

Influence of Socio-Emotional School Climate on Level of Aspiration of Senior Secondary Students

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Paper No: 92 Received: 14 January, 2014 Accepted: 15 March, 2014

Abstract

Socio-emotional school climate of an educational institution is a bridging concept between pupil and the school in which they study and is the perception of the structure, process and values by the students. Level of aspiration can be defined as a person's expectations, goals or claims on his own future achievement in a given task. Research reports that socio-emotional climate of an organization influences motivational level of an individual. Keeping in view the interdependence between socio-emotional school climate and level of aspiration a study was under taken to fulfill the objectives which are (i) to explore the perception of socio-emotional school climate of the senior secondary school students, (ii) to study the level of aspiration of the senior secondary school students, (iii) to find out the difference between senior secondary boys and girls in their level of aspiration and socio-emotional school climate (iv) to find out the relationship between socio-emotional school climate and level of aspiration of senior secondary school students. The study was descriptive survey in nature. Collection of data was done from 300 senior secondary school students of Amritsar district of Punjab. Simple random sampling technique was used to select the sample. Data collection was done by using two standardized psychological tools. The study revealed that, socio-emotional school climate as perceived by the senior secondary school students does not influence their level of aspiration

Keywords: Socio-emotional school climate and Level of aspiration

Socio-emotional school climate refers to human relations and interaction between its members like the interaction between teachers and teachers, teachers and students, students and students, teachers and principal and teachers and supporting staffs. With all its problems and challenges school remains the universal connector in the passage between childhood and adulthood. School climate may be used to describe people's perception of their school. It combines beliefs, values, and attitudes of students, teachers, administrators, parents and others who play an important role in the life of school. The socio-emotional school climate of educational institution is a bridging concept between pupils and the school in which they study and is the perception of the structure, process and values by the students and faculty members. It is related to their task, achievement, satisfaction and behavior in a particular schooling system to which they belong. Level of aspiration can be defined

as a person's expectations, goals or claims on his own future achievement in a given task. It is also called as level of motivation. It is closely related to hope, success and fear of failure experience. Every individual has goals and he aspires to achieve this goal. In achieving this goal, he has some expectations. The standard one wants to achieve in any task is described by the psychologist as his level of aspiration. Keeping in view the interdependence between socio-emotional school climate and level of aspiration a study was under taken to fulfill the following objectives.

Objectives

1. To explore the socio-emotional school climate of the senior secondary school students.
2. To study the level of aspiration of the senior secondary school students.

3. To find out the difference between senior secondary school boys and girls in their level of aspiration and socio-emotional school climate.
4. To find out the relationship between socio emotional school climate and level of aspiration of the senior secondary school students.

Hypotheses

1. There exists no significant difference between the senior secondary boys and girls in their socio emotional school climate.
2. There exists no significant difference between the senior secondary boys and girls in their level of aspiration.
3. There exists no relationship between socio-emotional school climate and level of aspiration of the senior secondary school students.

Methodology

Descriptive survey method was used to collect data. 300 senior secondary school students (150 boys and 150 girls) were selected by using simple random sampling technique from government senior secondary schools of Amritsar district of Punjab.

Results and Analysis

The result of the study is presented below as follow:

The above table represents the data relating to socio emotional school climate as perceived by the senior secondary school students. A look at the above table shows that the mean scores of the senior secondary boys and girls on social school climate are 28.17 and 24.60 respectively. This reflects that both senior secondary boys and girls fall in above average category. On emotional school climate mean scores of boys and girls of are 24.60 and 18.10 which fall under below average category. This reflects that the senior secondary boys and girls are emotionally immature. They appear to lack self confidence and are unable to take decisions. They are dependent on others. The mean scores of the senior secondary boys and girls on socio-emotional school climate are 42.8 and 42.65. This shows that both senior secondary boys and girls fall in below average category in socio-emotional school climate.

The above tables show the data relating to level of aspiration of senior secondary school students. The mean scores in Goal Discrepancy Score (G.D.S) of the senior secondary school boys and girls are 3.76 and 3.81 respectively, which show that

boys and girls fall in above average in the said sub area. The mean of A.D.S score of the senior secondary boys is 1.73. This reflects that the senior secondary school boys fall in above average category and the score of the girls in A.D.S is 0.54, which fall in the below average category. From the above data it can be interpreted that the senior secondary boys as compared to the girls are better in attainment discrepancy score. The reason of their below average category is cultural influence, peer pressure and group cohesiveness. And boys have above average because they never take much peer pressure, group cohesiveness and culture influence. The mean score of senior secondary school boys and girls in N.T.R.S are 4.28 and 4.43 respectively. This shows that they fall in below average category.

The above table shows the group difference between the senior secondary school boys and girls on socio-emotional school climate. The mean difference between the senior secondary boys and girls is found 0.2 and the t- value comes out to be 0.21 which is not significant both at 0.01 and 0.05 level of significance. This indicates that there is no significant difference between the senior secondary school boys and girls in their socio-emotional school climate. Hence, the hypothesis no.1, i.e. "there exists no significant difference between the senior secondary boys and girls of in their socio-emotional school climate" is thus accepted.

The above table shows the group difference between senior secondary school boys and girls of in their level of aspiration. The mean of scores of senior secondary boys and girls on G.D.S (Goal discrepancy scores) of level of aspiration are 3.76 and 3.81 respectively. The t-value comes out to be 0.09 which is found insignificant both at 0.01 and 0.05 level of significance. This indicates that there is no significant difference between the senior secondary school boys and girls on goal discrepancy level of aspiration.

The mean of scores of senior secondary boys and girls on A.D.S (Attainment discrepancy scores) of level of aspiration are 1.73 and 0.54 respectively. The t-value comes out to be 0.31 which is found insignificant both at 0.01 and 0.05 level of significance. This indicates that there is no significant difference between the senior secondary boys and girls in their attainment discrepancy level of aspiration.

The mean of scores of senior secondary boys and girls in N.T.R.S (Number of times the goal reach scores) of level of aspiration are 4.28 and 4.43 respectively. The t-value comes out to be 0.51 which is found in significant at 0.01 and 0.05 level of significance. This indicates that there is no significant difference between the senior secondary boys and girls in their

Table 1: Data relating to Socio Emotional School climate

Sr. No.	Gender	N	Sub area wise mean score			Total Score
			Social school Climate	Emotional school climate	Socio Emotional school climate	
1.	Boys	150	28.17	24.60	42.8	
2.	Girls	150	24.60	18.10	42.65	

N: number of boys and girls

Table 2: Data relating to Level of Aspiration

Si. No.	Gender	N	Sub area wise Mean score		
			G.D.S	A.D.S	N.T.R.S
1.	Boys	150	3.76	1.73	4.28
2.	Girls	150	3.81	0.54	4.43

G.D.S-Goal Discrepancy Scores; A.D.S -Attainment Discrepancy Scores; N.T.R.S -Number of Times the Goal Reach Score

Table 3: Comparison between senior secondary school boys and girls on socio-emotional school climate

Gender	N	Mean	Mean diff.	df value	SD	SED	t-value	Level of significance
Boys	150	42.8	0.2	298	7.00	0.70	0.21	0.01 level
Girls	150	42.65			5.25			N.S

(N.S = Non Significant)

Table 4: Comparison between senior secondary school boys and girls on Level of aspiration

Gender	Level of Aspiration														
	G.D.S					A.D.S					N.T.R.S				
	Mean	SD	SED	t-val	Lev.of Sig.	Mean	SD	SED	t-val	Lev.OfSig.	Mean	SD	SED	t-val	Lev.of Sig.
BOYS	3.76	4.46	.54	.09	NS	-1.73	5.55	.60	.31	NS	4.28	2.76	.29	.51	NS
GIRLS	3.81	4.46				0.54	4.96				4.43	2.31			

N.S= (Non Significant)

number of times the goal reach score level of aspiration. From the above stated findings this can be said that the hypothesis no. 2, i.e. “there exists no significant difference between the senior secondary school boys and girls in their level of aspiration is thus accepted.

The data in the above shows the correlation between socio-emotional school climate and level of aspiration of the senior secondary school students. A look at the above table reflects that the correlation between socio-emotional school climate

and level of aspiration is -0.06. This indicates that there exists negative relationship between socio emotional school climate and level of aspiration of the senior secondary school students. This can further be interpreted that the socio-emotional school climate as perceived by the senior secondary school students does not influence their level of aspiration. The above finding supports to reject the hypothesis no.3 i.e. “there exists positive relationship between socio-emotional school climate and level of aspiration of senior secondary school students”.

Table 5: Coefficient of correlation between socio-emotional school climate and level of aspiration

Variables		N	r- value
Variable 1.	Variable 2.		
Socio emotional school climate	Level of aspiration	300	-0.06

Conclusion

1. It is perceived by the senior secondary school students that socio-emotional school climate improves their social friendship and conflict-resolution skills and can improve abilities to make positive social connections with peers while reducing the kinds of negative peer interactions that harm school climate. Both boys and girls perceive that good socio emotional school climate can help children feel safe in the school.
2. Both boys and girls appear to be emotionally immature and are unable to take decisions. They show lack of confidence and are dependent on others.
3. In level of aspiration boys and girls scores differently at the different level like G.D.S, A.D.S and N.T.R.S.
4. At the G.D.S level boys and girls fall at the above average and below average level. Similarly, at the N.T.R.S. category boys fall in the above average and girls fall in the above average.
5. There is no significant difference between senior secondary school boys and girls in their socio-emotional school climate and level of aspiration.

6. There exists negative relationship between socio-emotional school climate and level of aspiration of the senior secondary school students.

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