title of the study:** “A Study of Institutional Climate in relation to Student Academic Achievement”

## 2. OBJECTIVES OF THE STUDY

- To judge and measure institutional climate of the school.
- To identify the relationship between institutional and academic achievement
- To identify the difference between the boys and girls in relation to institutional climate and academic achievement

**Delimitation of the study:**

The study is confined to the IX-class pupils of Barpeta District.

**Operational Definitions:**

**Institutional Climate:** The institutional climate in the climate pressed by the student in four aspects namely teaching learning climate, administrative climate, social relation climate and innovative climate creative.

**Academic achievement:** Achievement “An achievement is one designed to measure a students grasp of some body of knowledge or his proficiency in certain skills”.

**Method of investigation:** In the present study survey cum descriptive method was used.

**The variables of the study**

For the purpose of verification of objectives formulated, the following variables were considered.

- Gender – (Male/Female)
- Area – (Urban/Rural)
- Type of school – (Government/ Private)

**TABLE 1:** Whole Sample Description Of The Study In The Form Of Classification Of The Variables

S.No.	Variables		Total
1.	Gender	Male	80
		Female	120
2.	Location	Urban	91
		Rural	109
3.	Type of School	Government	80
		Private	120

**Sample and Sampling:**

According to Devid S. Fox: “The process of selecting of functional part of a population is called sampling. The sample of the present study is IX class students in Barpeta District. The researcher has selected 200 IX class students in which the boys and girls who belong to rural and urban area of Barpeta District.

**Tool used in the study:** Tool selected for the study in the closed ended questionnaire, it is considered as the appropriate tool for the study.

**Description of the tool:** The questionnaire had 30 items; the investigator wants to know the answer for the influence of institutional climate on academic achievement. The questionnaire is in a closed form. It consists of yes/no type of questions the questionnaire consist of three areas namely

- To judge and measure institutional climate of the school.
- To identify the relationship between institutional and academic achievement
- To identify the difference between the boys and girls in relation to institutional climate and academic achievement

**TABLE 2 : Shows The Description Of The Tool.**

S.No.	Area	Q.No.
1	Infrastructure	1-10
2	Relationship between students and teachers	11-20
3	Differences between boys and girls	21-30

**Administration of the tool:** The data was collected from 200 students of schools of Barpeta District. The researcher took prior permission from the head of the institution before delivering the questionnaire. The questionnaire was distributed to the students and explained the need of the study and gave instructions as how to fill the questionnaire. Later the filled data were collected.

**Statistical Techniques:** Data is analyzed with percentage analysis. No other statistical techniques are used.

**Analysis and Interpretation of Data**

**TABLE 3-** Shows The Overall Samples Positive And Negative Response Percentage And Degrees Of Values Towards The Influence Of Institutional Climate On Students Academic Achievement.

S.No.	Response	Percentage	Degrees
1	Yes	74%	266
2	No	26%	94

The above table shows that 74% of the students expressed that there is strong relation between institutional climate and their academic achievement. While 26% felt that institutional climate is not influencing their academic achievement. It is concluded that institutional climate has much influence on the academic achievement of the students.

**TABLE 4** Shows The Area Wise Positive And Negative Response Percentages Of The Students Towards Institutional Climate In Relation To Academic Achievement.

S.No.	Area	Response	Percentage
1	I	Yes	68%
		No	32%
2	II	Yes	84%
		No	16%
3	III	Yes	71%
		No	29%

From the above table it is observed that 68% of the students are satisfied with the view that Infrastructure facilities of the schools really influence their academic achievement. While 32% are not satisfied. 84% of students are with the opinion that good teacher-student relation influences their academic achievement. Whereas 16% did not feel so. 71% of the students accepted that there is not such difference between the boys and girls academic achievement under same institutional climate. It is concluded that there is much need in the improvement of infrastructure facilities in schools.

**TABLE 5 -** The Table Shows The Male And Female Student's Response Percentages Towards Institutional Climate And Its Influence On Academic Achievement.

S.No.	Sex	Response	Percentage
1	Male	Yes	71%
		No	29%
2.	Female	Yes	78%
		No	22%

The above table shows that 71% of the boys accepted that institutional climate is influencing their academic achievement. While 29% responded negatively. Where as 78% of girls expressed their favorable response towards the influence of institutional climate on their academic achievement. While 22% responded negatively. It is observed that girls gave more positive response than the boys regarding the influence of institutional climate on their academic achievement

**TABLE 6.** The Table Shows The Rural And Urban Students Response Percentages On Institutional Climate And Its Influence On Academic Achievement.

S.No.	Location	Response	Percentage
1	Urban	Yes	74%
		No	26%
2	Rural	Yes	76%
		No	24%

The above table shows that in urban area 74% of the students favored the fact that institutional climate influence their academic achievement. While 26% of the students are not in favour of it.

Where as in Rural area 76% of the students showed their favorable towards the influence of Institutional climate on the academic achievement remaining 24% are not in favour of it. It is concluded that rural students expressed a bit more favorable response regarding the influence of institutional climate on their academic achievement.

**TABLE NO 7** -Shows The Government And Private Students Response Percentages On Institutional Climate And Its Influence On Academic Achievement

S.No.	School	Response	Percentage
1	Government	Yes	75%
		No	25%
2	Private	Yes	71%
		No	29%

The above table shows that 75% of the Government students gave positive response towards the influence of institutional climate on their academic achievement. Remaining 25% of the students responded negatively.

Whereas 71% the private school students gave positive response towards the influence of institutional climate on their academic achievement remaining 29% of gave negative response. It is concluded that government school students gave more positive response than the private schools on this fact that institutional climate influence their academic achievement.

### 3. FINDINGS AND CONCLUSIONS

- There is strong relation between institutional climate and academic achievement.
- Most of the teacher accepted that institutional climate is really influencing the academic achievement of the students.
- A number of male students gave positive response towards the influence of institutional climate and academic achievement.
- More number of girls agreed the fact that institutional is really influencing the academic achievement.
- Nearly three fourth of the urban students respond positively towards the influence of institutional climate on the academic achievement.
- Rural area students gave more positive response towards the influence of institutional climate on academic achievement than the urban students.
- A number of Government school students accepted that institutional climate is strongly influencing the academic achievement.
- Private school students also accepted the factor this influence.

**Conclusion:** With the above data it was clearly noted that almost three fourth percentage of the students supported that the fact that institutional climate is really influencing the academic achievement.

#### 4. SUGGESTIONS

- Institutional climate should be healthier so that the students may feel comfort.
- Institutional climate should influence the students in developing each and every ability of them.
- More steps has to be taken by the administrators to run the school in a proper and healthy conditions.
- Government should supply minimum facilities in all the schools.
- It is the responsibility of the community to develop the infrastructure facilities in their local school with local funds.
- The teacher should more inspiring to the students in the classroom.
- The teacher should encourage the students to set their goals properly, according to their abilities.
- The education should be value oriented so that would become good citizens of their society.
- There is much need in the changing the traditional evaluation process to assess the students.
- Importance should be given to the co-curricular activities with develop the all-round responsibility of the students.
- Teaching should be student oriented.
- It is very essential to make the students cooperate learning process of the classroom.

#### 5. REFERENCES

- [1] Adams Sir John, "Through an education" J.C. Agarwal Aryau Book depot New Delhi 1967.
- [2] Ahluwalia and Gupta H.G. (1968) "A study of relationship between some environment factors and academic achievement" proceeding of the India science congress 55:682
- [3] Anne Anastasi (1976), Psychological teaching Mac Millan Publishing Co. New York.
- [4] Buch M.B. (1978-83), Third survey of research in Education CERT, New Delhi.
- [5] Fraser E.D (1959), Home environment and the school University London press, cited by Wiseman Stephen in education and environment.
- [6] Garret.H.E. (1985), Statistics in psychology and Education Hyderabad, VakilsFeffer and Simons Ltd., Bombay.
- [7] Hans Raj Bhatia (1995), The text book Educational Psychology, Mac Millian India Limited, New Delhi.
- [8] Jain s (1965), "An experimental study of the relationship between home environment and scholastic achievement unpublished Ph.D Thesis Agra University