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## EFFECTS OF SCHOOL CLIMATE ON ADOLESCENT AUTONOMY OF SENIOR SECONDARY SCHOOL STUDENTS

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### ABSTRACT

*The current review is an endeavor to figure out the impact of School Environment on Juvenile Independence of senior auxiliary school understudy. The descriptive survey method was utilized for the investigation. The sample was drawn using a method of multiple stages of random sampling. At first an example of 330 understudies concentrating on in confidential senior optional schools of locale Jind was taken as an example yet because of subject mortality over the span of review, the examiner was left with just 300 understudies as test of the review. Male and female students made up the sample. The investigators chose the schools at random, and the subjects in the schools were also chosen at random. The data were gathered using the Test of Adolescent Autonomy by Dr. Jitender and Dr. Mohit Malik (2016) and the School climate scale by Dr. S.P. Singh and Ali Imam (2015). The data were analyzed using statistical methods like the Mean, Standard Deviation, t test, and Karl Pearson's Product Movement Coefficient Correlation. The present study found that senior secondary school students' adolescent autonomy and school climate were significantly and positively related. Simply put, it clearly demonstrates that adolescents will be more independent if the school climate is above average, and vice versa. In addition, it was discovered that adolescents with above-average and below-average school climates in senior secondary school had distinct levels of adolescent autonomy. Besides, school environment adds generally in kid all over improvement. The findings showed that adolescents with a school climate that is above average have more autonomy than adolescents with a school climate that is below average.*



**KEYWORDS:** School Environment, Young adult Independence.

### INTRODUCTION

The quality and character of school life in terms of norms and values, interpersonal relationships, social interactions, and organizational processes and structures are all included in the term "school climate." Research demonstrates that the school climate is predictive of students' capacity for healthy learning and development. It sets the tone for all of the learning and teaching that takes place in the school environment.

School environment might be characterized as a total proportion of school's trademark, like connections between guardians, educators and managers, as well as the actual offices on ground for example given by the school organization/the board to the understudies. It could be thought of as the

overall interaction that comes from people's relationships with each other and the school's physical facilities. The atmosphere of an organization is referred to as its climate. It has an impact on everyone involved in public education's morale and satisfaction. A school's or district's climate is a reflection of how staff, students, and the community feel about it—whether it's a happy place or full of problems. Anyone who spends time in schools quickly realizes how different one school can feel from another. The general term "school climate" refers to a school's feel, atmosphere, tone, ideology, or milieu.

School climate is defined as "norms, values, and expectations that support people feeling socially, emotionally, and physically safe" by the National School Climate Council (2007) (p. 4). The interpersonal relationships that exist between students, their families, teachers, support staff, and administrators create the school climate. A shared vision of respect and engagement throughout the educational system fosters a positive school climate. The collective sense of safety and concern for the physical environment of the school are also emphasized. School culture, which refers to the "unwritten rules and expectations" among school staff, is a related concept (Gruenert, 2008).

### Meaning of Adolescent?

The Latin verb *adolescere*, which means "to enter adulthood," is the origin of the term adolescence. Rapid physical, mental, sexual, social, and emotional development occurs during adolescence. Essentially the period between the ages of 13 and 19 that marks the transition from childhood to adulthood. For the adolescent, their parents, and those who frequently interact with them, this age is a time of adjustment.

According to Hartar (1990), adolescence is known as a time of discovery during which a significant amount of time is spent seeking one's identity or life's purpose. According to Devore and Ginsberg (2005), it is a time in one's life that is dynamic and exciting. Adolescents are analogous to fire, which begins as a spark before developing into a flame and eventually becoming a blaze. Depending on how well a person is prepared, adolescence can be difficult or easy (Barber, 1990). They can accomplish more in their lives with the right amount of guidance and motivation.

### What is Autonomy →

A group of psychosocial issues that are especially significant during adolescence are frequently referred to as "autonomy." However, it is frequently challenging to define the term's specific meaning. In addition, it varies depending on one's initial assumptions regarding the significance and meaning of autonomy how individuals become autonomous and why some do not or only partially do so.

In essence, autonomy is a person's capacity to think, feel, and decide on their own future. The ability of an adolescent to think, feel, and make decisions is referred to as autonomy. After the teen years, the development of autonomy continues. Over the course of being an adult, independence keeps on creating at whatever point somebody is tested to act with another degree of confidence. During the preteen and teen years, autonomy signifies that an adolescent is a one-of-a-kind, capable, and independent individual who relies less on parents and other adults.

### REVIEW OF LITERATURE:

Adolescents spend a lot of their time in school or doing things related to school.

While students' academic growth is the primary goal of school, its effects on adolescents include their physical and mental health, safety, civic engagement, and social development. In addition, a variety of activities, such as formal pedagogy, after-school programs, caregiving activities (such as feeding, providing a safe environment), and the daily informal social environment created by students and staff, have an impact on all of these outcomes. These briefs examine school as an environment that influences multiple aspects of adolescent development more comprehensively than the majority of reports, which typically focus on a single aspect of the school environment (such as academics, safety, health promotion, etc.). The interconnectedness of the components has been repeatedly demonstrated by research, with academics influencing health and social development and safety and health affecting the academic environment (Pilar and Brett, 2008). In a similar study, Zahyah (2008) focused on two

aspects of the family's socioeconomic situation: the educational level of the mother and father and the availability of reading materials in the home. The study's findings corroborate previous research that found a link between children's academic success and the reading materials their parents had available to them.

A healthy school has also been linked to a positive school climate (Hoy & Hannum, 1997). A sound school is one during which there's concordance across the specialized (educating and learning), administrative (the inner coordination of the school), and institutional levels (associations between the varsity and subsequently the local area) of the varsity. Scholars, teachers, administrators, and members of the community collaborate fully and constructively in healthy schools (Hoy & Hannum, 1997).

Again, a healthy school climate may be a feature of the school environment that its members collectively experience and influence behavior. Later definitions of faculty climate included additional significant aspects of students' college experiences. According to Brand, Felner, Shim, Seitsinger, & Dumas (2003), these include a perception of a safe school environment as well as support for and sensitivity to cultural diversity. Additionally, the subsequent operationalization of faculty climate recognized the significance of the perceptions held by the entire school community, including the perceptions of the school's leadership, teachers, and other staff members, students, and their families regarding the school climate (Bear, Yang, Mantz, Pasipanodya, & Boyer, 2014; In 2008, Brand, Felner, Seitsinger, Burns, and Bolton

Eccles and co. 1991) stated that the individual's developmental stage should be taken into consideration when determining their need for autonomy and control. Gender, age, family structure, culture, environment, and an individual's desire for independence and sense of control all have an impact on autonomy (Allen, Aber, & Leadbeater, 1990; 2001; Bumpus, Crouter, and McHale 1990, Crittenden; 1990, Pardeck and Pardeck). According to Curtis (1992), adolescents seek independence and view taking risks as a means of achieving autonomy and identity. She went on to say that nurses can use these desires for autonomy and independence in a positive way by offering alternatives that are good for health.

According to Chirkov and Ryan (2001), greater academic self-motivation and perceived well-being were correlated with autonomy supported by parents and teachers in both American and Russian culture.

### **JUSTIFICATION AND SIGNIFICANCE OF THE PROBLEM:**

The development of secondary school students' adolescent autonomy is greatly influenced by the school climate. In schools, adolescent autonomy is crucial to a student's development in a variety of ways, including moral, carrier, social, and mental maturity. The efficiency with which secondary school students achieve and develop is directly correlated with their level of adjustment. Every aspect of life is impacted by the rapid expansion of technology, globalization, and development. As the number of nuclear families grows every day in the modern era, children face numerous issues with sharing and adjusting. Because parents are working, they don't get as much time with their kids. The family is getting smaller by the day. Because of parcel of reasons, the help and co-activity is diminishing in the family. We are aware that the educational and vocational progress of children is significantly influenced by parental disciplinary practices, society, and the school environment. The appropriate and suitable climate at school and with this the legitimate disciplinary way of behaving of the guardians towards the youngster, impact his/her scholastic accomplishment and advancement of juvenile independence. This study will attempt to demonstrate that the various school climates influence adolescent autonomy.

The purpose of this study is to better understand the impact of school climate on the adolescent autonomy of senior secondary school students by taking into account the significance of the aforementioned facts. The following is a more specific description of the problem under investigation:

### **OBJECTIVE OF THE STUDY:**

1. to determine the connection between Sr. autonomy for adolescents and Students in secondary schools and the school climate.

2. to contrast Sr. versus adolescent autonomy Secondary school students with a school climate that is above average but below average

### **METHODOLOGY OF THE STUDY :**

Because it incorporates a variety of survey and fact-finding inquiries, the descriptive survey method was chosen for this study. because the survey method I'm using is better suited to my research.

### **POPULATION AND SAMPLE:**

Students attending private senior secondary schools in the district Jind served as the study's sample. The sample for this study was chosen using multistage random sampling methods. At first an example of 330 understudies concentrating on in confidential senior optional schools of locale Jind was taken as an example yet because of subject mortality over the span of review, the examiner was left with just 300 understudies as test of the review. Male and female students made up the sample. The investigators chose the schools at random, and the subjects in the schools were also chosen at random.

### **FINDINGS OF THE STUDY:**

1. There was a positive and significant correlation between school climate and adolescents' autonomy.
2. Senior secondary school students with above-average and below-average school climates had significantly different adolescents' autonomy. In addition, it was discovered that adolescents with a school climate above average had more autonomy than adolescents with a school climate below average.
3. In addition, it was discovered that adolescents with above-average and below-average school climates in senior secondary school had distinct levels of adolescent autonomy. Besides, school environment adds generally in kid all over improvement. The findings showed that adolescents with a school climate that is above average have more autonomy than adolescents with a school climate that is below average.

### **DISCUSSION OF RESULTS AND CONCLUSION:**

According to Chen and Weikart (2008), students' learning and participation in campus activities were found to be negatively impacted by a hostile school environment. According to Gregory et al., this climate-achievement relationship appears to be strong for students from various grades, cultures, and backgrounds. 2007; Jia and co., 2009). It might also appear to last for a long time (Hoy et al., 1998), which has been additionally upheld by longitudinal examinations (e.g., Brand et al., According to some studies in this area, teacher support, student-teacher, and student-student relationships influence adolescents' perceptions of school climate and have an impact on students academically, psychologically, and socially. Take, for instance, the research that was carried out by Crosnoe et al. found that students' academic success is positively impacted by teachers' warm relationships with them. According to Reddy, Rhodes, and Mulhall, students' self-esteem and levels of depressive symptoms are more closely linked to school-based teacher support. Likewise, Jia et al. analyzed the three main aspects of the school climate: Self-esteem, academic success, and autonomy in the classroom are all positively correlated with teacher support, while depressive symptoms are negatively correlated. According to Arman's other research method, school climate factors like administrative structure, teacher-student relationships, and school safety have a significant impact on student performance.

### **CONCLUSION:**

It could be reasoned that in the current review, Juvenile Independence and School Environment were viewed as decidedly and fundamentally related with one another. Adolescent autonomy will rise if school climate is above average, and vice versa if it is below average. In addition, it was discovered that adolescents with above-average and below-average school climates in senior secondary school had distinct levels of adolescent autonomy. Besides, school environment adds generally in kid all over improvement. The findings showed that adolescents with a school climate that is above average have

more autonomy than adolescents with a school climate that is below average. According to the findings of this study, students' adolescent autonomy is positively impacted by the school climate, which plays a crucial role in fostering a healthy and positive school environment and maintaining productive interpersonal relationships. To put it another way, it appears that one of the fundamental factors that is essential for predicting and increasing adolescent autonomy is the climate of the school.

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