

Influence of School Climate on Achievement Motivation of Higher Secondary School Students

Harish Mittu, Lino K Zhimomi

Abstract: *The current research papers explore the influence of school climate on achievement motivation of higher secondary school students. A sample of two hundred and fifty higher secondary school students was drawn from five higher secondary schools situated in Dimapur District, Nagaland through convenience sampling technique. Results revealed that school climate has positive significant relation with achievement motivation but school climate is not the strong predictor of achievement motivation in case of higher secondary school students*

Index Terms: *Achievement Motivation, Higher Secondary School Students and School Climate.*

I. INTRODUCTION

A. School Climate

School climate includes everything that revolves around student's educational experience. It pays concern to students' safety; enhances a supportive academic, disciplinary, and physical environment; and motivates and preserve regardful, committed, and sensitive environments all through the school. The schools' success depends on a good school climate; according to research it increases presence, accomplishment, retention and the number of pass outs. School climate comprises of school building, classroom, peers, teachers, workers, and community [1].

The National School Climate Center (NSCC) (1996) [2]-[3] defined the environment of an institution as the excellence and feature of life in an institution. According to Tableman and Herron (2004) [4], school climate is the material and human behavioral features which are flexible and alter according to time that furnish rational consideration for instruction and studying to occur.

Litwin and Stringer (1968) [5] regard an environment of an institution to be a place of good professional ethics stressing on understanding individuals who exists and labor in such atmosphere.

A school environment is a multidimensional including three dimensions-physical dimension, social aspects and academics dimension.

School climate comprises of pupils personal experiences of life in school reflecting the values, norms, goals, cordial relationships, learning practices, organizational patterns and teachings. A school with a positive climate provides a healthy learning atmosphere

which is essential to be constructive, adding and living a productive life in a society.

School climate combines beliefs, values and actions of pupils, teachers, directors and family, freedom provided, leadership quality and job satisfaction.

School climate comprise the cultures, security practices, values, arranged construct in a school, teaching styles, variety, teacher-pupil association, teacher-teacher association, parent-teacher association.

B. Achievement Motivation

Achievement Motivation can be independently valued. Achievement relates to ability or accomplishment and motivation means force and guidance of actions. It may therefore be known as the force and guidance of appropriate ability of actions or how and why humans try to succeed and run from failure.

Murray (1938) [6] regards achievement motive as the want or likelihood to work as responsible as possible.

Good (1959) [7] defines achievement motivation as an association psychological compulsion that introduce, guide, and maintain action towards accomplishment of objectives providing an importance, that one factor cannot be responsible for it, instead it is related to academic, society and personal reasons.

Heckhausen (1967) [8] viewed achievement motivation as the effort to rise and maintain the level of excellence according to one's own capabilities in all situations in which a person may succeed or fail.

Harter & Connell (1984) [9] regards achievement motivation as the stage of an individuals' motive to engage in achieving behaviors, success expectancy, and the motivational degree of achievement. The tendency of encouragement relates to the standard of motivation in which the student induces, in learning in the classroom. Hence, a person involves in work done in school for internal and external motives, for effort is difficult, pleasant, and excite a person's inquisitiveness or to acquire extrinsic acceptance or because it is mandatory for the system of education.

II. LITERATURE REVIEW

Sharma (1968) conducted a study which revealed a significantly higher index of achievement in case of open and autonomous schools in comparison to closed school climate. Further showing that the coefficients of correlation of enthusiasms, trust and consideration contributed positively to the achievement index of the school, and aloofness, hindrance and disengagement

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Harish Mittu, School of Education, Lovely Professional University, Phagwara, Kapurthala, Punjab, India.

Lino K Zhimomi, School of Education, Lovely Professional University, Phagwara, Kapurthala, Punjab, India.



affected the school achievement to a great extent.

Dulay and Karadağ (2017) [11] through meta-analysis investigated the school climate effect on students' achievement. Findings show that school climate has positive medium-level effect on students' achievement.

Marcus (2016) [12] studied the climate of the school and its effect on students' performance, which contributed data quantitatively on the relationship between achievement and climate of the school. Result reveals that there is positive association between climate of the school and students' performance.

Rao and Reddy (2016) [13] investigated the effect of school environment, mental health and home conditions on achievement motivation. Results revealed that school environment, mental health and home conditions have significant impact on students' achievement motivation.

Sustha and Shirlin (2017) [14] investigated on higher secondary school students' achievement motivation and classroom climate in the district of Kanyakumari. The results show that classroom climate and achievement motivation are correlated and students' achievement motivation whose medium of instruction is English resulted to be significantly higher.

Research findings of the researches conducted by Sujata (2005) [15], Bhavan Patel (2008) [16] and Chaturvedi (2009) [17] reveals that students perception towards the school climate and home environment has got considerable influence over their achievement motivation.

III. STATEMENT OF PROBLEM

Influence of School Climate on Achievement Motivation of Higher Secondary School Students

IV. OBJECTIVES

1. To determine the association between achievement motivation and school climate of higher secondary school students.
2. To predict the influence of school climate on achievement motivation of higher secondary school students.

V. HYPOTHESES

1. There exists a significant positive association between achievement motivation and school climate of higher secondary school students.
2. School climate has significant influence on achievement motivation of higher secondary school students.

VI. DELIMITATION

The present study was delimited to the higher secondary school students studying in different schools situated in Dimapur District of Nagaland.

VII. DESIGN OF THE STUDY

In the present study, method of descriptive survey was utilised for data collection. A sample of two hundred fifty higher secondary students was drawn from five higher secondary schools situated in Dimapur District, Nagaland through convenience sampling technique.

VIII. TOOLS

The following tools were used for data collection:

1. Comprehensive School Climate Inventory by the Center for Social and Emotional Education (CSEE) (2008) [17].
2. Achievement Motivation Inventory by J. M. Muthee & Thomas Immanuel (2009) [18].

IX. STATISTICAL TECHNIQUES

Investigator used following statistical techniques to test the stated objectives and hypotheses:

- Pearson Product Moment method of coefficient of correlation has been utilized to discover association between achievement motivation and school climate of higher secondary school students.
- Regression equation has employed to analyze school climate influence on higher secondary school students' achievement motivation.

X. RESULTS AND DISCUSSION

Analysis of data, result and interpretation of findings has been done keeping in view the objectives and hypothesis of the study.

A. Result Pertaining to Relation between Achievement Motivation and School Climate of Higher Secondary School Students

The objective was to analyze higher secondary school students' achievement motivation and its relationship with their school climate. After administering the scales pertaining to achievement motivation and school climate, calculation of the r-value was made through Pearson Product Moment Correlation Method. The results are shown in table 1.

H_a : There exists a significant positive association between achievement motivation and school climate of higher secondary school students.

Table 1

Relation between Achievement Motivation and School Climate of Higher Secondary School Students

Variables	N	df	r-value	Remark
School climate	250	248	0.304	P < 0.01
Achievement Motivation				

Critical values of r (df=248) at 0.05 and 0.01 level of confidence are 0.113 and 0.148 respectively.

Interpretation

Table 1 show the data, wherein the value of Pearson Product Moment Correlation Coefficient between school climate and achievement motivation is 0.304. This value of correlation (0.304) is positive and statistically significant at both the levels of confidence. Thus, the stated hypothesis that there exists a significant positive association between achievement motivation and school climate of higher secondary school students is not rejected.

Hence, school climate has positive statistical significant association with achievement motivation of students studying in higher secondary school.



B. Results Pertaining to Influence of School Climate on Achievement Motivation of Higher Secondary School Students

The objective was to analyze school climate influence on achievement motivation of higher secondary school students. After administering, school climate scale and the achievement motivation scale, Regression has been computed and results have been presented in table 2, 3 and 4. H_a: School climate has significant influence on Achievement Motivation of higher secondary school students.

Table 2 -Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.304	0.092	0.089	12.22

Table 3 –ANOVA Summary

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3770.47	1	3770.47	25.24	0.00
Residual	37045.46	248	149.38		
Total	40815.92	249			

Interpretation

It is clear from the regression table 2 and 3 that school climate yielded coefficient Regression (R) of 0.304 and R square for same found to be 0.092. This indicates that 9.2% variation in achievement motivation of higher secondary school students is explained by school climate in the modal. The variation of 9.2% is significant at (0.01) level of significance. So, it is evident from the table 2 (R square = 0.092) that only 9.2% of the achievement motivation has been explained by the school climate in case of higher secondary school students. Therefore, 9.2% variation in the achievement motivation is explained by the independent variable (school climate) and 90.8% variation in the achievement motivation is explained by other variables, which are beyond the scope of this study.

Table 4 -Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	68.325	7.647	-	8.94	0.00
School Climate	0.142	0.028	0.304	5.02	0.00

Interpretation

From the table 4 of coefficients of regression, the regression equation is **Achievement Motivation = 68.325+0.142 (School Climate)**.

So, with one unit increase in school climate there will be 0.142 times increase in achievement motivation of higher secondary school students.

Hence the stated hypothesis, school climate has significant influence on achievement motivation of higher secondary school students, is partially accepted.

XI. FINDINGS OF THE STUDY

1. The school climate has positive statistical significant association with achievement motivation of students studying in higher secondary school.
 2. The school climate has significant influence on achievement motivation of higher secondary school students
- The same result reported by Sujata (2005) [15]; Bhavan Patel (2008) [16]; Chaturvedi (2009) [17]; and Rao & Reddy (2016) [13] that school climate has got considerable influence over their achievement motivation of students.

XII. CONCLUSION

Thus, it has been concluded that school climate has positive significant relation with achievement motivation but school climate is not the strong predictor of achievement motivation in case of higher secondary school students.

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AUTHORS PROFILE



Harish Mittu received his Bachelor in Science, Master in Science, Bachelor in Education and Master in Education from Guru Nanak Dev University, Amritsar, Punjab, India in 1997, 1999, 2002 and 2003 respectively. He is currently working as an Assistant Professor at School of Education, Lovely Professional University, Phagwara, Kapurthala, Punjab, India. He has teaching and research experience of eighteen and fifteen years respectively. He published six research papers in various books, reputed national and international journals. He supervised seventy one master level theses. He has a life time membership of AIAER, GERA and ISCA. He was awarded with best paper award in the three day conference organized by All India Association for Educational Research. He organized six PCP for B. Ed. programme. He acted as resource person in PCP for B. Ed. programme of IGNOU, in faculty development programmes and in workshops on SPSS. He presented research papers in various national and international seminars and conferences. He is currently pursuing Ph. D. in Education at Lovely Professional University, Phagwara, Kapurthala, Punjab, India.



Lino K Zhimomi has received Master in Arts (English Literature) from Nagaland-Patkai Christian College (Autonomous) and Bachelor in Education from University of Science and Technology (USTM), Meghalaya in the year 2015 and 2017. She presented research papers in various national and international seminars and conferences. She attended workshop on SPSS and Digital learning. She is currently pursuing Master in Education at Lovely Professional University, Phagwara, Kapurthala, Punjab, India.

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