

**RESEARCH PAPER****Impact of Academic Achievement of Teachers on School Climate and Culture in Senior Secondary Schools of Rohtas District****Sanjay Kumar Upadhyay and Garima Singh**

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Email: sanjaytundla5054@gmail.com, garimampcollege@gmail.comReceived: 9th March 2019, Revised: 20th March 2019, Accepted: 30th March 2019**ABSTRACT**

The purpose of this investigation was to examine the impact of academic achievement of teachers on school climate and culture in senior secondary schools. 200 male and 200 female teachers were selected from schools of Rohtas and adjoining districts and self-made questionnaire on school climate and school culture was used for data collection. Teachers's training degree marks or percentage was used for assessing the impact on school climate. The data was analyzed using mean, standard deviation and correlation. The result revealed that there is a positive relationship between teachers' academic achievement and school climate and culture.

Key words: Academic Achievement, School Climate, Senior Secondary Schools, Rohtas District

INTRODUCTION

Education is often referred to as nation building and it is very important in this twenty first century where we live in what is called a knowledge society. The levels of knowledge, the associated skills and the mental dispositions required vary from the elementary level to the tertiary level.

Educational centers thus, play a very critical role in the development of knowledge, skills and dispositions that young students need to develop into competent and mature individuals. The overall development refers to the development of the various dimensions of the personality by the teacher. Out of these dimensions, the academic achievement of teachers in the schools today is a prime concern of students and parents. This does not mean the other aspects of development do not deserve a similar attention or concern, but the attention of the investigator is limited to the aspects of the academic achievement in this particular study owing to the constraint of time and resources.

All the school teachers are not able to produce the same or similar levels of academic achievement of their students. The cause for such varying levels of achievement in school has been a frequent subject of investigation all over the world. A simple, straight forward do not answer so far has not been found nor is it feasible to be found as the daily life on a school campus is complex. Rather it would be much better to find an answer to the question: what the aspects and things within our control are that can help us improve the academic achievement of the schools? All the stake holders viz., the administrators, principals, teachers and parents would agree that the school climate and culture is the only answer to the question.

Though there is no uniquely accepted definition for school climate and school culture terms but they describe the environment of the school that affects the behaviour of teachers and students.

REVIEW OF LITERATURE

Literature on similar issues was reviewed to assess the situation in broader perspective: Thacker and Mc Inerney (1999) studied "Effect of School Culture on students achievements and observed that there is a high level of correlation between both of them. Samdal, *et al.*, (2000) studied "Relationship between Students perceptions of Schools environment, their satisfaction with school & received academic achievement & observed that all are internally associated with each of them. Tiwari (2006) in their study on comparative study of attitude of male & female teachers of academic achievement of Sr. Secondary school observed that there is a strong correlation between them.

NEED OF THE RESEARCH

A general question arises as to whether the school climate and culture influence the academic achievement of the teachers in a school or not. A good number of studies all across the world have reported that the school climate and culture have a significant influence in the academic achievement of the teachers. Hence, it was sought to study whether the school climate and culture influence the academic achievement.

OBJECTIVES

1. To study the level of school climate and its components- physical environment, social environment, affective environment, academic environment as perceived by the teachers in the school with academic achievement .
2. To study the level of school culture as perceived by the teachers in school with academic achievement.
3. To compare the levels of school climate and culture between the schools according to their academic achievement.

HYPOTHESIS

1. The school climate & culture as perceived by the teachers of high academic achieving school is not better than that of a low academic achieving school.
2. The school physical environment as perceived by the teachers of high academic achieving school is not better than that of a low academic achieving school.
3. The school social environment as perceived by the teachers of high academic achieving school is not better than that of a low academic achieving school.
4. The school affective environment as perceived by the teacher of high academic achieving school is not better than that of a low academic achieving school.
5. The school academic environment as perceived by the teacher of high achieving school is not better than that of a low academic achieving school.

RESEARCH METHODOLOGY

Research always starts with a particular problem or question and there after proceeds to solve the problem or find the answer to the question by applying scientific procedures.

The use of scientific procedures means that logical reasoning should guide the research at every stage. Therefore, design of the procedure and analysis play an important part in research. "Design refers to the plans made by the investigator to ensure the generation of the most appropriate data for testing the hypothesis or answering the questions asked."

The method used in this study was the 'Normative Survey Method' as the investigator had to collect relevant data from the students studying in the different Sr. secondary schools of Rohtas district.

In the present study, the investigator used the purposive sampling technique for collection of data.

(i) STATISTICAL TOOLS :

1. School climate- Self made questionnaire.
2. School culture- Self made questionnaire.
3. Academic achievement- teachers training degree's marks or percentage

(ii) DATA SOURCES-SCOPE AND COVERAGE:

1. 200 male & 200 female teachers were selected from schools in rural & urban areas of Rohtas.
2. Only government school were taken.
3. Mean, S.D. correlation was applied.

FINDINGS

The data have been analyzed in the view of the hypotheses formulated. To obtain more meaningful results, the mean, S.D. and 't' test were also carried out.

Table 1: Mean & S.D. Scores of High and Low Academic Achiever Teachers on School

S.N	Teachers	N	Mean	SD	't'Value (df 798)
1	High Academic Achiever Teachers	373	211.26	14.57	7.01*
2	Low Academic Achiever Teachers	427	204.89	10.42	

*.01 level of Significance

A glance at above table clearly reveals that a highly significant effect of achievement level on school climate was observed in both the groups of teachers. High academic achievement level teachers scored statistically higher mean values than their counterparts.

Table 2: Mean & S.D. Scores of high and Low Academic Achiever Teachers on School Culture Scale

GROUP		CL	TC	PD	UP	CS	LP	TOTAL
Female High Achievers	Mean	42.79	20.89	17.43	17.75	13.12	13.59	124.36
	N	185	185	185	185	185	185	185
	Std. Deviation	4.984	6.852	3.010	2.683	3.551	3.401	10.462
Female Low Achievers	Mean	38.01	18.61	15.98	16.46	12.55	12.34	114.21
	N	215	215	215	215	215	215	215
	Std. Deviation	7.254	4.736	2.629	2.189	2.445	2.030	13.904
Male High Achievers	Mean	43.57	20.06	16.95	17.33	13.16	13.21	124.29
	N	189	189	189	189	189	189	189
	Std. Deviation	4.970	5.986	2.053	1.666	1.973	1.926	8.547
Male Low Achievers	Mean	36.61	18.00	15.95	15.99	12.63	12.40	111.82
	N	211	211	211	211	211	211	211
	Std. Deviation	6.572	5.068	2.554	2.387	1.896	2.196	13.277
Total	Mean	40.06	19.32	16.54	16.84	12.85	12.85	118.31
	N	800	800	800	800	800	800	800
	Std. Deviation	6.775	5.770	2.654	2.361	2.538	2.488	13.156

The above table indicates the overall picture of the mean scores of high and low academic achiever teachers' scores on all the dimensions of school culture scale. More or less same mean scores were scored by high academic achiever male and female teachers on overall school culture whereas Lower academic achiever female and male teachers had scored less mean values on school culture scale. While the lowest mean values were scored by low academic achiever male teachers.

Table 3: Comparison of school Climate & School Culture of High and low Academic Achiever Teachers

Dimension	Level of Teachers	N	Mean	Std. Deviation	Std. Error Mean	't' Value	df
Culture	HIGH	373	124.37	9.500	.492	13.80*	798
	LOW	427	113.02	13.621	.659		
Climate	HIGH	373	211.26	14.573	.755	7.017*	798
	LOW	427	204.89	10.427	.505		

An examination of the above table indicates that School climate and school culture of high academic achievement level teachers were found higher than low academic achievement level teachers. While on the other hand the comparison of high and low academic achievement level teachers had shown a significant variation on the variable school climate and culture.

CONCLUSION

In case of High and low academic achiever teachers, result indicates that high and low academic achiever teachers very significantly on teacher-student relationship, administration, parent community, school relationship, instructional management, and receptivity and satisfaction dimensions of school climate scale at 0.01 level of significance. Overall school climate high academic achievement level teachers scored statistically higher mean value than their counterparts. No significant variation was observed between high and low academic achiever teachers on Security and maintenance, academic orientation, Student Peer Relationship, Student Activity dimension of school climate scale. The reason might be that the teachers who have high achievement level influence the school climate by giving various motivational inputs so that they could achieve high achievement level. On teacher collaboration, professional development, unity of purpose, collegial support and learning partnership dimensions and as well as- overall school culture, high academic achievement level teachers had scored higher mean values than their low academic achievement teachers. It means achievement level seems to be an effective variable in determining the school culture. In case of male teachers achievement level was found to be an effective determinant of school culture and school climate. On school climate and school culture variables high academic achiever male teachers had scored statistically higher mean scores than their lower academic achiever counterparts (In all cases 't' value are significant at 0.01 level of significance). Similarly in the case of female teachers a significant variation was observed between high and low academic achiever female teachers in respect to their school culture and school climate. The female teachers having high academic achievement were found having more mean scores on both variables. School climate and school culture of high academic achievement teachers were found higher than low academic achievement level teachers. While on the other hand the comparison of high and low academic achievement level teachers had shown a significant variation on the variable- school climate and culture.

On the basis of above proceedings, it can be concluded that if school climate and school culture are better automatically they will influence the achievement level of teachers or students. High achievement level teachers will also make their school culture better.

EDUCATIONAL IMPLICATIONS

While the study was in progress, various points emerged out where it was felt by the researcher that achievement level of teachers can be enhanced by adopting certain measures. For this purpose, the researcher proposes following suggestions.

1. Since prediction of school culture and climate may be effective in academic achievement of students various techniques may be used for making school climate effective.
2. School climate and culture of the teachers can be made positive by refresher courses and a proper knowledge of group behaviour and coping with the various situations.
3. There should be less interference of the authorities and management in day to day working of the teachers.
4. Authorities and management should restrain themselves in creating factionalism among teachers which effect the principal's ability to lead the group.
5. Criteria for selection of teachers should be based in context of attitude towards this profession, and only those teachers should be selected who have positive attitude towards this profession.
6. A battery of test should be constructed and standardized to test the candidate's suitability as effective teachers.

SUGGESTIONS

There is great scope of elaboration of present topic in various modes and further researches can be carried out on it in many forms. Some suggestions for the further researchers are enumerated below.

1. The study may be repeated at other places in order to check the stability of the result and to establish the generality and validity of results for larger proportions.

2. The study may be conducted at other levels of education also such as the primary and higher education levels.
3. The study may be conducted by taking some other variables such as occupational aspiration, job satisfaction etc. with the variable of the present study.
4. Sex wise, locality wise steam wise separate studies can be conducted.
5. High-quality academic environment of teachers can be the positive benefits for students so studies can be conducted on student's achievement also.

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