

## Achievement Level and School Climate of Primary Schools Teachers

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### Abstract

The efficiency of a school depends on tangible human elements. The overall development of the teachers refers to the development of the various dimensions of the personality. Out of these dimensions, the academic achievement of the teachers is one of them. Teaching profession in the schools today is a prime concern of students, parents and the teachers. This does not mean the other aspects of development does not deserve a similar attention or concern; but the attention of the investigator is limited to the aspects of the teaching achievement in this particular teaching owing to the constraint of time and resources. But all the schools are not able to produce same or similar levels of teaching achievement of their students. Rather it would much better to find an answer to the question: What are the aspects and thing within our control that can help us improve the achievement of the schools? All the stake holders viz., the administrators, principals, teachers and parents would be readily agree that school climate and culture is the only answer to the question. The purpose of the study was to examine school climate of high and low academic achievement level teachers of primary level schools. Survey research methodology was used to identify the school climate. The sample of this study constituted of eight hundred primary schools teachers. Stratified random sampling technique was used to collect the data. Achievement level of teachers included their scores in 10<sup>th</sup>, 12<sup>th</sup>, graduation and bachelor of education.

### Introduction

Schools, thus, play a very critical role in the development of knowledge, skills and dispositions that young students and teachers need to develop into a competent and mature individuals. The efficiency of a school depends on more than just the availability of classroom, textbooks and a relevant curriculum. It also depends on tangible human elements (Bron, Combrink, Henning, Perold & Wessels, 1983). The overall development of the teachers refers to the development of the various dimensions of the personality. Out of these dimensions, the academic achievement of the teachers is one of them. Teaching profession in the schools today is a prime concern of students, parents and the teachers. This does not mean the other aspects of development does not deserve a similar attention or concern; but the attention of the investigator is limited to the aspects of the teaching achievement in this particular teaching owing to the constraint of time and resources.

But all the schools are not able to produce same or similar levels of teaching achievement of their students. Rather it would much better to find an answer to the question: What are the aspects and thing within our control that can help us improve the achievement of the schools? All the stake holders viz., the administrators, principals, teachers and parents would be readily agree that school climate and culture is the only answer to the question. School climate has been identified as one of the characteristics which determine how effectively schools function (Brookover, et. al. 1979; Edmonds 1982, Lehming & Kane 1981 Rutter, et. al., 1979 & Saradson, 1982).

School can be viewed as a social system which includes the students, teachers, principal or the headmaster and the administrators. In addition to these human elements, there are other system components which includes formal and informal organization, status and role expectancy. Organizational climate is assumed to have some effect upon the success of a school in accomplishing its objectives (Singh, 2006). Various studies documented that students in schools with a better school climate have higher achievement and better socio emotional health. The school climate – student achievement connection has been

well-established in the research (Freiberg, Driscoll, & Knights, 1999; Hoy, & Hannum, 1997; Kober, 2001; Loukas, & Robinson, 2004; Norton, 2008; Shindler, et al., 2004). Teacher plays a pivotal role in the society. If they have better school climate automatically they will get higher achievement level and they will also maintain their school climate. Hoy & Tschannen (1998), Ma & Wilkins (2002), Brown, et.al. (2004), Martin, et.al. (2004), Mullis, Martin & Foy (2008) & Lehr (2010) also observed that school climate is positively connected to the achievement.

Keeping in view of the above premises, it can be concluded that school climate which provide by the teachers is closely related with their achievement level. In the present investigation an effort has been made to know the achievement level and school climate of primary school teachers.

### **Objectives of the Study**

1. To study the school climate of high and low academic achievement level male teachers of primary level schools.
2. To study the school climate of high and low academic achievement level female teachers of primary level schools.
3. To study the school climate of high and low academic achievement level teachers of primary level schools.

### **Hypotheses of the Study**

1. There exist no significant difference between the high and low academic achiever primary level male teachers on their school climate.
2. There is no significant difference between the high and low academic achiever primary level female teachers on their school climate.
3. There is no significant difference between the high and low academic achiever primary level teachers on their school climate.

### **Population of the Study**

In the present study, the population constitutes all the teachers of primary schools from Kanpur district of Uttar Pradesh. These teachers belong to different socio-cultural groups and both gender (male/female).

### **Sample & Sampling Technique**

The sample of this study consists of eight hundred primary schools teachers comprising of two groups of two hundred male teachers in rural areas and two hundred male teachers in urban areas. Similarly two hundred female teachers in rural areas and two hundred female teachers in urban areas drawn from the two hundred schools of Kanpur district. Stratified random sampling technique was used to collect the data. Achievement level of teachers included their scores in 10<sup>th</sup>, 12<sup>th</sup>, graduation and bachelor of education. Above than median score comes under the high academic achiever category while less than median scores comes under low academic achiever category.

### **Tool Used**

Data were collected with help of Fisher & Fisher (1990) developed School climate Questionnaire. It has eleven dimensions spread over 155 items. These dimensions are: teacher student's relationship, security & maintenance, administration, student academic orientation, student behavioural values, student peer relationship, parent community, school relationship, instructional management, student activity, receptivity & satisfaction.

### **Data Analysis**

The data was analysed with the help of Mean, SD and 't' test techniques of statistics. The data is presented in the following tables:

A glance of table-1, clearly reveals that a highly significant effect of achievement level on school climate was observed in both the groups of teachers of primary level. High academic achievement level male teachers were scored statistically higher mean values than their female counterparts. Data presented in table-2, clearly reveals that a sharper variation was observed between the high and low academic achiever primary level female teachers on school climate scale. High academic achiever female teachers had scored higher mean values than their low academic achiever female counterparts.

Analysis of table-3, indicates that high and low academic achiever primary level teachers varied significantly on teacher students relationship, administration, parent community, school relationship, instructional management dimensions and overall school climate at .01 level of significance ( $t=3.02, 6.73, 3.30, 2.36, 4.65$  &  $7.01$  respectively). High academic achiever teachers were obtained higher mean value than low academic achiever primary level teachers on teacher students relationship, administration, parent community, instructional management dimensions and overall school climate. Table-3, further indicates that no significant variation was observed between high and low academic achiever primary level teachers on security & maintenance, student academic orientation, student behavioural values, student peer relationship, student activity, receptivity & satisfaction dimensions of school climate scale. It may be interpreted that achievement level of teachers influence the school climate of the teachers. Teachers who have higher achievement level have rich school climate.

### **Result & Discussion**

The first hypothesis that there exists no significant difference between the high and low academic achiever primary level male teachers on their school climate is fully accepted. The finding of this hypothesis indicates that a strong variation was existing between high and low academic achiever male teachers.

The second hypothesis that there is no significant difference between the high and low academic achiever primary level female teachers on their school climate is also fully accepted. Result of second hypothesis shows that high academic achiever female teachers of primary schools had scored higher mean values in comparison to low academic achiever female teachers of primary schools.

The third hypothesis that there is no significant difference between the high and low academic achiever primary level teachers on their school climate is partially accepted or partially rejected. Results points out that high academic achiever teachers were obtained higher mean value than low academic achiever primary level teachers on teacher students relationship, administration, parent community, instructional management dimensions and overall school climate. No significant variation was observed between high and low academic achiever primary level teachers on security & maintenance, student academic orientation, student behavioural values, student peer relationship, student activity, receptivity & satisfaction dimensions of school climate scale. It may be interpreted that achievement level of teachers influence the school climate of the teachers. Teachers who have higher achievement level have rich school climate. Freiberg, Driscoll, & Knights, 1999; Hoy, & Hannum, 1997; Kober, 2001; Loukas, & Robinson, 2004; Norton, 2008; Shindler, et al., 2004 also supported the same findings. It can be concluded that achievement level of primary school teachers affects the school climate of the teachers significantly. Teachers who have higher achievement level provide good school climate followed by those who have less achievement level.

### Implications of the Study

The findings of the study suggest a series of implication for the field of education including the following:

1. It appears higher levels of teacher achievement leads to the quality of school climate.
2. High teacher achievement test score means appear virtually impossible within the context of a school with a low quality/functioning climate.
3. It appears that the use of practices that promote a “psychology of success” POS lead to greater achievement and higher quality climate, and those that promote a “psychology of failure” POF lead to underperformance.
4. Intentionally using practices that promote climate function and POS and reducing those that promote POF may likely increase achievement for all groups of students (Shindler, et.al. 2011).

Present study gives attention on the teachers’ point of view and encourages future research to include students’ evaluation of school climate with teachers. It is necessary for us to investigate these relations in more detail.

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**Table-1**  
**Mean & S.D. Scores of High and Low Academic Achiever Primary Level Male Teachers on School Climate Scale**

S.N.	Teachers	N	Mean	SD	't' Value (df 398)
1.	High Academic Achiever Male Teachers	189	212.02	14.33	6.38*
2.	Low Academic Achiever Male Teachers	211	204.19	09.34	

\*.01 level of Significance

**Table-2**  
**Mean & S.D. Scores of High and Low Academic Achiever Primary Level Female Teachers on School Climate Scale**

S.N.	Teachers	N	Mean	SD	't' Value (df 398)
1.	High Academic Achiever Female Teachers	185	210.45	14.77	3.66*
2.	Low Academic Achiever Female Teachers	215	205.56	11.39	

\*.01 level of Significance

**Table-3**  
**Mean & S.D. Scores of High and Low Academic Achiever Primary Level Teachers on Different Dimensions of School Climate Scale**

S.N.	Dimensions	High Academic Achiever Teachers (N=373)		Low Academic Achiever Teachers (N=427)		't' Value
		Mean	SD	Mean	SD	
1.	Teacher Students Relationship	23.52	3.02	22.85	3.16	3.02*
2.	Security & Maintenance	17.91	2.81	17.61	2.61	1.54
3.	Administration	34.79	4.70	32.22	6.07	6.73*
4.	Student Academic Orientation	18.44	5.84	17.82	2.63	1.88
5.	Student Behavioural Values	13.37	2.41	13.22	2.10	0.30
6.	Student Peer Relationship	12.71	1.90	12.81	1.99	0.74
7.	Parent Community	16.87	2.27	16.35	2.14	3.30*
8.	School Relationship	17.30	1.93	17.61	1.69	2.36*
9.	Instructional Management	24.66	3.20	23.53	3.68	4.65*
10.	Student Activity Dimension	15.52	3.20	15.37	5.71	0.45
11.	Receptivity & Satisfaction	15.88	8.02	15.42	8.61	1.05
12.	Overall School Climate	211.26	14.57	204.89	10.42	7.01*

\*.01 level of Significance

TSR            Teacher Students Relationship

SM            Security and Maintenance

A              Administration

SA            Student Orientation

SBV          Student Behavioural Values

SPR          Student Peer Relationship

PC            Parent Community

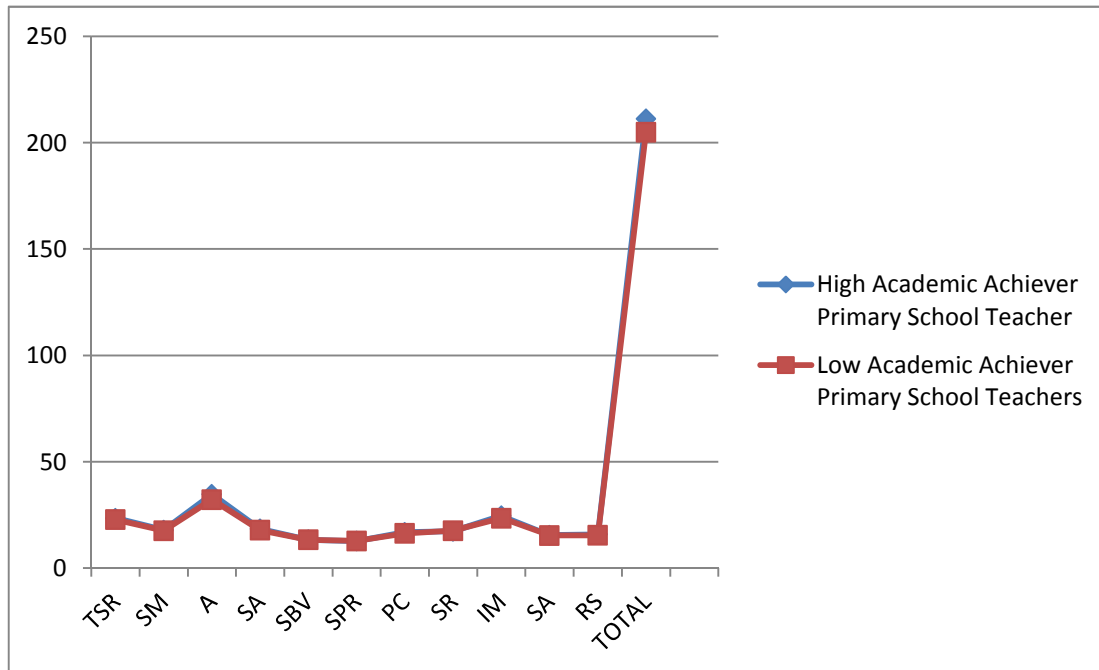
SR            School Relationship

IM            Instructional Management

SA            Student Activity

RS            Receptivity and Satisfaction

**Figure-1: School Climate of High and Low Academic Achiever Primary School Teachers**



#### **Acknowledgements**

1. Dr. M.K. Saxeau, CUHP, Dharamahala (H.P.) India for his valuable suggestions.
2. The teachers of the schools who made the study possible.
3. Mr. Ravendra Singh, DSCRI, Delhi for his invaluable assistance with the data analyses.

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