

A Study of School Climate of Rural and Urban Schools

**A dissertation submitted to the Sardar Patel University,
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Requirement for the Degree of**

MASTER OF EDUCATION

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Certificate

This is to certify that the work incorporated in the dissertation bearing the title '*A Study of School Climate of Rural and Urban Schools*' submitted by Rajan Christian comprises the result of independent survey carried out. The materials that have been obtained (and used) from other sources have been acknowledged in the dissertation.

Vallabh Vidyanagar

4th April, 2015

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This dissertation directed and supervised by the candidate's guide has been accepted by the Waymade College of Education, Sardar Patel University, Vallabh Vidyanagar in partial fulfillment of the requirement for the degree of

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Title: A Study of School Climate of Rural and Urban Schools

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CHAPTER – 1

CONCEPTUAL FRAMEWORK

1.0 Introduction

Climate is a reflection of organizational structure and gives a school its unique personality. The success of any school depends on Physical, social, emotional and educational climate. The climate of the school can determine the success or failure of a school. Hoyle, English, & Steffy, (1985) stated that school climate may be one of the most important ingredients of a successful instructional program. A positive climate promotes and breeds a successful outlook atmosphere. School has to create and maintain climate that is comfortable, pleasant, and conducive. School climate is a complex construct that has been recognized as an important component of effective schools. Atmosphere of school climate has impact on the process of learning. Sustainable and positive school climate includes norms, values, and expectations that supports people feeling socially, emotionally and physically safe and fosters youth development and necessary learning for a productive, contributive, and satisfying life in a democratic society. A school is considered to be a learning place when it has a positive climate where both staff and students spend their substantial portion of their time in gaining knowledge. Fostering a positive school climate is an important aspect of students' achievement. School climate provides daily experience that shapes students, educators, staff, administrators, and visitors. The climate of the school should make students feel comfortable in the process of learning and teachers feel respected to do their job. Caring and loving environment provided by the teacher will not only help in students' academic success but also about personal well being. The teachers' contribution will make students eager to put forth the best effort. Thus the school climate influence on overall development of an individual

School Climate

A positive learning and teaching environment is essential if students are to succeed in school. Promoting a Positive School Climate is a resource that provides examples of practices and activities that will help school to improve its overall school climate.

School climate may be defined as 'the learning environment and relationships found within a school and school community.' A positive school climate exists when all members of the school

community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

School climate means combination of many factors which makes a school better and suitable for the students and their achievements. The National School Climate Council (2007) defines school climate as ‘norms, values, and expectations that support people feeling socially, emotionally and physically safe’(p.4). School climate is a product of the interpersonal relationships among principal, teachers, administrative staff, students, parents and support staff. Positive school climate is fostered through a shared vision of respect and engagement across the educational system. Emphasis is also placed on the collective sense of safety and care for the school’s physical environment. A related concept is school culture, which refers to the ‘unwritten rules and expectations’ among the school staff (Gruenert, 2008).

Types of School Climate

There are various types of school climate that influence on students overall development

Physical Climate: - Physical climate means facilities and infrastructure of the school viz. appearance of the school building and its classrooms, school size and ratio of students to teacher in the classroom, classroom organization, availability of resources; and Safety and comfort. Well equipped school infrastructure help students in better learning.

Social Climate: - The social climate in educational settings is shaped by the relationships between teachers and pupils and among pupils. The quality, quantity and directions of these relationships further affect pupils’ self-concept, motivation and performance (Fraser, 1986). The concept of social climate is closely related to classroom climate, school climate and school ethos, and refers to characteristics of the psychosocial environment of educational settings. Interpersonal relationships, student–teacher relationship, peer relationships, teachers’ beliefs and behaviours, teachers’ communication style, classroom management and group processes are themes that can be considered to be included in the concept of the social climate of learning environments. Social climate means the factors related to the social aspects viz.

1. Interpersonal relationships between and among students, teachers, and staff.
2. Equitable and fair treatment of students by teachers and Staff.

3. Degree of competition and social comparison between students,
4. Degree to which students, teachers, and staff contribute to decision-making at the school.
5. Relation between teachers and students and their family.

Educational Climate: - The educational climate is shaped by classroom interaction. These include teacher-student interaction, student-student interaction and student-learning material interaction. Educational climate means factors related to the teaching learning process.

1. Quality of instructions

The quality of instructions plays an important role in educational climate of the classroom. The teaching instruction is the main medium about any particular point, concept, and activity. The instruction should be clear and precise. Teacher should be clear and confident while giving instructions to the learners about any particular topic or thing. The instructions help learners to understand about the concept or topic in depth.

2. The pedagogy of teaching

Pedagogy of teaching means way of teaching, strategies, methods, techniques of teaching in the class. The way of teaching is the prime aspect. A proper way of teaching could make the difficult topic the easiest one. For example... if a teacher is teaching history directly that would become difficult to understand for the learners but if the teacher states the same thing by using story telling method then it would become easy for the learners to understand. This makes learning interesting and learners understand the concept. The appropriate use of pedagogy in teaching learning process establish healthy educational climate of the classroom.

3. Monitoring student progress and promptly reporting results to students and parents

Monitoring students work continuously and giving them feedback help them to know about their progress. This motivates students to participate in the activities and learn. They could feel that teachers are giving personal interest towards them and hence they become more attentive towards their work. Thus through monitoring students progress and promptly reporting results to students and parents give ideas to the principal and teachers to carry out classroom and other activities.

4. Teacher's expectations for students' achievement

Teachers form expectations for student performance and tend to treat students differently depending on these expectations. Research strongly supports this assertion.⁸ To establish a student-centered learning culture, teachers must adjust their expectations and instructional practices so that all children can learn to high levels.

The climate of the school differs from rural to urban area. School climate is very important in the overall development or achievement of students. The students' perceptions of school climate are related to their behavioral, emotional problems and academic growth. It is important to understand the processes or mechanisms that underlie this relationship critically to develop effective interventions for improving school climate. School connectedness is defined as 'student perceptions of belonging and closeness with others at the school'. This mechanism explains how school climate affects individual learning outcomes. Researchers consider that school connectedness as a component of school climate, but others suggest that it is a factor that intervenes between school climate and student outcomes to explain their relationship. According to the latter perspective, high-quality school climate cultivates a connection to the school and in this way protect students from negative outcomes and also become the cause of their development. That is, quality of school climate impacts student feelings of connectedness to the school and, in turn, the level of connectedness is directly predictive of how students behave and feel and as much connectedness is more in the school of students it will directly affect their outcomes. (Loukas, A. 2007)

Further the researchers found that the school climate affects the behavior of students , their work and achievements of the students. The different climate of schools gives different results.

Characteristics of a Positive School Climate

The following are some of the characteristics associated with a positive school climate:

- Students, staff members and parents feel – and are – safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions and build healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying.

- Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged.
- Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.

Guidelines to Improve School Climate

The Following are the guidelines to improve school climate.

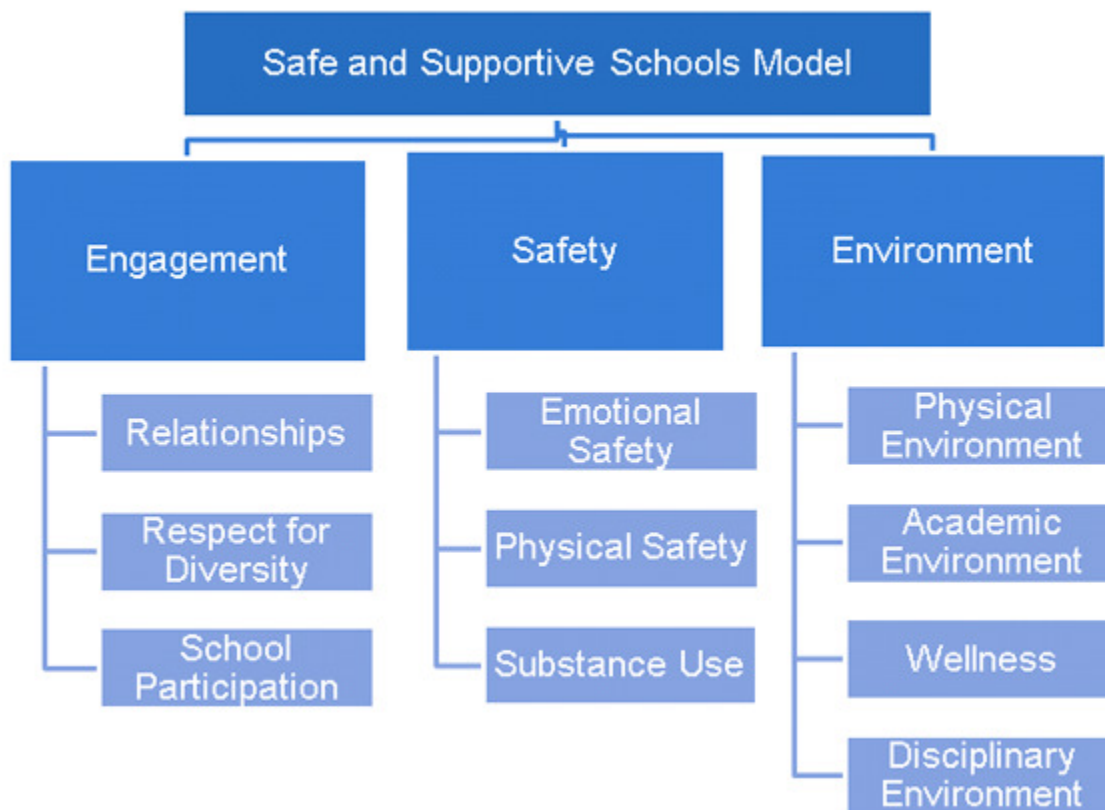
- Establish safe school planning teams
- Periodically evaluate strengths and needs with a research-based school climate survey
- Capitalize on strengths and address challenges
- Be aware of federal and state legislation regarding school climate issues, such as bullying
- Use evidence-based programs and strategies for meeting needs
- Monitor and evaluate any implementations

The positive climate of school helps in gaining academic success. There will be less chance of truancy, bullying and crime. The discipline problems will be minimal, fewer social and emotional problems and better teacher retention.

School climate describes school conditions that influence student learning.

According to the Safe and Supportive Schools Model which was developed by a national panel of researchers and other experts, positive school climate involves engagement, safety and environments. Engagement indicates strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community. The activities carried out in a school should be free from violence, bullying, harassment and controlled-substance use that provides safety to the students. Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy creates healthy environment.

These areas overlap in many existing frameworks of school climate, and it is critical that all three areas be considered as a single issue in policy and practice.



The Safe and Supportive Schools Model demonstrates general consensus among researchers and practitioners on many common characteristics of schools with a positive climate. Some researchers use the concept of creating conditions for learning in speaking about school climate, meaning that students are supported, students are socially capable, students are safe, and students are challenged. Others have outlined the importance of climate at the classroom level.

Research shows that positive school climate is tied to high or improving attendance rates, test scores, promotion rates, and graduation rates. Conversely, negative school climate can harm students and raise liability issues for schools and results into lower student achievement, creates opportunities for violence, bullying, and even suicide.

The strength of the linkages between school climate and academic achievement make it essential that all students have the opportunity to attend schools that provide a safe and supportive environment where they can thrive and fully engage in their studies.

Principles in the field of school climate

There are many important ideas about school climate, the following four principles are considered fundamental in the field of school climate and in the education community: School climate is an essential element of successful learning.

1. Schools to promote student achievement, preparation for democratic life and preparation to be successful in the 21st century workplace.
 2. School climate evaluations need to be carried out with tools that have been developed in a scientifically sound manner and are comprehensive in the following two ways: (1) K-12 student, parent and school personnel 'voice' is recognized; and (2) all of the major dimensions of school life (e.g. safety, relationships, teaching and learning, the (external) environment) are assessed.
 3. Comprehensive school climate assessment provides data that should be used as a springboard for community-wide understanding, school improvement planning and implementation efforts as well as accountability. Currently, there are research-based guidelines that recognize the unique nature of each school's history, strengths, needs and goals and provide benchmarks and a road map for school improvement efforts.
 4. School personnel, whether they are aware or not are school climate leaders. Students, parents and community leaders naturally follow their lead. Therefore, emphasis on school personnel training in classroom and school climate is pivotal for educational reform.
- Thus school climate has great influence on students learning.

1.1 Statement of the Problem

The title of the present study is 'A Study of School Climate of Rural and Urban Schools.'

1.2 Rationale of the Study

School is next home of a child. The schools provide learning experiences to the students and mould their personality as a whole. There are many components viz. curriculum materials, instructional strategies, teachers and school climate that affect child's achievements in a school. School climate is an essential component for student's development. The school climate contributes to students academic, predicts the degree to which they actively participate in learning, including how consistently they attend school, how attentive they are in the class, how carefully they complete their class assignments, and how committed they are about their stay at

the school. There is a relationship between school climate and students' achievement Tylor E. (2008). Healthy school climate results into better achievement of students. The Centers for Disease Control and Prevention (2009) recommends school climate reform as a data driven strategy that promotes healthy relationships, school connectedness, and dropout prevention.

Research studies indicate that there is a strong relationship between the climate and student achievement in each content area of middle schools. Bergren, D (2014). Research suggests that academically effective schools are distinguished by their culture and those schools are characterized by a structure, process, and a climate of values and norms that focus on promoting successful teaching and learning. Teachers who work in the schools can play an active role in creating a positive school climate. Moreover research indicates that a positive school climate is associated with academic achievement, Student engagement in school, Positive social skills development.

Further research studies indicate that there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate. The systematic study of school climate includes social, emotional, intellectual and physical safety development; mental health, and healthy relationships and has impact on students' achievement. Research says that school climate make a difference in creating the right environment for learning. Empirical evidence indicates that school climate is related to student achievement. Brook over and others, conclude that the school social system explains much of the variance in achievement and other behavioural outcomes of the school (Sweeney, 1992). Without a climate that creates a harmonious and well functioning school a high degree of academic achievement is difficult, if not downright impossible to obtain.

The positive school climate not only increasing the achievements of the students but also decreases the school problems. The study reveals that a positive school climate is recognized as an important target for school reform and improving behavioural, academic, and mental health outcomes for students and their achievements Bradshaw C. (2010). Further study indicates that schools with positive climates tend to have less student discipline problems (Cohen & Geier, 2010) and aggressive and violent behaviour (Gregory et al., 2010) In addition to reducing students' exposure to risk factors, school climate can promote positive youth development. A

favourable school climate has been linked with higher student academic motivation and engagement (Eccles et al., 1993), as well as elevated psychological well-being (Ruus et al., 2007; Shochet et al., 2006). Not surprisingly, schools promoting engaging learning environments tend to have fewer student absences (Gottfredson et al., 2005) and improvements in academic achievement across grade levels (Brand et al., 2003; Stewart, 2008). Thus the positive school climate makes teachers to feel free and that effect directly on the development and achievements of the students.

Moreover, a series of studies revealed that a positive school climate is correlated with decreased student absenteeism in middle school and high school (deJung & Duckworth, 1986; Gottfredson & Gottfredson, 1989; Purkey & Smith, 1983; Reid, 1982; Rumberger, 1987; Sommer, 1985) and with lower rates of student suspension in high school (Wu, Pink, Crain, & Moles, 1982; Lee, Cornell, Gregory & Fan, 2011).

School climate having a powerful influence on the motivation to learn (Eccles et al., 1993), mitigating the negative impact of the socioeconomic context on academic success (Astor, Benbenisty, & Estrada, 2010); contributing to less aggression and violence (Karcher, 2002a, Gregory, Cornell, Fan, Sheras, Shih, & Huang, 2010; less harassment (Kosciw & Elizabeth, 2006; Blaya, 2006) and less sexual harassment (Attar-Schwartz, 2009); and iv) acting as a protective factor for the learning and positive life development of young people (Ortega, Sanchez, Ortega Rivera, & Viejo, 2011).

Studies around the world also indicate that quality of the school climate is also responsible for academic outcomes as well as the personal development and well-being of pupils (Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009). Feeling safe in school is fundamental for teachers to be able to effectively teach and for students to effectively learn. Feeling safe – socially, emotionally, intellectually and physically is a fundamental human need (Maslow, 1943). Feeling safe in school powerfully promotes student learning and healthy development (Devine & Cohen, 2007). Although many urban and economically disadvantaged schools are plagued by physical violence, most students are not exposed to physical violence (Mayer & Furlong, 2010). Since 1998 the problems of school violence and of bullying and harassment have been documented and estimated to affect 25 percent of all students (Cohen, 2006; Devine & Cohen, 2007; Melton et al., 1998). School bullying and harassment have moved to the virtual school, which is comprised of the social media that groups or individual students

use to harass their peers (Campbell, 2005). Safety must be the first concern of every school, but school climate research (Cohen, in press) shows that the best ways to address safety concerns is by building strong school communities with respectful and trusting relationships among and between teachers and students with parents, school staff, and the surrounding community. The process of teaching and learning is fundamentally relational. The patterns of norms, goals, values and interactions that shape relationships in schools provide an essential area of school climate. One of the most important aspects of relationships in school is how connected people feel to one another. From a psychological point of view, relationships refer not only to relations with others but relations with ourselves - how we feel about and take care of ourselves.

Research has also shown that in schools where students perceive a better structured and school discipline and more positive student-teacher relationships, there are lower associations with the “probability and frequency of subsequent behavioral problems” (Wang, Selman, Dishion, & Stormshak, 2010; Gregory & Cornell, 2009). If a teacher-student relationship is negative and conflictual in kindergarten, it is more likely that the student will have behavioral and academic problems in later grades (Hamre & Pianta, 2001). Teachers’ interactions with students can directly affect students’ behavioral and emotional engagement in the classroom (Skinner & Belmont, 1993). When teachers support and interact positively with students, then students are more likely to be engaged and behave appropriately (Skinner & Belmont, 1993). Research has also shown that teachers’ work environment, peer relationships and feeling of inclusion and respect are important aspects too.

Teaching and learning represents one of the most important dimensions of school climate. School leaders and teachers should strive to clearly define the sets of norms, goals, and values that shape the learning and teaching environment. Research supports the notion that a positive school climate promotes students’ abilities to learn. A positive school climate promotes cooperative learning, group cohesion, respect, and mutual trust. These particular aspects have been shown to directly improve the learning environment (Ghaith, 2003; Kerr, Ireland, Lopes, Craig, & Cleaver, 2004; Finnán, Schnepel, & Anderson, 2003). Moreover, there is also evidence that the effect of positive school climate not only contributes to immediate student achievement, but its affect seems to persist for years (Hoy, Hannum, & Tschannen-Moran, 1998). Researchers have also looked at the relationship between school climate and academic achievement in relation to student classroom participation. Studies show that when students are encouraged to

participate in academic learning, their potential for academic achievement increases (Voelkl, 1995; Ladd, Birch, & Buhs, 1999). School climate influences how educators feel about being in school and how they teach. Recent research shows that school climate powerfully affects the lives of educators and increases teacher retention. A positive school climate is also associated with the development of teachers' beliefs that they can positively affect student learning (Guo & Higgins, 2011; Hoy & Woolfolk, 1993). The National Commission on Teaching and America's Future defines school climate in terms of a learning community and argues that poor school climate is an important factor contributing to teacher retention (Fulton, Yoon, & Lee, 2005).

A positive school climate is also associated with the development of teachers' beliefs that they can positively affect student learning (Guo & Higgins, 2011; Hoy & Woolfolk, 1993).

Research has also investigated how smaller schools can greatly improve school climate and how the physical layout of the school can affect safety. School space is another environmental dimension that impacts students' feelings about safety. Astor et al., (2010) demonstrated that students felt unsafe in unsupervised areas of the school building. In fact, there is a growing body of research that illuminates how environmental variables such as classroom layout, activity schedules and student-teacher interactions can influence student behaviors and feelings of safety (Conroy & Fox, 1994; Van Acker, Grant, & Henry, 1996). It has been found that the quality of school facilities affects student achievement and that the mediator of this relationship is school climate (Uline & Tschannen-Moran, 2008).

The school climate has a strong influence on the way students develop and learn. Students will have higher achievement, more positive self concepts, improved behaviour, and higher aspirations when the climate of the school is positive.

Thus the present study is an attempt to study the climate of both urban and rural schools and its influence on the academic achievement.

1.3 Objectives of the Study

The following were the objectives for the present study

1. To study the climate of rural schools with respect to Physical, Social and Educational Climate

2. To study the climate of urban schools with respect to Physical, Social and Educational Climate
3. To study the difference between school climate of rural and urban schools with respect to Physical, Social and Educational Climate

1.4 Research Questions

Following were the research questions for the present study.

1. How is the climate of rural schools with respect to Physical, Social and Educational Climate?
2. How is the climate of urban schools with respect to Physical, Social and Educational Climate?
3. What is the difference between rural and urban schools with respect to Physical, Social and Educational Climate?

1.5 Operationalization of the Terms

School: An institution for educating children, any institution at which instruction is given in a particular discipline.

Climate: According to Cambridge dictionary climate means general development of a situation, or the situation, feelings, and opinions that exist at a particular time.

Physical Climate: - The part of environment that includes physical parameters.

In the present study the physical climate means school infrastructure, resources, and available facilities responsible for students' achievement

Social Climate: that includes social parameters.

In the present study Social climate means interpersonal relationship between teachers and students, students and students, teachers and principal, students and principal.

Educational Climate: - that includes factors related to education.

In the present study educational climate means the pedagogy use by the teacher in the classroom for the process of learning.

Rural Area: - In general, a rural area is a geographic area which is far or out of the town/city.

In the present study the researcher has selected two schools located in the rural area.

Urban Area:- An area is region surrounding a city which can be refer to towns, cities.

In the present study the researcher has selected to schools located in the Urban area.

1.6 Variables

The following were the variables for present study.

a) Independent Variables:

Standard - 9th and 10th

Gender – Boys and Girls

Area – Urban and Rural

b) Dependent Variables:

Questionnaire for Teachers and Students

c) Control Variables:

Schools of English Medium (Urban and Rural) Secondary Section

1.7 Delimitation of the Study

The present study will be delimited to English Medium Schools (GSEB) (Secondary Section) of Kheda district.

1.8 Scheme of Chapterization

The entire report of the present study will be divided into five chapters. A brief description of the remaining chapters is given here with a view to acquainting the reader with the treatment of the subject under consideration.

The second chapter deals with the review of related researches which enable researcher to have proper perspective. The researcher reviewed past researches done in the field of school climate and its effect on students' achievement at both national and international level.

The third chapter describes the Research Methodology. It discusses the procedure involved in preparation and experts' suggestions / comments of the tools, sampling techniques, variables and research design of the study. This also includes description of the tools to be used, method of data collection, and methods of data analysis and tabulation of the data.

The fourth chapter contains the detailed analysis and interpretation of the data using Chi square, Content Analysis.

The fifth chapter contains the summary of research work, results, findings, educational implications and recommendations for further study.

At the end of report, bibliography containing books and references refer is listed. The appendices include questionnaire.

CHAPTER - 2

REVIEW OF RELATED LITERATURE

2.0. Introduction

Review of related literature is the summary of the previous research which provides evidence of familiarity to the researcher with what is already known. Review of related literature is systematic identification, location, analysis and report of documents containing information related to research topic. Theoretical and research based reviews provide the researcher valuable guidance and suggestions to carry out the research. It also serves as a solid foundation for the study. A review of related literature is a most essential aspect in research. It helps the researcher in understanding and defining the problem accurately and systematically. Valuable information obtained in the process helps in planning of the study. Review of related literature is one of the significant aspects of research. It enables the researcher to get acquainted with the work done in the concerned areas. It helps to explore the needs of research in unknown and unexplored areas. It develops insights into the methodological aspects of the research.

2.1 Importance of the Related Literature

The review of the related literature is an important requirement of actual planning on the bases of which the execution of any research work can be done. The review of related literature becomes a friend, philosopher and guide for the researchers.

The research for a reference material is a time consuming but very fruitful phase of any research. The researcher feels ease and clear in taking decision for the present study from the past research. It helps the researcher to avoid useless repetition in their research work. The researcher will get an idea about what sources are available in the field of study, which are most essential for the study, where and how to use them. In short, it enables the researcher to get insight into the problem on hand. The study of related literature also gives an idea about the different approaches, methods, tools and equipments, Identification of problem, selection of samples, statistical techniques, evaluation and measurement of the research work already done and major findings of the previous research work. Thus, the review of related literature provides some

insight regarding some points and limitations of the previous studies, broaden the horizon of knowledge. In other words, review of related literature work as a lighthouse for the researcher.

In the present study the researcher has reviewed various books, dissertation, articles, journals, theses, and web sites as a reference material which are as follow.

2.2 Review of Related Literature

Shuler, D.L.(2014), conducted a study on ‘**Creating a Positive Learning Climate: A Case Study of a Small Day School**’. The purpose of this qualitative case study is to examine how a teacher in a small day school in a major city in the southeastern United States constructs a positive learning climate through a family and primary caregiving model. In particular, the study explores how the teacher's pedagogical approach contributes to a learning climate that fosters positive identity development among preschool children. The findings of this study supports previous research about the role that connectedness plays in school climate and its positive effects on children's attachment and identity formation. The findings reaffirm the urgent need for schools to examine school climate and create intentional pedagogies to foster children's secure attachments and positive identity formation.

Krista, J. S. (2013), conducted a study on ‘**The Relationship Between Middle School Climate and Student Mathematics Achievement.**’ The purpose of this study was to determine whether a relationship exists between middle school climate and middle school student achievement in mathematics. This quantitative study employed purposive sampling from Missouri middle schools that had completed Cycle 4 of the Missouri School Improvement Process and had participated in the Middle School/Junior High School Missouri Advanced Questionnaire (AQ) during the 2010-2011 academic year. The sample included 72 Missouri middle schools with the aforementioned characteristics. The independent variable in this study was the student, teacher, and parent perceptions of school climate (safety, interpersonal relationships, teaching and learning, and institutional environment) from the schools included in the sample. The independent variable of climate perceptions was measured using the Advanced Questionnaire. The dependent variable was the percentage of students scoring at or above Proficient on the mathematics portion of the Missouri Assessment Program. A Pearson correlation coefficient was calculated to determine the strength and relationship of each pair of the independent and

dependent variables specified in each research question. Results indicated a statistically significant relationship exists between student, teacher, and parent perceptions in each dimension of school climate and the percentage of students scoring at or above Proficient in mathematics. Specifically, the students' perception of school climate in the dimension of safety and the parents' perception of school climate in the institutional environment showed the strongest relationships to mathematics achievement. Staff perceptions of school climate in all dimensions showed moderate relationships to mathematics achievement.

Krista, J. S. (2013), conducted a study on '**The Relationship Between Middle School Climate and Student Mathematics Achievement**'. The purpose of this study was to determine whether a relationship exists between middle school climate and middle school student achievement in mathematics. This quantitative study employed purposive sampling from Missouri middle schools that had completed Cycle 4 of the Missouri School Improvement Process and had participated in the Middle School/Junior High School Missouri Advanced Questionnaire (AQ) during the 2010-2011 academic year. The sample included 72 Missouri middle schools with the aforementioned characteristics. The independent variable in this study was the student, teacher, and parent perceptions of school climate (safety, interpersonal relationships, teaching and learning, and institutional environment) from the schools included in the sample. The tools of the study were Advanced Questionnaire, Missouri Assessment Program. A Pearson correlation coefficient was calculated to determine the strength and relationship of each pair of the independent and dependent variables specified in each research question. Results indicated a statistically significant relationship exists between student, teacher, and parent perceptions in each dimension of school climate and the percentage of students scoring at or above Proficient in mathematics.

Ajay, B. (2013), conducted a study on '**Organizational Climate as a Predictor of Teacher Effectiveness**'. The present descriptive survey type study was aimed to study the impact of the organizational climate on teacher effectiveness. It also examined the type of organizational climate existing in different types of school. For the present study the researcher has selected a sample of 100 Elementary School Teachers from Koderma District of Jharkhand. The sample contained 50 from Government Schools and 50 from Private Schools. For this study the random

sampling method was used. The tool used in this study was a School Organizational Climate Descriptive Questionnaire (SOCDQ) developed and standardized by Motilal Sharma. The questionnaire consisted of 64 items based on 8 different dimensions and on four point scale. Results reveal that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate.

Angus, J. M., & Doris, L. P. (2009), conducted a study on ‘**The effects of school culture and climate on student achievement.**’ The purpose of the study was to investigate whether Exemplary, Recognized and Acceptable schools differ in their school climates, as measured by the 10 dimensions of the Organizational Health Inventory. Significant differences were found on all 10 dimensions of the Organizational Health Inventory, with Exemplary schools out-performing Acceptable schools. No statistical significance was found between Exemplary and Recognized schools. Statistical significance was found, with Recognized schools out-performing Acceptable schools on the Organizational Health dimensions of Goal focus and Adaptation. The findings of this study suggest that students achieve higher scores on standardized tests in schools with healthy learning environments.

Larry, D. S. (2009), conducted a study on ‘**School Climate and Teacher Commitment**’. This study examined the relationship between school climate and teacher commitment. The study focused on elementary schools in Northeast Alabama. Thirty-four elementary schools consisting of 522 teachers took part in the study. The teachers completed two survey instruments: the Organizational Climate Index (OCI) and the Organizational Commitment Questionnaire (OCQ). With the school as the unit of analysis, the OCI outlined and measured four elements related to school climate (collegial leadership, teacher professionalism, academic press, and institutional vulnerability). Those four elements were the independent variables used for the study. The dependent variable was teacher commitment measured by the 15 items of the OCQ. The socioeconomic status (SES) was a control variable. That variable was calculated from the percentage of free and reduced lunches at each school. Results indicated that teacher commitment is related to school climate. The study showed that the most significant predictor of

teacher commitment was teacher professionalism. Collegial leadership and academic press were predictors of teacher professionalism, while SES was a predictor of academic press.

Shantina, R. D. (2008), conducted a study on ‘**A Study of Parental Involvement and School Climate: Perspective from the Middle School.**’ This study examines school level differences on different dimensions of teacher rated parent involvement and school climate while adjusting for age, gender, ethnicity, how certified, and number of years teaching. Two hundred twenty-four elementary teachers from existing data and 178 teachers at the middle school level provided information on their perceptions of parent involvement and school climate. Elementary school teachers were recruited from districts located in Texas and California. Middle school teachers were recruited from suburban school districts located in Southeast and Southwest Texas. Teachers rated questions on the parent involvement and school climate surveys as either: strongly agree, agree, disagree, or strongly disagree. The nine research hypotheses generated for this study were partially supported by the data. As predicted, there was a difference between elementary and middle schools on how they perceive school climate. The data also supported the hypothesis that both Title I and non-Title I middle schools would find parent centres important for getting parents involved. Experience and school level also predicted how teachers perceived school climate. However, contrary to prediction, there were no significant differences between Elementary and middle school teachers on how they perceived parent involvement. The findings of the study revealed that there were no significant differences between elementary and middle school on the parent involvement scale when age, ethnicity, gender, school level, experience.

Jodi, L. R. (2007), conducted a study on ‘**Student's perception of school climate**’. The purpose of this study was to investigate student's perception of school climate in the middle school. More specifically, this study examined school climate as it relates to student's academic achievement, attendance, and disciplinary referrals. Participants consisted of 29 females and 14 males in grades 6th, 7th, and 8th and their parents from a rural middle school located in upstate New York. School climate was measured using the Student version of the Yale Child Study School Development Program, School Climate Survey-Revised Version (Emmons, Haynes, & Comer, 2002). Parents reported on their child's school performance. Data analysis consisted of a One Way Analysis of Variance (ANOVA), Pearson Product-Moment Correlations, and Stepwise Multiple Regression Analysis. Results indicated that student-teacher relations are related to

academic achievement and that student interpersonal relationships affect whether students attend school. Developmentally, students at the start of middle school have a greater perception that teachers treat them fairly. As they grow older this belief decreases.

Melissa, W. (2005), conducted a study on **‘Teacher Assessment of School Climate and Its Relationship to Years of Working with an Elementary School Administrator’**. The purpose of this study was to determine if a relationship existed between teachers’ Overall assessment of school climate and the number of years worked with an elementary school administrator. A secondary purpose was to determine if a relationship existed between teachers’ overall assessment of school climate and the total number of years teaching experience. The Organizational Climate Description Questionnaire for Elementary Schools was distributed to all elementary teachers in the Kearney, Nebraska School District. Of the 151 surveys distributed during April 2005, 132 were returned for a return rate of 87.4%. Teacher responses on the surveys were tallied based on the composite school climate score, as well as the scores received for the following dimensions of climate: supportive behavior, directive behavior, restrictive behavior, and principal openness. The survey results were grouped by interval years of 1-4 years, 5-10 years, and 11 or more years based upon years worked with an elementary administrator, as well as total years of teaching experience. Analysis of the data indicated that there was no significant relationship between teachers’ overall assessment of school climate and years worked with an elementary administrator, nor was there a significant relationship between teachers’ overall assessment of school climate and total years of teaching experience. Additionally, there was no significant difference in teachers’ overall assessment of school climate based upon years worked with an elementary administrator as well as based upon years of teaching experience. A negative correlation was found between supportive principal behavior and years worked with an elementary school administrator. Another negative correlation was found between principal openness and years worked with an elementary school administrator.

John, S., Albert, J., Williams, A.D., Clint, T. & Hermenia, C. (2004), conducted a study on **Exploring the School Climate -- Student Achievement Connection: and Making Sense of Why the First Precedes the Second**. The purpose of this study was to explore the relationship between student academic achievement and various elements within the domain of school climate, and to examine the nature and potential causality of that relationship. The study

examined school climate and achievement at 21 urban public schools. The sample of schools was drawn from a large geographical area and reflected schools from diverse ethnic and socioeconomic communities. Each school assessment team administered the Alliance for the Study of School Climate (ASSC) School Climate Assessment Instrument (SCAI). The team at each school incorporated a standard protocol and surveyed a minimum number of participants (N= 30+ students, 10+ teachers as well as 10+ staff and parents, with most sample sizes being larger). Focus group data were also collected. California State Academic Performance Index (API) and Similar School Rating (SIM) scores (published by the state), were used to measure student achievement at each school. The results of the study confirmed a strong relationship between the quality of school climate and academic achievement levels.

Jennifer, S. (2002), conducted a study on ‘**The effects of leadership styles and school climate on student achievement**’. The purpose of this study was to determine the effects of leadership styles and school climate on student achievement. Student achievement was measured using the new standards test in grade 4, known as the English Language Arts Test (ELA). The data were collected in 30 elementary schools in an urban school district in Westchester County, New York. There were 30 principals and 429 classroom teachers who completed the Organizational Climate Description Questionnaire-Revised Edition, by Hoy, Tarter, and Kottkamp (1991). The OCDQ-RE measures perception of principal and teacher behavior in schools. The 6 subscale behaviors include principal supportive, directive, and restrictive behavior, and teacher collegial, intimate, and disengaged behavior. Based on these perceptions, schools were identified as having an open, engaged, disengaged, or closed climate. In addition, for the purpose of this research, schools were also identified as having a particular style of leader, based on the three subscales of principal behavior. ^ Three hypotheses were tested to determine the relationship of the independent variables of leadership styles and school climate, on the dependent variable of student achievement. In addition, the latent variables of job satisfaction and self-efficacy were examined, since they were determined as important components to school climate. ^ Results of this study found no significant relationship between leadership styles and student achievement and school climate types and student achievement. The only significant predictor of student achievement was the demographic variable of the number of years a teacher has been in the profession. The result is appropriate, given the ELA Test, since observations of teachers working in schools using this test validates that the more experience the teacher has on the skills needed

to meet the standards, the better equipped the students are in meeting those standards. ^ A review of job satisfaction noted a significantly higher sense of job satisfaction when teachers have focus and meaning in their work and are positive about the school; in other words, they are not disengaged. A review of self-efficacy results shows that teachers' feelings about being able to accomplish goals and tasks is significantly greater when they feel they are working with a supportive principal in a positive school climate.

Nurharani, S. (2002), conducted a study on **‘The Impact of Organizational Climate on Teachers’ Job Performance’**. The main purpose of this study was to examine the influence of organizational climate on teachers’ job performance. 37 secondary school teachers in the district of Klang participated in this study. They were selected based on simple random sampling. Data were collected using the survey method and were analyzed using descriptive statistic and inferential statistic. Based on the data collected, the findings showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that organizational climate was found to be a significant factor that could affect teachers’ job performance. In terms of organizational climate dimensions, one aspect of principal’s leadership behavior and teachers’ behavior: thrust and hindrance were found to be critical factors in enhancing teachers’ job performance. The findings of this study have implications to the role of principal in exercising positive job behavior and do not over emphasize on paper work as it would benefit teachers’ classroom instruction and students’ academic achievement

Dorothy, M. F. (1998), conducted a study on **‘School climate and student achievement during a school improvement effort’**. The purpose in this study was to examine two aspects of the school improvement process. Student achievement and school climate perceptions of students and staff were studied over a two-year period from 1994-1996. The study was designed to explore the relationship between school climate and student achievement as part of the school improvement process.^ The site of this study was the Lexington Public Schools, in Lexington, Nebraska. This K-12 (enrollment 2,285), public school district, with a 40 percent minority population was identified as a Nebraska agricultural community with a large beef packing plant.^ A total of 375 (84%) of the Lexington Middle School and Morton Elementary students who attended Lexington Public Schools from 1994-1996 participated in the study.^ Sixty-six teachers

who were continuously employed by the Lexington Public Schools from 1994-1996 participated in the study from Morton Elementary and Lexington Middle School.^ Analysis of the school climate survey data revealed the staff school climate total mean score decreased 5.0 percent, and the means of the other four subsections of the school climate survey--general school climate, expectations, curriculum and instruction, and discipline--decreased. The student school climate total mean score increased, and the means of the other four subsections of the school climate survey--general school climate, expectations, curriculum and instruction, and discipline--increased. No significant difference was indicated between the 1994 and 1996 Normal Curve Equivalent (NCE) language mean scores. The reading and mathematics NCE mean scores decreased significantly from 1994-1996. A significant relationship was found between 1996 school climate perceptions in four areas--classroom expectations, curriculum and instruction, discipline, and school climate total scores--and 1996 student achievement--reading, language, and mathematics. A negligible relationship was found between "general" 1996 school climate perceptions and 1996 student achievement in reading, language, or mathematics.

2.3 Implications of the Review of Related Literature to the Present Study

While reviewing the literature it was found that studies conducted are of school climate in context to certain variables all over the world as well as in India. Although it is observed that school climate plays a vital role in institutional development and personal development. This was one of the reasons the researcher felt the need of understanding research in this particular field as lot can be done in this area. Impact of School climate is not only related with the educational benefits but also social benefits, as it not only focuses on cognitive outcomes, it also gives due emphasis and importance to affective outcomes as well. In the present study researcher tries to study the school climate of rural and urban schools.

Through these studies researcher came to know about methodology of research, tools of research as well as process of research. In this study the researcher has tried to compare the school climate of rural and urban schools in terms of physical climate, social climate and educational climate. The next chapter devotes itself to the research methodology.

CHAPTER – 3

RESEARCH METHODOLOGY

3.0 Introduction

Design is an essential step in the process of research. It plays a crucial role in the success of the study and also provides supports to the investigator. Research design is a blue print on the paper like an architect's plan. The purpose of a research design is to impose controlled restrictions on observations of natural phenomena. It guides the investigator throughout the study. The factor that most often differentiates between a good and a poor research is not the funds available, the size of sample or sophistication of the statistics, but it is the care and thought that goes into the research plan. According to Burroughs (1975), "The hypotheses formulated act as a guide to what one is proposing to test. The purpose of the design is to show how to do it. The data needs to be collected in a way that valid conclusion and results may be drawn. There are many elements to be taken into consideration at this stage not all of which are compatible."

Thus, a reliable research cannot just happen. It is not the fruit of a few hours or days. It encompasses number of operations, carried out with patience, accuracy and industriousness for months and years. For such a long process, planning demands utmost care and insight. The product of research depends upon the quality of its design. A good research work cannot be done if the design has faults. Therefore, proper design is needed for valid analysis. Certain fundamental steps of research design must be given due importance when it proposed to be used. The operation of the design, that is planning must be carried out with patience and accuracy.

3.1 Research Design

The present study is descriptive in nature and survey method is adopted by the researcher for the present study.

3.2 Population

The population for the present study comprises of four English Medium Schools of Secondary Section: two schools of urban area and two schools of rural area of Kheda district. The survey was carried out in the academic year 2014-15.

3.3 Sample

The convenient sampling method was used to select the sample. The sample for the present study comprised of 4 Principals, 40 Teachers, and 320 Students. The data was collected from one principal, 10 teachers and 80 students of both urban and rural area schools. The list of the schools of urban and rural areas is as follow:

Table 3.1: List of Schools

Sr. No.	Name of the school.	Area	Principal	Teacher	Students
1.	E.T.S School, Nadiad	Urban	1	10	80
2.	ST. Mary's School, Nadiad	Urban	1	10	80
3.	Mother Care school, Uttarsanda	Rural	1	10	80
4.	ST. Anne's School, Kapadvanj Road	Rural	1	10	80
	Total	4	4	40	320

3.4 Tools

Tools help the researcher to interact with the subjects and get their responses. In the present study, the researcher used two major tools.

- a) Questionnaire for the school Principals and Teachers
- b) Questionnaire for the school Students

3.5 Procedure of Construction of the Tools

Research tools help researchers to collect data. They help the researchers to collect qualitative as well as quantitative data. Researcher gave research tools to teacher educators teaching Science and also language teacher educators for validation process. The descriptions of the research tools for the present study are mentioned below.

Stage – 1 : Deciding components and preparation of Questionnaire

- To study school climate researcher decided the components such as physical, social and educational climate of the school that influence the overall development of students. The questionnaire was prepared using these components for principals, teachers and students to collect their responses.

- a) **Questionnaire for School Principals:** The researcher constructed tool to collect information about the school climate from school principals and school teachers. The questionnaire consists of both open ended and closed ended questions. The questionnaire consists of eight open ended questions and thirty one closed ended questions. The items were related to the school climate, availability of materials, teaching aids, extra activity for the students and teachers of the school and harmonious relationships, teacher's behavior with colleagues and students as well as parents, way of teaching, pedagogy used and use of teaching aids for classroom interaction.
- b) **Questionnaire for Students:** The researcher had made tool for students to collect data about the school climate from school students. The questionnaire consists of both open ended and closed ended questions. There were 08 open ended questions and 28 closed ended questions in teachers' questionnaire and 07 open ended questions and 31 closed ended questions in students' questionnaire. The items were related to the support that students get from the teachers, peers, and principal. Teaching methodology, Classroom activities, etc.

Stage – 2: Tools for Validation

- After constructing tools, researcher gave to the experts i.e. teacher educators for their valuable suggestions and comments.

Stage – 3: Finalization of the Questionnaire

- The researcher incorporated valuable suggestions and comments of experts and made necessary modifications in the tools.

Stage – 4: Data Collection

The researcher collected data using questionnaire constructed for principals, teachers and students. The researcher took prior permission from schools and collected data from school principal, teachers and students. The researcher gave necessary instructions regarding the collection of data. The time of 10 days were given to the principal, teachers and students to fill the questionnaire.

3.6 Data Analysis

The researcher analyzed the collected data using Content Analysis and interpreted the result.

3.7 Conclusion

The current chapter focused on the design and methodology of the research, tools, employed for data collection, construction of tools and detailed description of data collection. The next chapter comprises analysis and interpretation of data.

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The analysis of data gives the synoptic view of the procedures in a most concise and meaningful way. Thus, the objectives and the outcomes of the research have been verified and the hypothesis has been tested. The generation of hypothesis and testing of hypothesis, both are very important points of the research. Researcher also indicates the related aspects of test construction including item acceptance or rejection at the appropriate place in the research report. The present chapter deals with the data analysis and interpretation. In the present study the data are analysed using content analysis.

4.1 Data Collection

The researcher used survey method for data collection. The researcher prepared questionnaire for school principals and teachers and students based on various components such as physical climate, social climate and educational climate. Both closed and open ended test items were prepared by the researcher. The data was collected administering on the school principals, teachers and students.

4.2 Data Analysis

The researcher used content analysis and percentage analysis techniques to analysed the data.

The item-wise detailed analysis is as below.

Teachers' Response of Open Ended Questions

Q1. How do you establish a rapport and maintain relationship with the Colleagues, Students and parents?

In urban schools 45 % of teachers were of the opinion that they established a rapport and maintained relationship with the Colleagues, Students and parents through Communication and 30 % of teachers were of the opinion that by creating conducive climate of the institution, trust building and caring and respecting one another 25 % of teachers were of the views that by giving higher motivation.

In rural schools 50% teachers were of the view that hard work, cooperation and efforts do not help them in establishing rapport and maintaining relationship, 25% teachers were of the view that through meetings, 20 % of teachers were of the opinion that providing motivation rapport is established and relationship is maintained and 5% said that through communication,

Q2. How do you help your students to participate in activities?

In urban schools 40% of teachers were of the opinion that they provide guidance, 30% teachers were of the opinion that they identify their students competence, motivate them and provide essential guidance to participate in the activities, 20% teachers were of the view that they provide proper guidance and motivate them and 10% of teachers were of the opinion that they motivate their students to participate in activities.

In rural schools 40% teachers were of the opinion that they don't have enough resources for providing guidance, 30% teachers were of the view that they have resources but don't have innovative ideas to provide guidance and 25% of teachers were of the views that they don't identify their students competence and encourage them and 5% of teachers were of the view that they don't encourage students to participate in activities.

Q3. How do you motivate and encourage your students for learning?

In urban schools 75% of teachers were of the view that their students are intrinsically motivated and encourage for learning, 20% of teachers were of the view that they provide extrinsic motivation such as rewards, grade, etc and 5% of teachers were of the view that they build confidence and provide positive reinforcement to their students for learning.

In rural schools 80% of teachers were of the view that their students are not intrinsically motivated and encourage for learning, 10% of teachers were of the view that they don't provide rewards, grade, etc and 10% of teachers were of the view that they don't provide positive reinforcement to their students for learning.

Q4. How do you support and provide guidance to your peers?

In urban schools 66% of teachers were of the view that they share their ideas with each other and support their peers. 23% of teachers were of the opinion that they observe their peers activities

and give necessary feedback and 11% of teachers were of the view that they independently do their things.

In rural schools 60% of teachers were of the view that they don't share their ideas with each other and support their peers. 25% of teachers were of the opinion that they observe their peers activities but don't share feedback and 15% of teachers were of the view that they don't take support and guidance from their peers.

Q5. How do you communicate and inform parents about progress and development of their children?

In urban schools 80% teachers were of the opinion that they communicate and inform parents about their children's progress by organizing Parents Teacher Meeting. 10% of teachers were of the view that they communicate and inform parents about their children's progress through progress report and 10% teachers were of the opinion that they communicate and inform parents about their children's progress by writing feedback in student's diary.

In rural schools 60% of teachers were of the opinion that they communicate and inform parents about their children's progress by organizing Parents Teacher Meeting. 20% of teachers were of the view that they are not allowed to communicate and inform parents directly about their children's progress and development and 10% of teachers gave response that they have informal interaction with the parents about their children's progress and development.

Q6. How do you maintain self discipline at your school?

In urban schools 69% of teachers were of the opinion that they maintained self discipline by Responding in Peaceful and Positive Ways, 15% of teachers were of the opinion that they maintained self discipline by managing and controlling self and 16% of teachers were of the view that they maintained self discipline through introspection and SWOT analysis.

In rural schools 80% of teachers were of the view that they maintained self discipline by giving corporal punishment, 10% of teachers were of the view that their personality helps to maintain self discipline and 10% of teachers were of the view that they maintained self discipline by responding in a positive ways.

Q7. How do you create free and conducive environment of your school?

In urban schools 55% of teachers were of the opinion that they create free and conducive environment of their school by giving constructive feedback, 20% of teachers were of the opinion that they create free and conducive environment of their school by providing motivation, 25% of teachers were of the opinion that they create free and conducive environment of their school through social environment.

In rural schools 25% of teachers were of the opinion that they create free and conducive environment of their school by giving constructive feedback, 45% of teachers were of the opinion that they create free and conducive environment of their school by providing motivation and 30% of teachers were of the opinion that they create free and conducive environment of their school through social environment.

Q8. Which types of study materials are available for the teachers in the school?

In urban school 65% of teachers were of the opinion that they have reference books, magazines and e-material at their school, 35% of teachers were of the opinion that they don't have enough reference books and e-material at their school.

In rural school 75% of teachers were of the opinion that they have only textbooks at their school and 25% of teachers were of the opinion that they don't have even textbook at their school.

'Yes-No'(Close Ended) Questions

Table 4.1: Analysis of Teachers Responses for School Climate

No	Questions	Urban		Rural	
		Yes	No	Yes	No
01	Do you establish links with other institutions?	60%	40%	20%	80%
02	Do you encourage your students to participate in the extracurricular activities?	90%	10%	50%	50%
03	Do you involve parents in the activities?	80%	20%	40%	60%
04	Do you arrange parents meeting regularly?	100%	-	50%	50%
05	Do your school has well equipped infrastructure?	82%	18%	10%	90%
06	Do you enroll limited number (25) of students for all standards?	-	100%	-	100%
07	Do you use innovative ideas in classroom teaching learning process?	75%	25%	20%	80%
08	Does School have a well equipped computer lab	90%	10%	25%	75%

	for the students?				
09	Does School have separate washrooms for girls and boys?	100%	-	100%	-
10	Do you provide study material to the students?	63%	37%	50%	50%
11	Do you use traditional ways of teaching?	10%	90%	75%	25%
12	Do you get opportunities for your continuing professional development?	90%	10%	27%	73%
14	Do you create a positive environment for learning?	90%	10%	50%	50%
15	Do you create work culture at your school?	80%	20%	30%	70%
16	Do you counsel your students as and when necessary?	78%	22%	25%	75%
17	Do you help your colleagues and students to solve their problems?	65%	35%	35%	65%
18	Do you provide educational, personal and vocational guidance to your students?	70%	30%	50%	50%
19	Do you cooperate and support your students and colleagues in unfavorable circumstances?	75%	25%	40%	60%
20	Do you encourage students in sports, clubs, and other school activities outside the campus?	80%	20%	30%	70%
21	Do you provide latest technology to your students for learning?	85%	15%	20%	80%
22	Do you accept suggestions of the parents?	60%	40%	10%	90%
23	Do you provide sufficient resources for student's development?	82%	18%	25%	75%
24	Do you produce materials like displays, newsletters that help students in the process of learning?	66%	34%	25%	75%
25	Do you encourage students to participate in assembly?	80%	20%	30%	70%
26	Do you establish rapport with your students?	75%	25%	40%	60%
27	Do you allow your students to express their views?	80%	20%	25%	75%
28	Do you feel satisfied with the school environment?	80%	20%	30%	70%

From the above table it is clear that in urban schools 60% of teachers establish links with other institutions, 40% of teachers do not establish links with other institutions. 90% of teachers encourage their students to participate in extra -curricular activities and 10% of teachers do not encourage their students to participate in extra-curricular activities. 80% of teachers involve parents in activities and 10% of teachers do not involve parents in activities. 100% of teachers arrange parents meeting regularly. 82% of teachers were of the opinion that they have well

equipped infrastructure that helps in the process of learning and 18% of teachers said that they do not have well equipped infrastructure. 100% of teachers said that they do not have limited (25) number of students enrolled in the classrooms. 75% of teachers use innovative ideas in the teaching learning process and 25% teachers do not use innovative ideas in the teaching learning process. 90% of teachers have well equipped computer lab at their schools and 10% of teachers do not have well equipped computer lab at their schools. All teachers said that they have separate washrooms for boys and girls at schools. 63% of teachers provide study material to their students and 37% of teachers do not provide study material to their students. 10% of teachers use conventional mode of teaching and 90% of teachers use other than conventional mode of teaching. 90% teachers get opportunities for their continuing professional developments and create positive environment for learning and 10% teachers do not get opportunities for their continuing professional development and create positive environment for learning.

From the above table it is clear that 80% teachers create work culture at their schools and 20% teachers do not create work culture at their schools. 78% teachers counsel students and 22% teachers do not counsel their students as and when required. 65% of teachers help their colleagues and students to solve their problems and 35% of teachers do not help their colleagues and students to solve their problems. 70% teachers provide educational, vocational and personal guidance to their students and 30% of teachers do not provide educational, vocational and personal guidance to their students. 75% of teachers support and cooperate their colleagues and students in their unfavorable circumstances and 35% of teachers do not support and cooperate their colleagues and students in their unfavorable circumstances. 80% teachers encourage their students for sports, clubs and other school activities outside the campus and 20% of teachers do not encourage their students for sports, clubs and other school activities outside the campus. 85% of teachers provide latest technology to their students for learning and 15% of teachers do not provide latest technology to their students for learning. 60% of teachers accept suggestions from parents and 20% of teachers do not accept suggestions from parents.

From the above table it is clear that 82% of teachers provide sufficient resources for their students' development and 18% of teachers do not provide sufficient resources for their students' development. 66% of teachers produce materials like displays, newsletters that help students in the process of learning and 34% of teachers do not produce materials like displays, newsletters

that help students in the process of learning. 80% of teachers encourage students to participate in assembly activities and 20% of teachers do not encourage students to participate in assembly activities. 75% of teachers establish rapport with the students and 25% of teachers do not establish rapport with their students. 80% of teachers allow students to express their views and 20% of teachers do not allow students to express their views. 80% of teachers feel satisfied with the school environment and 20% of teachers do not feel satisfied with the school environment.

From the above table it is clear that in rural schools 20% of teachers establish links with other institutions, 80% of teachers do not establish links with other institutions. 50% of teachers encourage their students to participate in extra-curricular activities and 50% of teachers do not encourage their students to participate in extra-curricular activities. 40% of teachers involve parents in activities and 60% of teachers do not involve parents in activities. 50% of teachers arrange parents meeting regularly and 50% of teachers do not arrange parents meeting regularly. 10% of teachers were of the opinion that they have well equipped infrastructure that helps in the process of learning and 90% of teachers said that they do not have well equipped infrastructure. 100% of teachers said that they do not have limited (25) number of students enrolled in the classrooms. 20% of teachers use innovative ideas in the teaching learning process and 80% teachers do not use innovative ideas in the teaching learning process. 25% of teachers have well equipped computer lab at their schools and 75% of teachers do not have well equipped computer lab at their schools. All teachers said that they have separate washrooms for boys and girls at schools. 50% of teachers provide study material to their students and 50% of teachers do not provide study material to their students.

From the above table it is clear that 75% of teachers use conventional mode of teaching and 25% of teachers use other than conventional mode of teaching. 27% teachers get opportunities for their continuing professional developments and create positive environment for learning and 73% teachers do not get opportunities for their continuing professional development and 50% teachers create positive environment for learning. 80% teachers create work culture at their schools and 50% teachers do not create work culture at their schools. 25% teachers counsel students and 75% teachers do not counsel their students as and when required. 35% of teachers help their colleagues and students to solve their problems and 65% of teachers do not help their colleagues and students to solve their problems. 50% teachers provide educational, vocational

and personal guidance to their students and 50% of teachers do not provide educational, vocational and personal guidance to their students. 40% of teachers support and cooperate their colleagues and students in their unfavorable circumstances and 60% of teachers do not support and cooperate their colleagues and students in their unfavorable circumstances. 30% teachers encourage their students for sports, clubs and other school activities outside the campus and 70% of teachers do not encourage their students for sports, clubs and other school activities outside the campus. 20% of teachers provide latest technology to their students for learning and 80% of teachers do not provide latest technology to their students for learning. 10% of teachers accept suggestions from parents and 90% of teachers do not accept suggestions from parents. 25% of teachers provide sufficient resources for their students' development and 75% of teachers do not provide sufficient resources for their students' development.

From the above table it is clear that 25% of teachers produce materials like displays, newsletters that help students in the process of learning and 75% of teachers do not produce materials like displays, newsletters that help students in the process of learning. 30% of teachers encourage students to participate in assembly activities and 70% of teachers do not encourage students to participate in assembly activities. 40% of teachers establish rapport with the students and 60% of teachers do not establish rapport with their students. 25% of teachers allow students to express their views and 75% of teachers do not allow students to express their views. 30% of teachers feel satisfied with the school environment and 70% of teachers do not feel satisfied with the school environment.

Students' Response of Open Ended Questions

Q1. How do you establish a rapport and maintain relationship with your principal, teachers and peers?

In urban schools 45 % of students were of the opinion that they established a rapport and maintained relationship with the principal, teachers and peers through Communication, 20% students by following their instructions, 20% students by giving respect to them, 15% students through their behavior.

In rural schools 5% of students established rapport and maintaining relationship with principal, teachers and peers by communicating with them, 34% students by giving respect to them, 40% students by helping others, 21% students by following certain rules and regulations of the school.

Q2. How do you help your peers to participate in the activities?

In urban schools 47% students help peers to participate in the activities by encouraging peers, 15% students by motivating peers, 13% students by solving their problems if they have and 25% of students by telling them importance of activity and its advantages.

In rural schools 40% students help peers to participate in the activities by encouraging peers, 13% students by giving them appropriate guidance, 20% students by telling importance of activities and 27% students by motivating and supporting their peers to take part in the activity.

Q3. How do you motivate and encourage your peers in learning?

In urban schools 30% students motivate and encourage their peers in learning by providing proper guidance, 24% students give them tips to learn certain things easily and 46% students are motivating and encouraging their peers in learning by solving their problems which becomes obstacles for them.

In rural schools 39% of students motivate and encourage their peers in learning by solving their problems related to learning, 28% motivate and encourage their peers by giving them materials, 25% students give moral support to them and 8 % students by providing guidance.

Q4. How do you support and provide guidance to your peers?

In urban schools 51% students support and provides guidance to their peers by giving them examples of great personalities, 27% students support and provide guidance by providing materials, 22% tries to give them ideas.

In rural schools 26% students support and provides guidance to their peers by giving them notes, 37% students by giving them advice, 12% students by solving their problems and 25% students by giving them materials.

Q5. How do you maintain self discipline at your school?

In urban schools 37% students maintained self discipline in the school by following rules and regulations of the school, 30% students by obeying teachers and 33% students by not giving unusual comments in the class.

In rural schools 57% of students maintained self discipline in the school by giving respect to elders, teachers and peers, 38% of students by maintaining silence in the class and 5% students by following orders and instruction of the teachers.

Q6. How do you help in creating conducive environment of your classroom?

In urban schools 40% students' help to create conducive environments of their classroom by sharing their ideas with peers and teachers, 29% students by motivating their friends, 17% students by getting them freedom of expressing own selves, 14% students by maintaining cleanliness of the classroom.

In rural schools 19% students help to create conducive environment of their classroom by motivating their friends, 30% students by maintaining discipline in the class room., 27% students by maintaining cleanliness of the classroom, 24% by sharing their thoughts and ideas.

Q7. Which kind of support you are getting from your class mates?

In urban schools 47% students were of the view that their classmates provide them useful materials and support them, 21% students by getting them friendly and helpful environment from their classmates in the classroom and 32% students were of the view that they get moral and physical support from their classmates at the time of difficulty.

In rural schools 62% students were of the view that their classmates give them class notes and support them, 38% students were of the view that they don't get support from their classmates.

'Yes-No' (Close Ended) Questions**Table 4.2: Analysis of Students' Responses for School Climate**

No.	Questions.	Urban		Rural	
		Yes	No	Yes	No
01	Do you feel safe in the school?	100%	-	100%	-
02	Do your teachers encourage you to get involved in extracurricular activities?	100%	-	80%	20%

03	Do your teachers provide study material for examination?	77%	23%	100%	-
04	Do your teachers help you in difficult situations?	75%	25%	50%	50%
05	Do you get books from library for your study?	59%	41%	20%	80%
506	Do your teachers give necessary guidance and feedback to you?	60%	40%	40%	60%
07	Do you get freedom to express your views, ideas, thoughts and opinions in the classroom?	89%	11%	10%	90%
08	Do your schools provide you facilities for extra-curricular and co-curricular activities?	80%	20%	15%	85%
09	Do your peers help you in all activities at the school?	62%	38%	25%	75%
10	Do you think that you are getting enough to improve and display your potentials?	77%	23%	20%	80%
11	Do your teachers use technology in classroom teaching?	90%	10%	-	100%
12	Do you get access to the computers in the computer lab?	100%	-	50%	50%
13	Do you have classroom well ventilated with proper seating arrangements?	100%	-	30%	70%
14	Do you maintain disciplines at your school?	100%	-	100%	-
15	Do your teachers and principal understand your needs?	80%	20%	80%	20%
16	Do you complete your homework in time?	100%	-	100%	-
17	Do you attend your classes regularly?	75%	25%	100%	-
18	Do you develop interests in learning new topics?	70%	30%	50%	50%
19	Do your teachers create conducive environment for your learning?	85%	15%	20%	80%
20	Do your teachers use teaching learning aids in the classroom that helps you in understanding the concept?	86%	14%	50%	50%
21	Do your teachers give you respect?	65%	35%	10%	90%
22	Do you like your school?	75%	25%	25%	75%
23	Does your school have clear rules and consequences for behavior?	100%	-	50%	50%
24	Do your principal treats with you fairly?	75%	25%	50%	50%
25	Does the school have displayed related with teaching learning?	80%	20%	40%	60%
26	Do your teacher love and encourage you?	66%	34%	20%	80%
27	Do your peers help you in teaching learning process?	60%	40%	50%	50%
28	Do you have democratic school environment that helps you in learning?	75%	25%	-	100%
29	Do you get respect from your peers, teachers and principal?	60%	40%	50%	50%

30	Are you able to concentrate in study in the school environment?	80%	20%	40%	60%
31	Do you enjoy being in the school?	100%	-	50%	50%

From the above table it is clear that in urban schools 100% of students feel safe and teachers encourage them to get involved in the extra-curricular activities. 77% students said that their teachers provide study material for examination and 23% students said that their teachers do not provide study material for examination. 75% students said that their teachers help them in difficult situations where as 25% students said that their teachers do not help them in difficult situations. 59% students said that they get books from the library for their study whereas 41% students were of the view that they don't get books from the library for their study. 60% students get guidance and feedback from their teachers and 40% students do not get guidance and feedback from their teachers. 89% of students were of the view that they get freedom to share their views, ideas, thoughts and opinions in the classroom whereas 11% students do not get freedom to share their views, ideas, thoughts and opinions in the classroom.

From the above table it is clear that 80% students said that their schools provide facilities for co-curricular and extra-curricular activities whereas 20% students were of the view that their schools do not provide facilities for co-curricular and extracurricular activities. 62% of students said that their peers help them in all activities at school whereas 38% of students were of the view that their peers do not help them in all activities at school. 77% of students were of the view that they get enough to improve and show their potentials whereas 23% of students said that they do not get enough to improve and show their potentials. 90% of students were of the view that their teachers use technology in the classroom whereas 10% of students said that their teachers do not use technology in the classroom. 100% students were of the view that they get access to the computers in the computer lab, have well ventilated with proper seating arrangements and maintained discipline at school. 80% of students were of the view that their teachers and principal understand their needs and 20% students said that their teachers and principal do not understand their needs. 100% students were of the view that they complete their homework in time. 75% of students were of the view that they attend their classes regularly and 25% of students do not attend their classes regularly. 70% students were of the view that they develop interests in learning new topics whereas 30% students said that they do not develop interests in learning new

topics. 85% of students said that their teachers create conducive environment for learning and 25% students said that their teachers do not create conducive environment for learning. 86% students were of the view that their teachers use teaching aids in the classroom to make students understand the concepts whereas 14% students were of the view that their teachers do not use teaching aids in the classroom to make students understand the concepts.

From the above table it is clear that 65% of students said that they get respect from their teachers whereas 35% of students said that they do not get respect from their teachers. 75% of students said that they like their school whereas 25% students said they don't like their school. 100% students said that their school has clear rules and consequences for their behavior. 75% of students said that their principal treats with them fairly and 25% of students were of the view that their principal do not treats with them fairly. 80% students were of the view that their school has displays related to teaching learning whereas 20% students said that their school does not have displays related to teaching learning. 66% students were of the view that their teachers love and encourage them whereas 34% of students said that their teachers don't love and encourage them. 60% of students were of the view that their peers help them in their teaching learning process whereas 40% students said that they don't get help from their peers in teaching learning process. 75% students were of the view that their schools have democratic environment that helps them in learning whereas 25% students said that their schools do not have democratic environment that helps them in learning. 60% students were of the view that they get respect from their principal, teachers and peers whereas 40% students said that they do not get respect from their principal, teachers and peers. 80% students were of the view that they concentrate in their school environment whereas 20% students said that they do not concentrate in their school environment. 100% students said that they enjoy being in the school.

From the above table it is clear that in rural schools 100% of students feel safe. 80% students were of the view that teachers encourage them to get involved in the extra-curricular activities whereas 20% students said that their teachers do not encourage them to get involved in the extra-curricular activities. 100% students said that their teachers provide study material for examination. 50% students said that their teachers help them in difficult situations where as 50% students said that their teachers do not help them in difficult situations. 20% students said that they get books from the library for their study whereas 80% students were of the view that they

don't get books from the library for their study. 40% students get guidance and feedback from their teachers and 60% students do not get guidance and feedback from their teachers. 10% of students were of the view that they get freedom to share their views, ideas, thoughts and opinions in the classroom whereas 90% students do not get freedom to share their views, ideas, thoughts and opinions in the classroom. 15% students said that their schools provide facilities for co-curricular and extra-curricular activities whereas 85% students were of the view that their schools do not provide facilities for co-curricular and extracurricular activities.

From the above table it is clear that 25% of students said that their peers help them in all activities at school whereas 75% of students were of the view that their peers do not help them in all activities at school. 20% of students were of the view that they get enough to improve and show their potentials whereas 80% of students said that they do not get enough to improve and show their potentials. 100% of students said that their teachers do not use technology in the classroom. 50% students were of the view that they get access to the computers in the computer lab whereas 50% students were of the view that they do not get access to the computers. 30% students were of the opinion that they have well ventilated with proper seating arrangements whereas 70% students said that they don't have well ventilated with proper seating arrangements at school. 100% students were of the view that they maintained discipline at school. 80% of students were of the view that their teachers and principal understand their needs and 20% students said that their teachers and principal do not understand their needs. 100% students were of the view that they complete their homework in time. 100% of students were of the view that they attend their classes regularly. 50% students were of the view that they develop interests in learning new topics whereas 50% students said that they do not develop interests in learning new topics. 20% of students said that their teachers create conducive environment for learning and 80% students said that their teachers do not create conducive environment for learning.

From the above table it is clear that 50% students were of the view that their teachers use teaching aids in the classroom to make students understand the concepts whereas 50% students were of the view that their teachers do not use teaching aids in the classroom to make students understand the concepts. 10% of students said that they get respect from their teachers whereas 90% of students said that they do not get respect from their teachers. 25% of students said that they like their school whereas 75% students said they don't like their school. 50% students said

that their school has clear rules and consequences for their behavior whereas 50% students were of the view that their school does not have clear rules and consequences for their behaviour. 50% of students said that their principal treats with them fairly and 50% of students were of the view that their principal do not treats with them fairly. 40% students were of the view that their school has displays related to teaching learning whereas 60% students said that their school does not have displays related to teaching learning. 20% students were of the view that their teachers love and encourage them whereas 80% of students said that their teachers don't love and encourage them. 50% of students were of the view that their peers help them in their teaching learning process whereas 50% students said that they don't get help from their peers in teaching learning process. 100% students were of the view that their schools do not have democratic environment that helps them in learning. 50% students were of the view that they get respect from their principal, teachers and peers whereas 50% students said that they do not get respect from their principal, teachers and peers. 40% students were of the view that they concentrate in their school environment whereas 60% students said that they do not concentrate in their school environment. 50% students said that they enjoy being in the school whereas 50% students were of the view that they do not enjoy being in the school.

4.3 Conclusion

Thus, from the above data analysis the school climate of rural and urban schools in Nadiad district has been found to be effective as evident through the significant difference between responses given by the teachers and students on the questionnaire.

CHAPTER 5

FINDINGS, IMPLICATIONS AND CONCLUSION

5.0 Introduction

The purpose of the study was to study the school climate of rural and urban schools of Kheda district. The tools were constructed and validated by the experts and were administered. This chapter helps to get overview of this research study. Even though this study was limited in duration and scope, the results clearly support earlier researches on Inquiry Based Learning. In the present chapter the summary of the report has been presented along with the findings, suggestions and implications for prospective researches.

5.1 Statement of the Problem

The title of the present study is **A Study of School Climate of Rural and Urban Schools.**

5.2 Research Questions

Following were the research questions for the present study.

1. How is the climate of rural schools with respect to Physical, Social and Educational Climate?
2. How is the climate of urban schools with respect to Physical, Social and Educational Climate?
3. What is the difference between rural and urban schools with respect to Physical, Social and Educational Climate?

5.3 Research Design

The present study is descriptive in nature and survey method is adopted for the present study.

5.4 Research Methodology of the Study

(a) Population of the study

The population for the present study comprised of four English Medium Schools of Secondary Section. Two schools of urban area and two schools of rural area of Kheda district. The survey was carried out in the academic year 2014-15.

(b) Sample

The convenient Sampling method was used to select the sample. The sample for the present study comprised of 4 Principals, 40 Teachers, and 320 Students. The data was collected from one principal, 10 teachers and 80 students of both urban and rural area schools. The list of the schools of urban and rural areas is as follow:

Sr. No.	Name of the school.	Area	Principal	Teacher	Students
1.	E.T.S School, Nadiad	Urban	1	10	80
2.	ST. Mary's School, Nadiad	Urban	1	10	80
3.	Mother Care school, Uttarsanda	Rural	1	10	80
4.	ST. Anne's School, Kapadvanj Road	Rural	1	10	80
	Total	4	4	40	320

5.5 Data Collection Tools

The researcher constructed following tools to collect data.

- a) Questionnaire for the school Principals.
- b) Questionnaire for the school Teachers.
- c) Questionnaire for the school Students

The aim of constructing these tools was to collect the information from school principals, teachers and students about school climate.

5.6 Findings of the Present Study

Following were the findings of the present study.

Research Question – 1

How is the climate of rural schools with respect to Physical, Social and Educational Climate?

❖ Findings with respect to Physical, Social and Educational Climate:

- Majority of teachers were of the opinion that there is a lack of well developed infrastructure, laboratories, classrooms, library and other physical facilities required for the teaching learning process.
- All the teachers were of the opinion that there schools have separate boys and girls common rooms.
- Majority of teachers were of the opinion that their classrooms are not well ventilated and airy. They have seating arrangements for students but physical environment of the classroom distracts students from teaching learning process.
- Majority of principals and teachers were of the opinion that they established rapport and maintained relationship with the colleagues, students and parents through their hard work, cooperation. A very few were of the view that they established rapport and maintained relationship with the colleagues, students and parents through their communication.
- Majority of teachers were of the opinion that their students are not intrinsically motivated and encouraged for learning. A very few were of the view that they give rewards, grade and positive reinforcement to their students for learning.
- Majority of teachers were of the opinion that they don't share their ideas with their peers and very few teachers were of the view that they don't take support and guidance from their peers. Some of the teachers were of the opinion that they observed their peers activities but don't share feedback and very few teachers were of the view that they don't take support and guidance from their peers.
- Majority of teachers were of the opinion that they communicate about children's progress and development to their parents by organizing parents teachers meeting and some of the teachers were not allowed to communicate and informed parents directly and very few teachers were of the view that they had informal interaction with parents about their children's progress and development.
- Majority of teachers were of the view that they maintained discipline by giving corporal punishment, very few were of the view that their personality helped them to maintain discipline and very few were of the opinion that they maintained discipline by responding in a positive way.
- Majority of teachers were of the view that they created free and conducive environment in their school by providing motivation, some of the teachers were of the opinion that they

created free and conducive environment of their school through social interaction and Very few of the teachers were of the view that they create free and conducive environment of their school by giving constructive feedback.

- Majority of the teachers were of the view that they have only textbooks as a study material at their schools and very few were of the view that they don't have even textbook as a study material at their schools.
- Majority of teachers were of the opinion that they don't establish links with the other institutions, they don't involve parents in activities and accept their suggestions, they don't arrange parents teacher meetings on regular basis, they don't have good work culture at their schools, they don't provide guidance and counsel their students when required, they don't cooperate, support or help their students and parents to solve their problems, they don't establish rapport with the students and do not allow students to express their views.
- Most of the teachers were of the opinion that they encouraged their students to participate in the extra-curricular activities. Some of them were of the opinion that they didn't encourage their students in sports, clubs and other school activities.
- Majority of the teachers were of the opinion that they adopted traditional method of teaching. Most of them were of the view that they don't get enough opportunities for their continuing professional development.
- Most of the students were of the opinion that they were afraid of their teachers so were unable to establish rapport with them and very few were of the opinion that they maintained rapport and relationship with their peers and teachers by following rules and regulations of the school.
- Majority of the students were of the opinion that they helped their peers to participate in the activities by encouraging, supporting and motivating their peers and very few were of the view that they provided guidance to their peers and help them to participate in the activities.
- Majority of the students were of the opinion that they solved problems of their peers and motivate and encourage them in the process of learning and some of them were of the view that they have give materials to their peers and encourage them for the process of learning and very few were of the opinion that they provide moral support and lesser guidance to their peers for the process of learning.
- Most of the students gave their notes to their peers and help them in giving guidance.

- Majority of the students were of the opinion that they maintained self discipline in the school by giving respect to their teachers and peers, some of them maintained silence in the class and very few by following orders and instruction of the teachers.
- Majority of the students were of the view that they created conducive environment of their classroom by motivating their peers, some of them were of the opinion that they maintained cleanliness in the classroom and very few by sharing their thoughts and views.
- Majority of the students were of the opinion that they gave class notes and support their classmates and some of them were of the view that they didn't get support from their classmates.
- Majority of the students were of the opinion that they don't feel safe sometimes in the school, their teachers did not encourage them to participate in extra-curricular activities, their teachers tell them to read class notes and prepared for exams, they got very few books from the library to read. Some of them were of the view that they read textbooks and class notes and prepared for the exams, they didn't got books from the library to read.
- Majority of the students were of the view that their students didn't get freedom to express their views, ideas, thoughts and opinion in the classrooms. Very few students were of the opinion that they sometimes get guidance and feedback from their teachers and also freedom to express their views, ideas, thoughts and opinion in the classroom.
- Most of the students were of the opinion that they hardly get enough to improve and display their potentials. Very few were of the opinion that they sometimes got chance to improve and display their potentials.
- Almost all students were of the opinion that their teachers didn't not use advanced technology in the classroom teaching; their classrooms were not airy and well ventilated with proper seating arrangements.
- Most of the students were of the opinion that their teachers did not understand their needs.
- Almost all students were of the opinion that they were least interested in learning new concepts; their teachers rarely create conducive classroom environment for learning and their school have less displays related with teaching learning, very few teachers were using teaching learning aids in the classroom that helps them in understanding the concepts.

- Majority of the students were of the opinion that they didn't get respect from their teachers; they didn't like their school as their teachers don't love and encourage them; they were not able to concentrate in study in such school environment.

Research Question – 2 :

How is the climate of urban schools with respect to Physical, Social and Educational Climate?

❖ Findings with respect to Physical, Social and Educational Climate:

- Majority of teachers were of the opinion that there were a well developed infrastructure, laboratories, classrooms, library and other physical facilities required for the teaching learning process.
- All the teachers were of the opinion that their schools have separate boys and girls common rooms.
- Majority of teachers were of the opinion that their classrooms were well ventilated and airy. They have best seating arrangements for students.
- Majority of teachers were of the opinion that they established rapport and maintained relationship with the colleagues, students and parents through communication, trust building, caring and respecting one another whereas in rural schools they established rapport and maintained relationship through hard work, cooperation. Further it was found that in urban schools few were of the view that they established rapport and maintained relationship with the colleagues, students and parents by motivating them whereas in rural schools they established rapport and maintained relationship with the colleagues, students and parents through proper communication.
- Majority of teachers were of the opinion that their students are intrinsically motivated and encouraged for learning. Some of the teachers were of the view that they provided extrinsic motivation such as rewards, incentives, grade, etc. A very few were of the view that they gave positive reinforcement to their students for learning.
- Majority of teachers were of the opinion that they freely shared their ideas with their peers and very few teachers were of the view that they took support and guidance from their peers. Some of the teachers were of the opinion that they observed their peers activities and discuss

feedback and very few teachers were of the view that they sometimes took support and guidance from their peers.

- Majority of teachers were of the opinion that they communicated about children's progress and development to their parents by organizing parents teachers meeting and some of the teachers communicate and informed parents about their children's progress through progress report and very few teachers were of the view that they wrote feedback in students diary and communicate to their parents.
- Majority of teachers were of the view that they maintained discipline by responding in peaceful and positive ways, very few were of the view that they self managed and controled whereas very few were of the opinion that they maintained discipline by SWOT analysis.
- Majority of teachers were of the view that they created free and conducive environment of their school by giving constructive feedback, some of the teachers were of the opinion that they provided motivation and Very few of the teachers were of the view that they created free and conducive environment of their school by social interaction.
- Majority of the teachers were of the view that they had reference books, magazines and e-material as a study material at their school and very few were of the view that they don't have enough reference books in all subjects.
- Majority of teachers were of the opinion that they established links with the other institutions, they involved parents in activities and accept their suggestions, they arranged parents teacher meetings on regular basis, they had good work culture at their schools, they provided guidance and counseled their students when required, they cooperated, supported or helped their students and parents to solve their problems, they established rapport with the students and allow students to express their views.
- Most of the teachers were of the opinion that they encouraged their students to participate in the extra-curricular activities. Some of them were of the opinion that they encouraged their students in sports, clubs and other school activities.
- Majority of the teachers were of the opinion that they didn't adopt traditional methods of teaching. Most of them were of the view that they got enough opportunities for their continuing professional development.
- Most of the students were of the opinion that they were not afraid of their teachers so are able to establish rapport with them and very few were of the opinion that they maintained rapport

and relationship with their peers and teachers by following rules and regulations of the school.

- Majority of the students were of the opinion that they helped their peers to participate in the activities by encouraging, supporting and motivating their peers and very few were of the view that they provided guidance to their peers and helped them to participate in the activities.
- Majority of the students were of the opinion that they solved problems of their peers and motivate and encouraged them in the process of learning and some of them were of the view that they gave materials to their peers and encourage them for the process of learning and very few were of the opinion that they provide moral support and guidance to their peers for the process of learning.
- Most of the students gave their notes other reference material to their peers and helped them in giving guidance.
- Majority of the students were of the opinion that they maintained self discipline in the school by giving respect to their teachers and peers and following rules and regulations of the school, some of them maintained obeying their teachers instructions and very few by not creating disturbance in the class.
- Majority of the students were of the view that they created conducive environment of their classroom by sharing their ideas and expressing oneself, with peers and teachers, some of them motivated their peers, very few opined that they maintained cleanliness in the classroom and very few by maintaining cleanliness of the classroom.
- Majority of the students were of the opinion that their classmates provided them useful material and support them; some of them were of the view that they created friendly environment and supported them and very few of them were of the opinion that they gave moral support to their classmates in difficult situations.
- Almost all students were of the opinion that they felt safe in the school, their teachers encouraged them to participate in extra-curricular activities, their teachers toll them to read reference materials and prepared for exams, they got access to the library for reading.
- Majority of the students were of the view that their teachers gave necessary guidance and feedback to them; they got freedom to express their views, ideas, thoughts and opinion in the classrooms; they also got necessary guidance from their teachers as and when required.

- Most of the students were of the opinion that they got enough opportunities to improve and display their potentials in one or the other activities.
- Almost all students were of the opinion that their teachers used advanced technology in the classroom teaching; their classrooms were airy and well ventilated with proper seating arrangements.
- Most of the students were of the opinion that their teachers understood their needs.
- Almost all students were of the opinion that they were interested in learning new concepts; their teachers created conducive classroom environment for learning and their school have enough displays related with teaching learning, their teachers used teaching learning aids in the classroom that helped them in understanding the concepts.
- Majority of the students were of the opinion that they didn't get respect from their teachers; they like their school as their teachers loved and encouraged them; they were able to concentrate in study in such school environment.

Research Question – 3

What is the difference between rural and urban schools with respect to Physical, Social and Educational Climate?

- In comparison to rural schools it was found that urban schools have well developed infrastructure, laboratories, classrooms, library and other physical facilities, well ventilated with proper students seating arrangements required for the teaching learning process where as in rural schools there is a lack of well developed infrastructure, laboratories, classrooms, library and other physical facilities
- It was found that in both rural and urban schools have separate boys and girls common rooms.
- In comparison to rural schools it was found that in urban schools rapport is established and relationship is maintained with the colleagues, students and parents through communication, trust building, caring and respecting one another whereas in rural schools A very few were of the view that they established rapport and maintained relationship with the colleagues, students and parents by motivating them.

- In comparison to rural schools it was found that in urban schools teachers were of the opinion that their students are intrinsically motivated and encouraged for learning. Some of the teachers were of the view that they provide extrinsic motivation such as rewards, incentives, grade, etc. A very few were of the view that they give positive reinforcement to their students for learning whereas in rural schools teachers were of the opinion that their students are not intrinsically motivated and encouraged for learning and very few teachers give rewards, grade and positive reinforcement to their students for learning.
- In comparison to rural schools it was found that in urban schools teachers freely share their ideas with their peers and very few teachers were of the view that they take support and guidance from their peers. Some of the teachers were of the opinion that they observe their peers activities and discuss feedback and very few teachers were of the view that they sometimes take support and guidance from their peers whereas in rural schools teachers don't share their ideas with their peers and very few teachers were don't take support and guidance from their peers. Some of the teachers observe their peers activities but don't share feedback, don't take support and guidance from their peers.
- In comparison to rural schools it was found in urban schools teachers communicate about children's progress and development to their parents by organizing parents teachers meeting and some of the teachers communicate and informed parents about their children's progress through progress report and very few teachers were of the view that they write feedback in students diary and communicate to their parent whereas in rural schools teachers don't communicate about their children's progress and development to their parents by organizing Parents' teachers meeting and were not allowed to communicate and informed parents directly
- In comparison to rural schools in urban schools it was found that teachers maintained discipline by responding in peaceful and positive ways, through self management and control and maintained discipline by SWOT analysis.
Whereas in rural schools teachers maintained discipline by giving corporal punishment, they behave very strictly with the students.
- In comparison to rural schools in urban schools it was found that teachers create free and conducive environment of their schools by giving constructive feedback, they provide motivation and by social interaction whereas in rural schools they don't create free and

conducive environment of their schools by providing motivation, they don't have social interaction and don't give constructive feedback to their students.

- In comparison to rural schools in urban schools it was found that teachers have reference books, magazines and e-material as a study material at their school whereas in rural schools teachers have only textbooks as a study material.
- In comparison to rural schools in urban schools it was found that teachers established links with the other institutions, they involve parents in activities and accept their suggestions, they arrange parents teacher meetings on regular basis, they have good work culture at their schools, they provide guidance and counsel their students when required, they do cooperate, support or help their students and parents to solve their problems, they established rapport with the students and allow students to express their views whereas in rural schools teachers don't established links with the other institutions, they don't involve parents in activities and accept their suggestions, they don't arrange parents teacher meetings on regular basis, they don't have good work culture at their schools, they don't provide guidance and counsel their students when required, they don't cooperate, support or help their students and parents to solve their problems, they don't established rapport with the students and do not allow students to express their views.
- In comparison to rural schools in urban schools it was found that teachers encouraged their students to participate in the extra-curricular activities and even in sports, clubs and other school activities whereas in rural schools they don't encouraged their students to participate in the extra-curricular activities and not even in sports, clubs and other school activities.
- In comparison to rural schools in urban schools it was found that teachers don't adopt traditional methods of teaching. They get enough opportunities for their continuing professional development whereas in urban schools teachers adopt traditional methods of teaching. They even don't get enough opportunities for their continuing professional development.
- In comparison to rural schools in urban schools it was found that students are not afraid of their teachers so are able to established rapport with them and maintained rapport and relationship with their peers and teachers by following rules and regulations of the school whereas in rural schools students are afraid of their teachers so are unable to established

rapport with them and don't maintained rapport and relationship with their peers and teachers by following rules and regulations of the school.

- In comparison to rural schools in urban schools students encourage, support and motivate their peers, they provide guidance to their peers and help them to participate in the activities whereas in rural schools students do not encourage, support and motivate their peers, they don't provide guidance to their peers to participate in the activities.
- In comparison to rural schools in urban schools students solve problems of their peers, motivate and encourage them in the process of learning and provide moral support and guidance to their peers for the process of learning whereas in rural schools students don't help their peers to solve problems, they don't motivate and encourage them in the process of learning and not even provide moral support and guidance to their peers for the process of learning.
- In comparison to rural schools in urban schools students give their notes other reference material to their peers and help them in giving guidance whereas in rural schools students give their notes but no other material to their peers. They don't help them in giving guidance.
- In both rural and urban schools it was found that students maintained self discipline in the school by giving respect to their teachers and peers and following rules and regulations of the school, they also obey their teachers' instructions.
- In comparison to rural schools it was found that in urban schools students create conducive environment of their classroom by sharing their ideas and expressing oneself, with peers and teachers whereas in rural schools students don't get freedom to express their views, ideas, thoughts and opinion in the classrooms.
- In comparison to rural schools it was found that in urban schools students get moral support from their classmates in difficult situations. They get useful material from them, this create friendly environment whereas in rural schools students don't get moral support or useful material from their classmates in difficult situations.
- In both rural and urban schools almost all students were of the opinion that they feel safe in the school.
- In comparison to rural schools in urban school it was found that teachers encourage students to participate in extra-curricular activities, tell them to read reference materials and prepared them for exams, students also get access to the library for reading whereas in rural schools

teachers don't encourage students to participate in extra-curricular activities, read reference materials and prepared for exams, they don't get access to the library for reading.

- In comparison to rural schools it was found that teachers give necessary guidance and feedback to students; they get freedom to express their views, ideas, thoughts and opinion in the classrooms whereas in urban schools teachers don't give necessary guidance and feedback to students; they don't get freedom to express their views, ideas, thoughts and opinion in the classrooms.
- In comparison to rural schools it was found that in urban schools students get enough opportunities to improve and display their potentials in one or the other activities whereas in rural schools students do not get enough opportunities to improve and display their potentials in one or the other activities.
- In comparison to rural schools in urban schools teachers use advanced technology in the classroom teaching; their classrooms are airy and well ventilated with proper seating arrangements whereas in rural schools teachers don't use advanced technology in the classroom teaching and their classrooms are not airy and well ventilated with proper seating arrangements.
- In comparison to rural schools in urban schools teachers understand students needs whereas in rural schools teachers lack in understanding students needs.
- In comparison to rural schools in urban schools students are interested in learning new concepts; their teachers create conducive classroom environment for learning and their school have enough displays related with teaching learning, their teachers use teaching learning aids in the classroom that helps them in understanding the concepts whereas in rural schools students are not interested in learning new concepts; their teachers create conducive classroom environment for learning and their school have enough displays related with teaching learning, their teachers use teaching learning aids in the classroom that helps them in understanding the concepts.
- In comparison to rural schools in urban schools get respect from their teachers; they like their school as their teachers love and encourage them; they are able to concentrate in study in such school environment whereas in rural schools students do not get respect from their teachers; they like their school as their teachers love and encourage them; they are able to concentrate in study in such school environment.

5.7 Suggestions for Further Studies

Survey of school climate was found to be effective. Such kind of study can be extended into following areas as well and further studies can be carried out in following areas;

- A study can be carried out on survey of relation between teachers and students.
- A study can be further carried out on role of teachers in creating conducive classroom climate.
- A study can be carried out on contribution of parents in creating conducive school climate.
- A study can be carried out on job satisfaction of teachers at all levels of education in context to certain variables.
- A study can be carried out on impact of educational, social and physical climate of students in their overall development.

5.8 Educational Implications of the Present Study

Following are the educational implications of the present study.

- 1) Survey of school climate can be used to enhance the role of a teachers in the school for creating conducive climate of the school
- 2) It helps students, teachers and parents to establish harmonious relationship.
- 3) Survey of school climate can be used at all the levels of education to know the strength, weaknesses, threats and opportunities.
- 4) Survey of school climate helps in doing SWOT analysis.

5.9 Conclusion

Even though this study was limited in duration and scope, the results clearly support earlier research on school climate. The study of school climate has enhanced the learning and conducive climate of the schools for teachers and students. This kind of survey can involved the teachers in discussion which makes school climate conducive. Overall there was a positive impact survey of school climate. The researcher would like to state that the study was a rich learning and insightful experience.

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APPENDICES

Appendix-I

Questionnaire for Principal

A Study of School Climate of Rural and Urban schools

Dear Sir / Madam

The information collected through this test will be strictly used for educational purpose in dissertation of M.ed. Please spare some time, read these questions carefully and give answer. Your response will be confidential and respected as such.

Thanking you in anticipation.

Researcher

Mr. Rajan

Waymade College of Education.

For Principal:

Name:- _____

School:- _____

➤ Please respond to these queries.

Q1. How do you establish a rapport and maintain relationship with the Colleagues, Students and parents?

Q2. How do you help your students to participate in activities?

Q3. How do you motivate and encourage your students for learning?

Q4. How do you support and provide guidance to your peers?

Q5. How do you communicate and inform parents about progress and development of their children?

Q6. How do you maintain self discipline at your school?

Q7. How do you create free and conducive environment of your school?

Q8. Which types of study materials are available for the teachers in the school?

➤ Do ✓ mark at the suitable answer.

NO.	Questions	Yes	No
01	Do you establish links with other institutions?		
02	Do you encourage your students to participate in the extracurricular activities?		
03	Do you involve parents in the activities?		
04	Do you arrange parents meeting regularly?		
05	Do your school has well equipped infrastructure?		
06	Do you enroll limited number (25) of students for all standards?		
07	Do you use innovative ideas in classroom teaching learning process?		
08	Does School have a well equipped computer lab for the students?		
09	Does School have separate washrooms for girls and boys?		
10	Do you provide study material to the students?		
11	Do you use traditional ways of teaching?		
12	Do you get opportunities for your continuing professional development?		
14	Do you create a positive environment for learning?		
15	Do you create work culture at your school?		
16	Do you counsel your students as and when necessary?		
17	Do you help your colleagues and students to solve their problems?		
18	Do you provide educational, personal and vocational guidance to your students?		
19	Do you cooperate and support your students and colleagues in unfavorable circumstances?		
20	Do you encourage students in sports, clubs, and other school activities outside the campus?		
21	Do you provide latest technology to your students for learning?		
22	Do you accept suggestions of the parents?		
23	Do you provide sufficient resources for student's development?		
24	Do you produce materials like displays, newsletters that help students in the process of learning?		
25	Do you encourage students to participate in assembly?		
26	Do you establish rapport with your students?		
27	Do you allow your students to express their views?		
28	Do you feel satisfied with the school environment?		

Appendix-II

Questionnaire for Teachers

A Study of School Climate of Rural and Urban schools

Dear Sir / Madam

The information collected through this test will be strictly used for educational purpose in dissertation of M.Ed. Please spare some time, read these questions carefully and give answer. Your response will be confidential and respected as such.

Thanking you in anticipation.

Researcher

Mr. Rajan

Waymade College of Education.

Name:_____

School:_____

For Teachers:

Q1. How do you establish a rapport and maintain relationship with the Colleagues, Students and parents?

Q2. How do you help your students to participate in activities?

Q3. How do you motivate and encourage your students for learning?

Q4. How do you support and provide guidance to your peers?

Q5. How do you communicate and inform parents about progress and development of their children?

Q6. How do you maintain self discipline at your school?

Q7. How do you create free and conducive environment of your school?

Q8. Which types of study materials are available for the teachers in the school?

➤ **Do ✓ mark at the suitable answer.**

No	Questions	Yes	No
01	Do you establish links with other institutions?		
02	Do you encourage your students to participate in the		

	extracurricular activities?		
03	Do you involve parents in the activities?		
04	Do you arrange parents meeting regularly?		
05	Do your school has well equipped infrastructure?		
06	Do you enroll limited number (25) of students for all standards?		
07	Do you use innovative ideas in classroom teaching learning process?		
08	Does School have a well equipped computer lab for the students?		
09	Does School have separate washrooms for girls and boys?		
10	Do you provide study material to the students?		
11	Do you use traditional ways of teaching?		
12	Do you get opportunities for your continuing professional development?		
14	Do you create a positive environment for learning?		
15	Do you create work culture at your school?		
16	Do you counsel your students as and when necessary?		
17	Do you help your colleagues and students to solve their problems?		
18	Do you provide educational, personal and vocational guidance to your students?		
19	Do you cooperate and support your students and colleagues in unfavorable circumstances?		
20	Do you encourage students in sports, clubs, and other school activities outside the campus?		
21	Do you provide latest technology to your students for learning?		
22	Do you accept suggestions of the parents?		
23	Do you provide sufficient resources for student's development?		
24	Do you produce materials like displays, newsletters that help students in the process of learning?		
25	Do you encourage students to participate in assembly?		
26	Do you establish rapport with your students?		
27	Do you allow your students to express their views?		
28	Do you feel satisfied with the school environment?		

Appendices:III
Questionnaire for Students

A Study of School Climate of Rural and Urban schools

For students

Name:-_____

Std:-_____

School name:-_____

➤ Please answer these questions.

Q1. How do you establish a rapport and maintain relationship with your principal, teachers and peers?

Q2. How do you help your peers to participate in the activities?

Q3. How do you motivate and encourage your peers in learning?

Q4. How do you support and provide guidance to your peers?

Q5. How do you maintain self discipline at your school?

Q6. How do you help in creating conducive environment of your classroom?

Q7. Which kind of support you are getting from your class mates?

➤ **Do ✓ mark at the suitable answer.**

No.	Questions.	Yes	No
01	Do you feel safe in the school?		
02	Do your teachers encourage you to get involved in extracurricular activities?		
03	Do your teachers provide study material for examination?		
04	Do your teachers help you in difficult situations?		
05	Do you get books from library for your study?		
06	Do your teachers give necessary guidance and feedback to you?		
07	Do you get freedom to express your views, ideas, thoughts and opinions in the classroom?		
08	Do your schools provide you facilities for extra-curricular and co-curricular activities?		
09	Do your peers help your in all activities at the school?		
10	Do you think that you are getting enough to improve and display your potentials?		
11	Do your teachers use technology in classroom teaching?		
12	Do you get access to the computers in the computer lab?		

13	Do you have classroom well ventilated with proper seating arrangements?		
14	Do you maintain disciplines at your school?		
15	Do your teachers and principal understand your needs?		
16	Do you complete your homework in time?		
17	Do you attend your classes regularly?		
18	Do you develop interests in learning new topics?		
19	Do your teachers create conducive environment for your learning?		
20	Do your teachers use teaching learning aids in the classroom that helps you in understanding the concept.		
21	Do your teachers give you respect?		
22	Do you like your school?		
23	Does your school have clear rules and consequences for behavior?		
24	Do your principal treats with you fairly?		
25	Does the school have displayed related with teaching learning?		
26	Do your teacher love and encourage you?		
27	Do your peers help you in teaching learning process?		
28	Do you have democratic school environment that helps you in learning?		
29	Do you get respect from your peers, teachers and principal?		
30	Are you able to concentrate in study in the school environment?		
31	Do you enjoy being in the school?		