

**A STUDY ON STUDENT'S PERCEPTION TOWARDS
SCHOOL ATMOSPHERE IN DHARMAPURI DISTRICT**

Research Project Report

Submitted by

Mrs. G. SASIKALA, M.A., M.Ed., M.PHIL

Lecturer,

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

Settikarai – 636 704

Dharmapuri District

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DECLARATION

I hereby declare that this is research project study report entitled “A study on Student’s Perception towards School Atmosphere in Dharmapuri District”, submitted by Mrs. G.SASIKALA, Lecturer, District Institute of Education and Training, Settikarai, Dharmapuri is an original work done by me during the year 2023-2024 under the supervision of **Dr.P.GOVINDA PRAKASH, M.SC., M.Ed., M.Phil., Ph.D, Principal**, District Institute of Education and Training, Settikarai, Dharmapuri.

CERTIFICATE

Research Project entitled “A study on Student’s Perception towards School Atmosphere in Dharmapuri District”, is the research work done by G. SASIKALA, Lecturer in District Institute of Education and Training, Settikarai during the academic year 2023 – 2024. It is assured that this research is an original work of the investigator and has not been submitted in part of any other work.

Place:

Date:

Investigator

The Principal,
District Institute of Education and Training,
Settikarai, Dharmapuri

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CHAPTER - I

1.0 INTRODUCTION

School Atmosphere constitute an important element of educational institutions. It provides an important factor contributing to the welfare of the learner in the school. Some of the researchers and educational reformers recognized school atmosphere in different ways, but it seems that there is a concurrence on what constitutes the school atmosphere. Freiberg and Stan (1999) claim that the climate of the school is the “heart and soul” of a school, the factor that motivates students, teachers and makes them to want it and willing to be there every day. A positive and favourable school atmosphere provides a sense of belongings and security to the learner and it enhanced the learning outcome to a greater extent.

A school Atmosphere that is conducive to learning is critical for nan efficient Education system. The atmosphere must be safe, clean, peaceful, caring, tolerant, corrective but not punishing, warm, accountable and inclusive. All these properties assume greater importance when it comes to school Education i.e. from the preschool stage to the university stage. School environment is essential for quality education. A first and foremost requirement thing is school atmosphere it would be pleasant and decent service conditions at schools. School must be adequate and safe infrastructure, toilets, clean drinking water, attractive spaces for conducive learning, electricity, computer devices, internet, library and sports. The learning environment in an educational institution is the way students perceive the climate. It consists of various components like teacher, teaching and learning methods. The quality of educational environment has been recognized to be vital for effective learning in terms of student’s achievement, motivation, happiness and success. Suppose an educational environment that is not favorable it affects learners’ ability to learn and acquire knowledge and also disturbs their social life. School represents a progression of intersecting transitions for students. These transitions are marked by personal, educational and institutional challenges that can influence educational experiences

and postschool success (Lane, Oakes, Carter & Messenger, 2015). School atmosphere is an environment for learning. It includes the expectations of school students or it is an environment where learning can take place. School atmosphere is a set of relationships that occur among the school community members. It is determined by the structural, personal and functional factors of the educational institution.

School atmosphere refer to the physical, social and mental setting in which learning can takes place. It incorporates components like buildings, classrooms and offices as well as the intangible perspectives like culture, connections and morals of the school. The school environment essentially impacts the large instructive involvement and plays a vital part in forming the scholarly, social, and enthusiastic advancement of understudies. There are different sorts of school situations, each contributing to a one-of-a-kind learning environment.

1.1 LEARNING ATMOSPHERE

Learning atmosphere or learning environment is most commonly a classroom or school. It is a space where students can feel safe and supported in their pursuit of knowledge and be inspired by their surroundings.

1.2 TYPES OF SCHOOL ATMOSPHERE

1.2.1 PHYSICAL ENVIRONMENT

A physical learning environment encompasses all the tangible aspects of a learning space. This includes the physical layout and design of classrooms, from vibrant and playful settings in pre-primary school to more structured arrangements in colleges and universities. Physical environment also extends to home and distance learning setups. Here creating a distinct and comfortable learning space free from distraction has become increasing.

School facilities: The quality of facilities, including libraries, laboratories, playgrounds, and sports facilities, influences the overall learning environment. Classroom Design consist of the layout, organization, and aesthetics of classrooms impact the learning experience. Factors such as seating arrangements, lighting, and

resources contribute to the physical environment. Safety Measures consist of Physical safety and security measures contribute to a conducive learning atmosphere.

1.2.2 PSYCHOLOGICAL ENVIRONMENT

An effective psychological environment encourages students to engage with the curriculum and each other in ways that enhance their personal and professional development. If a school's buildings, spaces, and facilities provide the physical environment, its philosophy and practices provide the psychological environment. School psychological environment refers to the stimuli that influence the minds of learners within the school. For example, principals' and teachers' attitudes toward learners act as incentives for learners to do or not do certain things at school. As you can usually see, most teachers have favourite students in their classes, and these are usually the so-called bright students in the class. The teacher has only one such favourite student, she, and the teacher gives importance to that student at every opportunity. Like a spoiled child at home, this student will grow up to be more aggressive and dominant towards others. Pampering teaches children that they can receive without giving. Your wishes are everyone else's orders. This may sound like a great situation until you realize that the spoiled child is failing her in two ways. First, she does not learn to do anything on her own, and later she realizes that she is really behind. Second, he/she has not learned how to interact with other than by giving commands. And society reacts to spoiled people in only one-way hatred.

Conversely, imagine a class where the teacher constantly doubts some children's abilities, doubting and criticizing them. They may avoid expressing their true selves because they need to protect themselves from such events. In such a psychological environment, you may find a child who grows up to be a sensitive person and forms a protective shell around him. In class he learns the inferiority of because they are told and shown every day that they are not worthy of her. They learn to be selfish because they are taught not to trust anyone. If you don't know love, you won't develop the ability to love. The neglected children include not only orphans and victims of abuse, but also children whose parents have never been present or who

were raised in strict, authoritarian ways. It should be noted that Therefore, School plays a strategic and essential role in the development of a healthy personality. For example, much attention has been paid to the conflict between the democratic traditions to which schools are committed and certain anti-democratic practices and attitudes to which they are often prone, such as authoritarianism in interpersonal relationships and competition rather than cooperation. It has been paid. Segregation based on caste, religion, and other invisible forms of discrimination between groups take place in the classroom.

1.2.3 SOCIAL ENVIRONMENT

In addition to a physical and psychological environment, all schools also provide a social environment for students. As you know, school learners are not alone. He/she is surrounded by other learners as well as influential adults, the teacher. The social environment of the school forms the social environment of the school. A learner spends most of her day at school constantly interacting with peers and teachers. Whether you're studying, playing, having a discussion, or just chatting, learners are surrounded by others. All interactions and interpersonal relationships of learners take place within a social environment. Interacting with others in a social setting is also called socialization.

It is a process by which individuals become aware of the behaviour that others expect of them in the context of society's norms, values, and culture. Agents of socialization include families, schools, peer groups, religious organizations, and mass media. In collaborative activities with peer groups, students learn and practice the social virtues of cooperation, self-sacrifice, and loyalty, while outdoor activities provide many opportunities to practice boldness, ingenuity, independence, and initiative. will be done. In the social environment of school, many social skills, habits, attitudes, and biases of individual students are tested and refined.

School culture: it consists of shared values, beliefs and traditions of a school community contributions to its culture. A positive school culture fosters a sense of belonging and encourages positive interactions.

Peer Relationships: The dynamics among students, including friendships, collaborations and conflicts contribute to the social environment.

Teacher student Relationships: the quality of interactions between teachers and students influences the classroom atmosphere and student engagement.

1.2.4 EMOTIONAL ENVIRONMENT

If a school can be stressful at any age students needs a positive emotional environment and it supports their educational path. Creating psychological environment means addressing the emotional environment's need for self-expression and also freedom to express their emotions. By supporting students' emotional needs, teachers can help enhance their student's emotional intelligence, boost up their confidence and self-esteem. Teacher must maintain a thriving emotional environment include establishing routines that students can encouraging diversity and celebrating their achievements.

1.2.5 CULTURAL ENVIRONMENT

By culture is meant the total life ways, the social legacy the individual acquires from his or her group. Culture can also be regarded as part of the environment created by human beings. Culture is used in its broadest anthropological sense to include all that is humanly fabricated, endowed, designed, articulated, conceived, or directed. Culture includes products that are humanly produced, both material (buildings, artifacts, factories, slum housing), and immaterial (ideology, value systems, mores), as well as materially derived products such as social class and the socio/political order. A humble cooking pot is as much a cultural product as a Beethoven sonata. Culture is a way of thinking, feeling and believing. It is the group's knowledge stored up in memories of men and things they do and in books and objects for future.

A good deal of human behaviour can be understood and predicted if we know the culture of the inhabitants, which is their design or road map for living. Many acts are neither accidental nor due to personal peculiarities. Nor are these caused by

supernatural forces or are simply mysterious. Even those of us who pride ourselves on individualism follow most of the time a pattern not of our own making. We brush our teeth on arising, eat two meals a day-not three or four, we sleep in a bed and not in a hammock. One need not know the individual and his life history to be able to predict these, and other countless regularities, including those implicit in the thinking process.

1.2.6 POLITICAL ENVIRONMENT

In rural India in particular, sending a child to school on a regular basis requires a great deal of effort and sacrifice on the part of the child and his or her parents. Other impelling factors include prohibitive costs - often indirect, no school within easy reach, a hostile environment at school, lack of support and lack of progress at school, all of which sap the morale of parents and children. In the light of these obstacles, it is easy to understand why so many children are out of school even when their parents express a strong interest in education. Imagine that a town has one government and one private school within walking distance from each other. Would both of these schools be equally attractive to every parent in town to educate their children? Or will they be equally easily accessible to every child for admission? You know that they would not be. On one hand, the socio-political status of the parent determines the choice, and on the other hand the economic status of parents would dictate the decision.

1.3 DYNAMISM OF SCHOOL ENVIRONMENT

The unique environment of a school is the product of a dynamic relationship among the various components and environments. For example, the personality of a learner can be described in terms of the physical, psychological, social or emotional dimensions. Even though we can study these dimensions separately, personality of the learner & a dynamic organisation of all these dimensions (and more). Similarly, what we call school environment is a dynamic organisation of the physical, psychological, cultural, social and political environments. Shared power in learning is exercised to

control the curriculum, its contents and methods, and the coordination of all learning activities. Education for liberation provides a forum for the imagination and free exercise of control of learners, teachers, and the community, while also providing for the development of those skills and competencies necessary for the exercise of such power.

1.4 INFLUENCES OF SCHOOL ENVIRONMENT ON THE LEARNER

Social environment of the school is another factor that influences learner behaviour. The social interactions, interpersonal relations, and communications in a school, (the social environment) influence a learner and his or her learning. Learning can be enhanced when the learner has an opportunity to interact and collaborate with others on instructional tasks. Learning settings that allow for social interactions, respect diversity, and encourage flexible thinking are socially competent. In interactive and collaborative instructional contexts, individuals have an opportunity for perspective taking and reflective thinking that may lead to higher levels of cognitive, social, and moral development, as well as self-esteem. Quality personal relationships that provide stability, trust, and caring can increase learners' sense of belonging, self-respect and self-acceptance, and provide a positive climate for learning. Positive interpersonal support and instruction in self-motivational strategies can offset factors that interfere with optimal learning such as negative beliefs about competence in a particular subject, high levels of test anxiety, and undue pressure to perform well. Positive learning climates can also help to establish the context for healthier levels of thinking, feeling, and behaving. Such contexts help learners to feel safe to share ideas, to actively participate in the learning process, and to create a learning community.

1.5 TEACHER INFLUENCE

The teacher has important responsibility to create positive physical, social and emotional environment for his or her pupils. He or she determines to a great extent the emotional tone of his or her classroom by own appearance, attitude and methods. He

or she helps the shy child to be accepted by the group and helps the aggressive child to utilise his or her energy in constructive projects. He or she adjusts pupils' work to their abilities and strives to arouse interest and enthusiasm in areas of study that he or she considers of vital importance.

1.5.1 Planned versus Unplanned Influences

A school trying to make a positive impact on the learners would have consciously incorporated requisite factors in it. However, all influences of the school environment are not always planned. In other words, there are influences of school environment on the learners which are unplanned and probably unintended. Some unplanned influences are embedded in the educational philosophy of the school or the absence of it, yet there are others that result from the unplanned and not well-articulated practices.

Some factors are used by instructors to facilitate student development in the desired direction. These are:

- attending to group dynamics
- promoting a safe environment
- decentering authority
- promoting interdependence
- maximizing potential for co-creativity
- encouraging diversity of perspectives
- valuing experiential learning
- assisting students in developing support systems

1.6 CLASSROOM AS A MINIATURE SOCIETY

The school as a social system is a kind of the human habitat for students. It is created and controlled for the purpose of enabling young children to function effectively in life situations, they must participate in. It provides a system of human interactions in which the participants are oriented to live with their individual rights

and obligations. In school, learners are constantly involved in the process of forming and re-forming themselves into social groups- classes, clubs, student councils, athletic teams, and so on- for the purpose of accomplishing the educational tasks assigned to it by the society within which it operates. A network of roles is developed in each of these groups in order to ensure the unity and productiveness of the group. These roles are integrated with one another through values that are developed and commonly held. Over any given period of time, different participants in the system perform different roles. It is through participation in the variety of roles, students develop the knowledge, skills and values the society expects them to acquire as citizens and individuals. According to Gale E. Jensen, the social system of the school consists of different structures that need to be understood.

1.6.1 THE FORMAL WORK STRUCTURE

The main task of the school is to fulfil certain educational needs of the society in which it operates. This is "public" task as the school has been created to enable its participants to attain the level of action or practical competency to deal effectively with the problems and situations they face in their private and public lives. In order to accomplish the assigned public task, it brings together the participants and provisions and creates the conditions of learning necessary to acquire the practical competencies by members. The manner in which participants relate to one another and obtain gratifications by performing the functions necessary to achieve the school goals is designated as the formal work structure of the school.

1.6.2 THE AUTHORITY STRUCTURE

Within a social system, decisions that affect its efficiency, productivity, state of equilibrium, and integration need to be made in an ongoing manner. The system thus devise's structure to institutionalize the rules and procedures by which vital decisions are made. The manner in which different groups and individuals in decision-making positions relate to one another and to the other participants is termed the authority structure of the school.

1.6.3 THE COMMUNICATION STRUCTURE

The relationships that participants establish with each other and the procedure of reporting to authorities, and the status of their assigned responsibilities within the formal work structure represent the communication dimension of the school system.

1.6.4 THE POWER STRUCTURE

The ways in which participants of a social system exercise their individual ability to give or withhold satisfaction of other's needs represents the power dimension of the social structure. The school principal may deny a leave request of a teacher. A group of students may upset the work plans for a certain day and block the progress of the class toward commonly recognized goals because they feel the teacher has dealt with them unfairly.

1.6.5 THE STATUS AND PRIVILEGE STRUCTURE

Some members by virtue of the position held in the system are accorded deference, honour, recognition, and material rewards that others do not receive. Students are aware of those eligible to receive rewards primarily because of their position rather than performance or contribution to the work of the class/school. Such examples reflect the prestige and privilege structure.

1.6.6 THE INFORMAL CLIQUE STRUCTURE

The manner in which the participants of the school relate to share concerns, anxieties and private perceptions, for supporting one another in threatening and uncertain situations, and for taking concerted action toward ensuring their personal welfare, represent the informal-clique of the school structure

1.7 CLASSROOM CLIMATE

classroom feels to students, both physically and emotionally, comes under the umbrella of classroom climate. More and more studies show that establishing good

classroom climate is essential for learning to take place. A beautifully decorated class with colourful bulletin boards does not necessarily mean that the classroom is a happy place to be. Teachers must do many other things as well, such as the following:

- Have a genuine interest in children. Teachers should greet students as they come into the classroom in the morning. They should make certain that they get to know each child individually (say each student's name). They should use praise and encouragement lavishly.
- Make sure that classroom rules are clearly stated. Teachers should be fair and consistent in enforcing rules.
- Be objective, not judgmental. Teachers should try to see things from different perspectives.
- Show that you are human. Teachers should have a sense of humor and be willing to admit when they are wrong.
- Minimize the power differential in everyday communication. Teachers should not hide behind the desk or a podium; this may send a message that they wish to create a distance between themselves and the students.
- Address problem behavior directly and immediately.
- Actively go after the students' opinions. Teachers should honor student voice.
- Give choices to students. Students should be given opportunities for making choices and decisions and learning how to solve problems. Given the opportunities to make mistakes, eventually students are able to learn through experiences.

1.7.1 CREATING A POSITIVE CLASSROOM CLIMATE

Having known that classroom climate has an influence on student learning and their personality development, it becomes necessary for a teacher to know how to create a positive classroom climate. Let us discuss a few skills that can help a teacher in creating a positive climate.

Positive Climate Skills

- Recognize individual differences
- Learn names
- Arrange seating
- Establish expectations
- Make yourself available
- Encourage the students

1.8 TEACHER-STUDENT RELATIONSHIPS

There is a diverse range of perspectives in the area of interactions between teachers and students that have been researched over the past few decades; however, they share several core principles. What follows in this literature review is a sampling of those perspectives as they relate to the effect teacher-student interactions has on the learning environment including findings and implications, organized by categories of researchers.

1.9 TEACHING AND LEARNING.

Teachers' beliefs about students' academic abilities and their focus on essential classroom tasks aid in the improvement of student learning and achievement, along with building a strong school climate (Kalinc, 2013). As teachers play a major role in ensuring that the school climate is conducive to student learning, it is paramount for them to provide the necessary rigor and leadership that foster student growth and development in a supportive school climate. Current research suggested a strong correlation between perceptions of school climate and academic performance; in that students who perceive their school climate as unfavorable have low academic achievement, students who perceive a typical school climate have average academic achievement, and students who perceive having a strong and supportive school climate have high academic achievement (Nisar et al., 2017). This is consistent with Wang and Degol (2015), who suggested that the study of academic climate should

“focus on the overall quality of the academic environment to include curricula, instruction, teacher training, and professional development”

Understanding the nature of teaching and learning practices within the school and academic achievement is fundamental for establishing a positive school climate of motivation, engagement, teaching, and learning in the best interest of both teachers and students (Reno et al., 2017). Schools with “high academic rigor, organized classroom instruction, effective leadership, and teachers who believe in themselves and promote mastery learning goals, produce an academic climate conducive to learning and high student performance” (Wang & Degol, 2015, p. 327).

1.10 STUDENT-TEACHER RELATIONSHIPS

Establishing and maintaining interpersonal relationships within the school environment prompts feelings of safety and security (Hopson et al., 2014). By forming relationships with both students and teachers within the school community, students can feel a sense of belonging and form attachments which greatly influence overall development (Wang & Degol, 2015). Such feelings of safety and security within the school are positively correlated with attendance and academic success. Research showed that students who had positive relationships and a sense of belonging within the school environment performed well academically (Hopson et al., 2014). According to Ekstrand (2015), the role of the teacher is incontestable. Students who believe that teachers care for and respect them tend to like school, while students who do not feel supported express dissatisfaction with teachers, typically have lower academic performance and many drop out of school. How students perceive their relationships with teachers has shown to be essential in establishing the sense of confidence and motivation that helps them succeed. Furthermore, having such interpersonal relationships with teachers provides a sense of connectedness and academic success while deterring unsafe and disruptive behaviors (Hopson et al., 2014).

Students who feel supported by teachers are more likely to develop interpersonal relationships, which may allow more educational opportunities and ultimately more academic success (Benbenishty et al., 2016). Recent literature suggested that “the absence of violence in schools allows students and teachers to develop stronger interpersonal relationships and have more involvement in school related functions and that students who perceive a positive school climate perform better academically and behaviorally” (Edgar-Smith & Palmer, 2015, p. 1). To help students succeed, it is paramount for students to develop and maintain meaningful relationships with teachers. Relationships with teachers set the tone for other important relationships that students will form and provide the support, motivation, and respect that is essential for success in school and in life.

1.11 SCHOOL RIGOROUS EXPECTATIONS

Students who feel that they are being held to high standards around effort and understanding by their teachers are more likely to trust that their teachers believe in them and their capacity to succeed and as a result, achieve greater academic success. Students should excel in good manners. They should show respect to their parents, elders, school authorities and teaching staff. They should be gentle and polite. A student should not leave his or her classroom without permission and is not allowed to enter any classroom other than his or her own.

1.12 PURPOSE OF THE STUDY

The purpose of this study is to determine the perceptions of students of middle and high school students regarding their school atmosphere. This study on the perception of school atmosphere in middle and high school sought to gain an understanding of whether student is perceived school atmosphere. For this study, the researcher examined students’ perception through dimensions like teaching and learning, student-teacher relationships, and school climate and school rigorous expectations. Specifically, the study focused on the extent to which students reportedly perceived teachers were adequately trained, the extent to which student

perception of school climate. Students felt supported, respected, and significant, as evidenced by interactions with students as well how safe students reportedly felt within the school. As a subscale of school climate, the researcher also analysed data to determine if there was a possible relationship between perceptions of relationships with teachers, attendance, and academic achievement. This study assessed selected students of Government middle and high school. Information was gathered on students' perception by using dimensions. The gathered information of this study should reflect the student's personal perception about their school. The results of this study may encourage educators, parents, administrators to reevaluate the relevance of positive students' perception in school atmosphere.

1.13 RATIONALE OF THE STUDY

The current research was established due to the limited amount of literature and research on understanding how student perceptions of school atmosphere in government middle and high school. This study added to the current body of research by providing insight into the perceptions of school atmosphere by assessing student views on the social dimensions of school climate to include teaching and learning, relationships with teachers, and school rigorous expectations and school climate. Although trends in current research showed that school atmosphere influences student achievement, many school improvement programs ignore dimensions of school climate while focusing on school structure and procedures (Perkins, 2006). Due to the limited amount of research on perceptions of school Atmosphere among students in middle and high schools, this research provided the community with a more focused view on the needs of such populations. Furthermore, this research may shed light on successful ways to indirectly improve school atmosphere in the areas of teaching and learning, relationships with teachers, and school climate and school rigorous expectations.

1.14 DEFINITION OF TERMS

A definition for each of the following terms has been included to provide clarity for the reader,

Student: A person who attends middle and high school in grades eighth and ninth class.

Perception: It is a process by which an individual organizes and interpret their sensory impressions in order to get the meaning about the environment.

School Atmosphere: It is a place in an organized space purposed for teaching and learning. It is a learning environment where students, teachers feel secured, encouraged and motivated to develop and learn.

1.15 OBJECTIVES OF THE STUDY

The objectives of this research study were,

- To study the student's perception about their school atmosphere.
- To study the student's perception of school atmosphere with type of school.
- To study the student's perception of school atmosphere with dimensions in respect to gender.

1.16 HYPOTHESES

1. There is no significant difference between student's perception of school atmosphere with respect to type of school

2. There is no significant difference between Eighth standard student's perception of school atmosphere with respect to Gender

3. There is no significant difference between ninth standard student's perception of school atmosphere with respect to Gender

4. There is no significant difference between Eighth standard boys and girl's student's perception towards school atmosphere.

5. There is no significant difference between Eighth standard boys and girl's student's perception towards school rigorous expectations.

6. There is no significant difference between Eighth standard boys and girl's student's perception towards school learning strategies.

7. There is no significant difference between Eighth standard boys and girl's student's perception towards teacher student relationship.

8. There is no significant difference between Ninth standard boys and girls student's perception towards school atmosphere

9. There is no significant difference between Ninth standard boys and girl's student's perception towards school rigorous expectations

10. There is no significant difference between Ninth standard boys and girl's student's perception towards school learning strategies

11. There is no significant difference between Ninth standard boys and girl's student's perception towards teacher student relationship

1.17 RESEARCH QUESTIONS

The following research questions frame for this study,

Research Question 1: How do students perceive teaching and learning?

Research Question 2: How do students perceive relationships with teachers?

Research Question 3: How do students perceive the overall school climate?

Research Question 4: How do students perceive the school rigorous expectations?

1.18 SCOPE AND DELIMITATIONS OF THE STUDY

The proposed study was conducted and the data was collected from middle and high school students of Government schools. Other schools and classes were not taken into consideration. The present study took student's perception of school atmosphere where as Perception of teachers, parents and school leaders was not considered. A mixed method study was adopted, other methodology of research like observation, case study was not carried out.

1.19 OUTLINE OF THE STUDY

Chapter II of this study includes a review of the professional literature related to School atmosphere like student-teacher relationships, school climate, teaching learning, rigorous expectations and the impact it has on student achievement. Chapter III outlines the quantitative and qualitative research design and methodology for this study. Chapter IV includes the results of the statistical analyses along with an interpretation of the research results. The final section, chapter V contains a summary, conclusion, discussion of the results, and educational implications for future practice and research.

CHAPTER II

REVIEW OF LITERATURE

2.0 INTRODUCTION

This chapter introduces research surrounding in students' perception of school atmosphere the characteristics and traits of student-teacher relationships, teaching and learning and the important role of teacher perceptions has in student-teacher relationships. Additionally, this chapter defines and reviews the research on school climate and school major expectations.

2.1 TEACHER STUDENT RELATIONSHIP

Pinyu Dai (2024) This study is an Influence of Teacher-Student Relationship on Students' Learning. As the importance of education is realized by more and more people, people begin to pay attention to the factors that have an important influence on students' studies. As a factor directly related to students' individual and learning outcomes, the teacher-student relationship has been noticed and studied by people. A positive teacher-student relationship can help students in their professional learning in many ways. This paper takes the teacher-student relationship as the starting point, and synthesizes the relevant literature and research on teacher-student relationship and students' learning outcomes. Research has found that a positive teacher-student relationship can regulate students' mental emotions, improve students' participation in class, cultivate students' learning ability, and promote students' academic achievement and goals. In the end, it is suggested that teachers can be considered as listeners in mental health, leaders in academic learning and supporters in creative thinking in the relationship between teachers and students, to establish and promote positive teacher-student relationships and improve students' learning outcomes.

Xue Wang (2023) This study delves into the intricate synergy between teacher mindfulness and the quality of teacher-student relationships, with a specific and

deliberate focus on the mediating influence of emotional intelligence. The research employed a comprehensive approach to data collection, utilizing self-report questionnaires completed by the instructors. The data analysis unveiled a robust and direct association between teacher mindfulness and the quality of teacher-student relationships. Beyond this primary link, a noteworthy revelation emerged: emotional intelligence, as measured through our analysis, was identified as a pivotal mediating factor in this relationship. This finding highlights the intricate web of emotions, awareness, and interpersonal interactions that underpin effective teaching and positive teacher-student relationships.

Dr.Sunayna Iqbal (2022) This study examined teacher student relationship from three angles like inter personal effectiveness, instructional effectiveness and accessibility. The main objective of the study is to examine how important or valuable it is for students to have a healthy, cordial relationship based on mutual respect and understanding with their teachers. Inter-personal effectiveness included aspects such as fairness, politeness, respect, indulging in individual conversations and the teacher's ability to relate to the age of the students. Appreciation, incorporating humour during content delivery, willingness to accept feedback and regular feedback offered were included in measuring instructional effectiveness. Learning outcomes were analysed from two perspectives: self-reported marks and students' perception of learning outcome which included engagement in class, attendance and interest generated in the subject. While dealing with such a dynamic and sensitive population, it becomes highly important that teachers observe, analyse and apply new strategies in building rapport and relationships.

Ryan Tribble (2020) The purpose of this study was to investigate high school students' perceptions regarding teacher-student relationships. High school students were given a survey with 15 statements regarding their perceptions on teacher-student relationships. The data were analysed using a chi square goodness of fit to determine if there were any significant differences among students regarding the survey responses. The majority of students hold positive perceptions regarding teacher-

student relationships. However, the majority believe that teachers do not connect emotionally with students. A chi square for independence was used to determine if there were any significant differences in perceptions between groups when the factors of GPA, discipline referrals, and extra and/or co-curricular participation were considered. There were no significant differences between groups for all statements, except for one when GPA was considered. The results showed that a majority of the students with lower than the mean GPA are twice as likely to fear rejection and/or embarrassment when asking for assistance as compared to the students with at or above the mean GPA.

Sara L. Prewett (2019) Student and teacher perceptions on student-teacher relationship quality: A middle school Perspective. This study investigated 336 fifth- and sixth-grade middle school students' relationships with their ten mathematics teachers. Authors used a five-step hierarchical multiple linear regression to examine teacher and student factors related to students' quality of relationships with their teachers. Analyses revealed that teachers' student relationship perceptions positively predicted their students' perceptions and the students' reports of their mathematics interest and self-efficacy positively predicted teacher relationships. Teachers' prosocial classroom behaviour and social-emotional support behaviours were the strongest predictors of students' views of high-quality relationships with their teachers; both prosocial classroom behaviours and social-emotional support are malleable, and authors discuss implications for how teachers' behaviours shape students' positive views of their student-teacher relationships.

Muhammad Akram (2019) Relationship Between Students' Perceptions of Teacher Effectiveness and Student Achievement at Secondary School Level. Teacher effectiveness is a process of measuring teaching quality based on quality indicators. High quality teachers are required to demonstrate frequent performance on quality indicators. The purpose of this study was to measure the relationship between teacher effectiveness score and student achievement at secondary school level. The study found moderate positive significant relationship between teacher effectiveness score

and student achievement. Learning environment demonstrated highest relationship with student achievement in English and Mathematics, followed by effective communication.

Cecilia Wilken (2018) This study explored how teacher's perception of quality student-teacher relationships in the classroom vary by mobility through a 28-item survey. The Student Teacher Relationship Scale by Robert Pianta (1995) was completed by teachers for 104. students in an urban school that were mobile and nonmobile. An analysis of teacher perceptions of the student-teacher relationship, enrollment, behavior, and academic performance was completed. The study provides recommendations for further research and may provide insight to schools and teachers on considerations for strategies that might support mobile students in the classroom.

Ms. Shedy Dee C. Mallari, Ms. Irene Gabrielle M. Mungcal (2017) Student Perception towards Educators, the School and Self-Image as Learners. Teachers and Counsellors who are mostly in contact and involved with student academic and social activities are cited to have high scores on the aspects of intellectual, physical, emotional and spiritual interaction. Results of the survey also confirm that constant supervision and mentoring of educators improve self- image of students in terms of achievement and improvement potential. Moreover, results suggested that social and academic growth of students in the intermediate level (Grade 4, 5 and 6) have high levels of acknowledgement. Many related studies suggest that a conducive environment for relationships is a healthy breeding ground for aspiring learners. Recommending updated teaching styles and teaching approaches to Millennials. The old methods of teaching may not be appropriate to the new style of learners.

Edward Edgerton, Jim Mckechnie and Sharon McEwen (2016) This study examined students' perceptions of their school environments and the relationship with educational outcomes. The aims to understand and measure how secondary school students perceive their physical school environments and identify how these

perceptions relate to key educational outcomes. Data was collected through a combination of focus groups and a large-scale survey of three different year groups of students across seven secondary schools in Scotland. The results indicated that students' perceptions of their physical school environment are related to key educational outcomes and the way in which they interact with their environment. However, the findings also indicate the danger of considering school students as a homogenous group. The implication of these findings for understanding the impact of school environments will be discussed.

Jayne S. Pocquette (2016) The purpose of this study was to explore at-risk student's perceptions of teacher-student relationships and the context in which at-risk students perceived these relationships. The results revealed two factors in which students perceived teachers as a secure base, "Accepting/Available" and "Rejecting". After conducting the survey, two student focus groups were conducted with at-risk students who participated in the survey. The focus groups revealed that students perceive teacher-student relationships through teacher verbalizations and teacher actions. These verbalizations and actions are either "Accepting/Available" or "Rejecting" which corroborated with the CATSB survey. Students identified "Accepting/Available" interactions as a caring relationship while "Rejecting" interactions were identified as uncaring relationships.

Patricia Brady Gablinske (2014) This research study explored the affective domain of teacher-student relationships using a single case study design. This single case study produced a synthesis of information that guides a classroom teacher in the development and maintenance of her relationships with her students. The resulting analysis and interpretation provided a description of major themes that developed regarding strong teacher student relationships, as well as, specific components to the interactions considered essential for the student's learning environment. Identifying specific factors associated with teacher-student interactions could provide valuable information to an educational learning community.

Ping Liu (2013) This study examines the perceptions of a group of fourth through sixth grade teachers and their students concerning their relationship; the participants included 39 teachers and 111 students at an elementary school in the People's Republic of China. Both groups responded to a survey with the same number of items and content but from two different perspectives. The second part of the survey included teacher-student responses to one open-ended question. Findings indicate that the teachers and students expressed their views rather differently on the items that reveal or reflect teacher-student relationship. Pressure of norm-referenced testing or grades appears to be a major factor contributing to the differences. Participants perceived teacher attitude or affective education essential in establishing a positive relationship between the two. The role played by a teacher was depicted as being much more dynamic than linear, and both groups deemed it necessary for teachers to shift their role according to settings in order to better support learners.

2.2 SCHOOL ATMOSPHERE

Elcy S. Lalropeki, Lallianzuali Fanai (2023) This study determines the Perception of School Climate Among Class IX and X Secondary School Students Within Lawngtlai Town. School climate perception among students is an important determining factor in determining the success of any educational goals and objectives. This study attempts to find the school climate perception difference between class IX and X students. The methodology used is descriptive survey method among 200 samples (100 each from class IX and X) using random sampling techniques and T-test has been used to find the significant difference. The findings reveal that class IX students have better school climate perception than that of class X.

Carolina Lunetti , Laura Di Giunta (2022) This study provides an innovative perspective to reflect on the relationship between students' perceptions of school climate and adolescents' (mal)adjustment. Participants were 105 Italian adolescents who responded for 15 consecutive days to questions related to their perception of

positive and negative school climate (Time 1), after one year (Time 2), students' academic performance reported by mothers and fathers and adolescents' self-reported propensity to engage in risk behaviors were examined. Results suggest that a higher perception of positive school climate and its instability predict higher academic performance one year later, while a higher perception of negative school climate and its instability predict higher risk behaviors.

Edward Edgerton, Jim Mckechnie (2022) In contrast with this study measures students' subjective perceptions of their physical school environment and explores how these perceptions along with socioeconomic status, gender and school attendance relate to academic achievement. In addition, we also examined a range of other important variables that could be potential mediating factors between environmental perceptions and academic achievement. The study was conducted with 441, S5 students in five secondary schools in Scotland. Students completed a questionnaire that measured their perceptions of their school environment, their behavior in school, and their learning goals. The implications of these findings are discussed in terms of the direct and indirect relationship between student perceptions of their school environment and their academic achievement.

Fatma Kalkan, Emine Dagh (2021) This study examined the relationships between school climate, school belonging, and school burnout in secondary students. 667 middle school students from the Dörtyol district of Hatay, selected through a stratified sample, participated in the study. School Climate Scale, School Belonging Scale, and School Burnout Scale were used to collect data. Descriptive statistics, regression analysis, path analysis, and Sobel test were used to analyse the data. The study's findings show that secondary school students' perceptions of school climate and belonging are high, and their school burnout levels are medium. Additionally, the research findings show significant relationships between school climate, school belonging, and school burnout. School climate and school belonging are significant predictors of school burnout. School belonging has a mediating effect on the

relationship between school climate and school burnout. School climate, which has a significant impact on the school burnout of secondary school students, has this effect directly and indirectly through school belonging.

Karla Hrbackova, Zuzana Hrcirikova (2021) The Perception of School Life from the Perspective of Popular and Rejected. This research aims to identify differences in the perception of school life (interpersonal and intrapersonal) among rejected and popular upper-primary school students. For this purpose, the sociometric nomination method and a questionnaire measuring the student's perception of the school environment were used. From a total of 1,625 students (aged 11–15) from 20 schools, 312 students with the status of popular (liked) and rejected (disliked) were included in the research. The results of the research indicated a different perception of the school environment within the groups of rejected and popular students rather than differences between the groups than did the rejected students from the class. Although the Half of the students indicated that they feel lonely at school and have no confidence in teachers, considering the school a place where they do not like to learn, where they are troubled and where they do not like to talk to their classmates.

Michael Shane Hampton (2021) The purpose of this study is to determine how different public-school teachers and staff perceive school climate at an achieving public middle school. The research sought to find relationships between teacher sub-groups and other staff members, and how they perceived the school climate, either negatively or positively. The researcher believed that there would be a positive perception of school climate, which coincided with high student achievement. The study incorporated the Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM) by Hoy (1998) as the quantitative climate instrument. For the qualitative data, the researcher asked a series of 12 open-ended questions. A total of 53 questionnaires were returned out of 67 (rate of 79%). A total of 6 interviews were conducted. Several sub-group comparisons were made and several groups had

significant differences in how they perceived the school climate on various dimensions of the OCDQ-RM.

Rui, Li & Mogana (2021) The main aim of this study was to find out the perceptions of the parents about the rural school climate. Data were collected using questionnaires and a semi-structured interview protocol. 103 parents participated in the questionnaire and 10 parents were invited to take part in the focus group interview. The findings in the questionnaires had revealed that parents had positive perceptions of the rural school climate. Inferential statistics further showed that there was no significant difference in parents' perceptions based on education level, and the male parents' perceptions of school administrators, teachers, and students were higher than the female parents. The focus group interview further revealed that parents felt that the rural schools were unable to establish a complete school curriculum, lacked a sufficient number of teachers, had a shortfall of adequate infrastructure, had school violence, inadequate extracurricular activities, and programs.

Alfonso Valero Valenzuela, Oleguer camerino (2020) The aim of this study was to analyze how motivation and classroom social climate was enhanced in the teaching–learning context throughout a Pedagogical Model of Personal and Social Responsibility (TPSR) implementation using a mixed method approach. An educational program was applied during an academic year in a student sample of primary and secondary school. A total of 44 sessions with 54 participants, between 11 and 16 years old ($M = 13.41$ years, $SD = 1.73$) were video-recorded. The mixed methods design confirmed that both the observational and the inferential analysis show an improvement of the TPSR implementation in the student's responsibility and satisfaction and the social climate of the classroom. The other variables, although they were also improved, did not do it significantly; all the motivation dimensions showed higher values, except for amotivation and violence.

Roopa Vats (2019) The Present Study was focused on study of perception of school climate among students of 9th grade. School climate is the quality and attributes of a

school. It includes school's rules and regulation, norms, behaviour, support system, expectations etc. Everything that is a part of school environment, which eventually plays an important role in shaping the overall personality of children, falls under the category of school climate. The subject of the research concerns the perception of school climate among 9th grade students of North West zone in Delhi. This study was conducted on 120 students (60 each from both schools). The findings of the study indicates that majority of students have fairly good and satisfactory level of perception regarding the climate of school. In addition, it was found that teacher's and faculty support, discipline, opportunities provide a positive impact on students. In addition to this it was found that 9th grade Government and Private school students have different perceptions about the school climate. On the other hand, on the basis of mean values, it was observed that private school students have significantly better perception towards school climate in comparison to their government school counterparts.

Gage and Sulak, (2016) Research has shown school climate positively associated with numerous relational, academic, social, and behavioral outcomes to include increased self-esteem, student motivation and engagement, teaching and learning, student-teacher relationships, personal attitudes, increased attendance, and feelings of safety. Positive school climate is also correlated with decreased disciplinary concerns, school violence, bullying, reported use of drugs and alcohol, victimization, depression, and other traumas. Concurrently, research suggested that “boys with positive school engagement and orientation tended to have lower levels of alcohol use, and girls who had strong relationships with teachers tended to have lower illegal drug use” (Wang & Dishion, 2012), thus decreasing safety concerns at school. School safety and disciplinary concerns are no new phenomena as the last 20 years have seen spikes in school fights, bullying, vandalism, truancy, and drug use.

Nicholas A. Gage (2016) Research indicates that school climate influences students' academic, social, and behavioral outcomes. Therefore, improving school climate

provides a promising avenue for preventing academic, social, and behavioral difficulties. Research has examined school-level measurement of school climate, but few studies have examined student-level responses to school climate and student perceptions of school climate and their academic, social, and behavioral performance in school. In this study, we examined latent classes of students, based on their perception of school climate, and identified specific items within each class that predicted student social and behavioral.

Cheryl Buehler, Anne C. Fletcher, Carol Johnston, and Bridget B. Weymouth (2015) Perceived school environment included learning climate, academic rigor, teacher support, and school safety. School-related experiences included school satisfaction, engagement in school, and successful efforts to avoid getting into trouble at school. School satisfaction was predicted by a positive learning climate, teacher support, and school safety. Engagement was predicted by a positive learning climate and teacher support. Trouble avoidance was predicted by school safety. Some of these associations differed by prior grades, for boys and girls, and for Black, Hispanic, and non-Hispanic White youth. The findings provide important information that can guide development of support systems for youth as they enter middle school

Bear and colleagues (2012) found that teachers' perceptions of school climate are related to teacher job satisfaction, teacher burnout and retention rates, perceptions of work conditions, and to teacher implementation of new curricula and academic interventions. Teachers' perceptions are a product of the school climate for which they are embedded, thus teachers from the same school will likely have similar perceptions relative to other schools (Collie, Shapka, & Perry, 2012). If a teacher has a positive perception of the school, research shows student achievement and other key factors will also be positive conversely, if the perception is negative—the opposite is often the result. Teachers are socially driven and possess a deep connection to teaching.

Ras (2012) reported that teachers' intrinsic motives are a love for teaching, a sense of social justice (e.g., democracy, fairness, 22 equality, etc.), and a sense of calling to the profession (i.e., making a difference mentality). Therefore, any negative perceptions are a part of who they are in both climate and norms. When teachers perceive climate as positive it can lead to an increasing commitment toward the profession. On the other hand, if the perceptions are negative an increased disillusionment with the profession may occur (Griffin, Kilgore, Winn, & Otis-Wilburn, 2008).

Edward Edgerton, Jim Mckechnie, Sharon McEwen (2011) This study aims to understand and measure how secondary school students perceive their physical school environments and identify how these perceptions relate to key educational outcomes. Data was collected through a combination of focus groups and a large-scale survey of three different year groups of students across seven secondary schools in Scotland. The results indicated that students' perceptions of their physical school environment are related to key educational outcomes and the way in which they interact with their environment. However, the findings also indicate the danger of considering school students as a homogenous group.

Roby (2011) stated that a positive school climate should include the following elements: 1) an inspiring vision and challenging mission, 2) a curriculum link to the vision, 3) sufficient time to work, 4) supportive relationships, 5) trusting relationships, and 6) data-driven decision making. Other researchers have focused on more specific elements of climate. For example, Hoy (2012) described an academic emphasis, collective trust, and collective efficacy as three elements of a positive climate, but later combined these elements into one definition termed 'academic optimism.' Promotion of success and optimism toward a unified vision must be shared from top to bottom among all stakeholders, and not just dictated from the leaders to the teachers and so on.

Shead (2010) used the Job Descriptive Index to have teachers rate school leaders on seven climatic factors: professional development, empowerment, student supportiveness, work pressure, resource adequacy, innovation, and mission consensus. According to Shead teacher empowerment had the most significant effect on teacher job satisfaction and promotion of positive school climate. This viewpoint is not universally shared. Other researchers argued that empowering teachers with leadership roles and distributive leadership methods may actually create a negative school climate in some schools.

Engel (2009) believed that distributive leadership and teacher empowerment through leadership roles may be ineffective due to the lack of authority the teacher leaders are granted. Aspects of team leadership and teacher empowerment through leadership roles could create role confusion within the school climate, and the perceptions of leadership may tend to be top down oriented regardless of the measures taken to distribute leadership and empowerment.

Dr. Lorenzo Cherubini (2008) *Teacher-Candidates' Perceptions of School Climate*. It is a Mixed Methods Investigation. Preservice teacher-candidates are assigned to a number of different schools for their practicum experiences and as a result are immersed in a variety of school cultures and their respective climates. Given that beginning teachers' experiences are intensely impacted by their observations and experiences throughout their teacher training, the purpose of the study was to investigate teacher candidates' beliefs about the climate of schools at the beginning and near completion of their teacher education program. More specifically, this study employed a mixed methods research design to determine how beliefs about the hidden curriculum of schools compared to teacher candidates' impressions as they gained practice-teaching experience in various schools. The results may induce preservice education faculty to evaluate the underlying pedagogical causes that profoundly illuminate and engagingly implicate the tensions within teacher candidates' expectations of school climate and their observed realities.

A Leo Beem, Daniel Brugman (2007) This study presents reliability estimates of the School Moral Atmosphere questionnaire based on a generalizability study. A total of 1280 students from 32 normal secondary schools participated in the study. The design of the study includes the factors like type of school varying in educational level, school, grade level, class and student. It is concluded that students' perception of moral atmosphere in normal secondary schools have a strong individual flavour. Perceived moral atmosphere should not be regarded primarily as a shared perspective among students within a school like a moral school culture, but as an instance of the social competence of the individual student.

Karin Host, Louis WC Tavecchio (2003) Students perception of school moral atmosphere: From moral culture to social competence. The instrument is based upon the constructs defined by the Just Community Approach that focused on students' shared perspective and portrayed ideal types of school moral culture. A total of 1280 students from 32 normal secondary schools participated in the study. The design of the study includes the factors: type of school varying in educational level; school; grade level; class; and student. Variance components and reliabilities are estimated for two models. In Model 1 grade level is a fixed effect, in Model 2 grade level is a random effect. The results indicate that moral atmosphere in school can be measured reliably, although in Model 2 a considerable number of observations may be needed. It is concluded that students' perception of moral atmosphere in normal secondary schools have a strong individual flavour. Perceived moral atmosphere should not be regarded primarily as a shared perspective among students within a school like a moral school culture, but as an instance of the social competence of the individual student.

2.3 TEACHING LEARNING STRATEGIES

Fatimatuz Zahro (2023) Students' perceptions towards teachers' strategies in teaching reading skills are also important to know teachers so that they can be used as reflections to improve their teaching strategies. This research differs from previous

studies because the focus in the last is more general. After all, it analyzes students' perceptions of teachers' attitudes, teaching styles, and attitudes in learning English. Meanwhile, this research is more specific because it analyzes students' perceptions of teachers' strategies and only focuses on reading skills. This study aimed to determine students' perceptions of teachers' strategies in teaching reading skills. This study used interviews, observation, and documentation to obtain data. The result showed that students' Perception of teachers' strategies in teaching reading at SMAI MU was positive with all the teaching strategies teaching reading. Most students prefer role play approach because students understand lessons more quickly when using role play methods.

Afsha Bibi, Ashfaq Ahmed, Shaista Khan, Hina Murad(2022) purpose of this paper is to know about different teaching and learning strategy using in the classroom and their advantages and disadvantages as well as analysis of these strategies and how to improve these teaching-learning strategies. Methodology: data were gathered from deferent articles to identify advantages and disadvantages of different teaching learning strategies. Findings: different teaching and learning strategies having their advantages disadvantages and disadvantages. some are very useful in the field of science but some are using very rarely. Furthermore, these strategies are not suitable for all students with addition when the teacher knows about their students after that they can select the teaching-learning strategies. Additionally, the cooperative learning method has so many advantages as compared to other strategies.

Afzal Sayed Munna, Md Abul Kalam (2021) This paper evaluated various academic journals, pedagogy, and inclusive practices to assess the teaching effectiveness within the higher education setting. The objective of the research is to assess the teaching effectiveness in a higher education setting. The research used experimental research methods (primarily reflection) using literary forms to analyse the theory with the reinforcement of the practice from the university experiences. The research findings suggest that providing positive and adequate formative and

developmental feedback, introduction of role-play has a profound positive impact on the students' confidence and self-esteem. It was also revealed that, active learning environment promotes inclusivity and improve the faculty and student academic performances. The research findings will enable the educators to help create and implement an inclusive teaching and learning environment to improve the learner's expectation and academic performance.

M. Zaim, Refnaldi Ria Rahmiyanti, (2019) Teaching strategy is necessary for the teaching and learning process. This study aimed to analyze students' perceptions of teacher's teaching strategy and its effect on students' achievement in learning English. This study was an Ex-post Facto study. Cluster random sampling was used with 150 students as the sample of this study. Then, for collecting the data, two questionnaires and documents of students' final scores were used as the instruments. The data was analyzed by using a Likert-type scale and regression linear statistical analysis through IBM SPSS Statistics 22 Software. The results showed that generally, students' perception of the teacher's teaching strategy was High. Then, based on the statistical analysis, it was found that the value of F-count was lower than F-table. It meant that the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. Thus, there was no significant effect of student's perception of teaching strategy towards students' achievement in learning English as a general subject.

Nurul Fajriah (2019) This study was aimed to find out alumni's perceptions toward English teachers' teaching strategies and personal competences. In addition, this research investigated how students perceived availability of their school facility. The study was conducted online by sending the link of questionnaire to alumni who graduated from three state senior high schools in South Aceh. The study used the quantitative method with the survey design, and the questionnaire was used as the instrument to get the data needed. The samples for this study were fifteen alumni chosen from each of these three state schools. The collected data was analyzed through a quantitative procedure by using a statistical formula to find the percentage

of each statement. The results showed that most English teachers were perceived not to thoroughly apply the strategies suggested in English teaching but have a complete set of required personality to be a good teacher. In addition, school facilities were perceived still insufficient.

Alfonsus Lamatokan(2018) The aim of the study was to find out students' perception toward teachers' teaching styles and the use of learning strategies in teaching English. This study was conducted at SMA Negeri 1 Tobelo in all grades. The instrument used in the data collection was a questionnaire that consists of six indicators where these indicators refer to variables. The data were analyzed using Microsoft Excel and display in pie diagram. The finding indicates that the majority of students at SMA Negeri 1 Tobelo are aware that their teachers' teaching styles and the use of learning strategies gave positive impact in do their learning. Their perception of their teachers' teaching styles and learning strategies which covers attitudes, behavior, interaction, method, teaching material and media during teaching and learning process influenced the success of students in developing English skills. Most students of their conviction stated that their English teachers were responsible for their career as a good teacher. Thus, in doing them job, their awareness to make an effective teaching to support students' success in learning English. Further studies might be conducted using interview to students to gain more information.

2.4 SCHOOL RIGOROUS EXPECTATIONS

Ibrahim Demir, Ersin sener, Hasan Hykut Karaboga, Ahmet Basal,(2023) This quantitative study aims to investigate the expectations that students have concerning classroom rules. To this end, a 4-point Likert scale questionnaire consisting of 30 items was administered to 356 secondary school students. The findings of the study indicate that students expect rules to be determined at the beginning of the academic year, wish to be involved in the determination process, and prefer minimal changes to the rules. They also expect a limited number of rules and reinforcement from teachers for displaying desirable behavior. Additionally, the study found that students are more

likely to adhere to classroom rules in a clean and uncrowded environment, and prefer that their parents are not informed about these rules. The results also suggest that increased adherence to classroom rules leads to increased class inclusion, while decreased adherence results in decreased class inclusion. Furthermore, the study found that adoption of classroom rules leads to increased in-class cohesion, while non-adoption results in decreased cohesion. These findings contribute to the existing body of knowledge concerning student expectations of classroom rules.

Yun Wang (2022) this research is an Impact of Schooling Resources on Students' Self-Expectations. The distribution of educational resources in schools, as a manifestation of educational equity, is having a significant impact on the development of individual students. This study examined the impact of three dimensions of schooling resources on students' self-expectations from the aspects of electronic equipment, educational facilities and teacher qualifications. Data was collected through PISA 2018 data from four provinces and cities in China, with a total sample size of 11,965. The results of regression analysis showed that schools were generally inadequate and varied widely in terms of electronic equipment, educational facilities and teacher qualification resources. The study found that the more comprehensive and abundant the schooling resources were, the more confident students were in their ability to deal with difficulties. Meanwhile, the higher the level of education students wished increases. But schooling resources had no significant effect on students' autonomy and adjustment at school.

Özge Aydın, Ahmet Ok, (2022) The aim of the present study was to scrutinize how teacher expectations are shaped and reflected in teachers' classroom behaviors by presenting a holistic picture of teacher expectation literature that has significantly developed since 1968. To achieve this, a systematic review design was utilized in the study, and different academic databases, which were namely EBSCOhost, ERIC, Science Direct, Journal Park Academic, and HEC Theses Centre, were examined. Among 1.227 of the studies conducted, 32 research studies were included in the

current review based on a set of inclusion and exclusion criteria after the identification, screening, and eligibility processes. After the content analysis carried out on the included studies, the review extracted certain factors shaping teachers' expectations of students' academic achievement, which were grouped as students' readiness, skills and abilities, teacher- and family-related factors, and school policies. In classes, teachers differentiated their instructional methods according to students' ability levels, presented more group work opportunities, established more eye-contact, assigned cognitively harder tasks, and expected more quality work from high-expectancy students. Teachers also tended to decrease their interaction time by turning to another student when a low-expectancy student could not answer a question, and to know personal or academic strengths of high-expectancy students more than low-expectancy ones.

Ibrahim Demir, Ersin Sener, Hasan Aykut Karaboga (2022) this study is an Expectations of Students from Classroom Rules. Classroom rules are a fundamental aspect of classroom management and ensuring compliance with established rules is crucial. Previous research has shown that students often pay little attention to the development of classroom rules. This quantitative study aims to investigate the expectations that students have concerning classroom rules. To this end, a 4-point Likert scale questionnaire consisting of 30 items was administered to 356 secondary school students. The Bayesian Search method and expert opinion were used to obtain a Bayesian Network model. The findings of the study indicate that students expect rules to be determined at the beginning of the academic year, wish to be involved in the determination process, and prefer minimal changes to the rules. They also expect a limited number of rules and reinforcement from teachers for displaying desirable behaviour. Additionally, the study found that students are more likely to adhere to classroom rules in a clean and uncrowded environment, and prefer that their parents are not informed about these rules.

Williams Alfreda Ragland, (2012) this researches vivid the Effect of Teachers' Expectations and Perceptions on Student Achievement in Reading for Third and Fifth Grade Students. All too often, a student's lack of success is blamed on his or her background, and/or the parent or the parent's educational level. Many factors such as socioeconomic conditions, student behaviors, attendance, and teacher demographics can directly or indirectly affect class environment, classroom management, interaction with students, and equal treatment of students. In addition, a teacher's perception of students plays a vital role in the teacher's expectations, interactions, and relationships with his or her students. The purpose of the study was twofold. Results revealed no unique relationship existed between teachers' expectations and perceptions of equal treatment of students, class environment, interaction with students, and classroom management and teacher demographics.

Banner M(2016) A multiphase action research study of academic or instructional rigor was conducted using semi-structured and focused group interviews, classroom observations, participant logs, a weekly rigor planning Matrix, and a unit planning process to ensure rigor (UPPER). The teachers reported that both interventions positively impacted their understanding of rigor, and their capacity to design and implement rigorous tasks and two rigorous concept-based unit plans, which was verified by the classroom observation and unit plans scores. The findings suggest the value of utilizing teacher perspectives, along with the intervention tools and the structured framework, as well as the planning processes employed when seeking to increase academic rigor.

2.5 SUMMARY

This chapter provided a review of the literature regarding the effects of school atmosphere regards with teacher-student relationships, teaching and learning, school climate and school rigorous expectations on student's perception. The next chapter will present the methods used to collect and analyze data for the purpose of determining the effects of student's perception of school atmosphere.

CHAPTER-III

RESEARCH METHODOLOGY

3.0. INTRODUCTION

The purpose of this study is to determine the perceptions of students regarding school atmosphere. This chapter would present an overview of the sample population, instrumentation, data collection, and statistical analysis. The previous chapter deals with the review of related literature and has enabled the investigator in identifying the method for this study. Research methods may be understood as all those methods that are used for conducting research. The success of any research work largely depends upon the methods and techniques adopted by the investigator, without which the investigator cannot attain the desired goal of research. A correct result can only attain when the methods and procedure used in the study are well organized. The present chapter embodies the design of the study, which includes a brief description of the method, population and sample, tools, data collection procedure, and the statistical techniques employed for conducting the present study.

Research is actually a voyage of discovery. It is always directed solution to a problem. It is an intellectual activity in which systematic analysis is done. Research gathers new data from primary sources and secondary sources. In that aspect, the methodology is very important for a researcher to collect the data for further analyzing and interpretations. According to Travers, “Educational research is that activity which is directed towards development of a science of behavior in educational institutions. Thus, ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his goals by the most effective methods” (Kulbir Singh Sidhu, 1984).

According to John W. Best, “Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting some sort of

formal record of procedures and a report of results or conclusions” (Sharma, R.A, 2000). Research methodology is an investigation of finding solutions to scientific and social problems through objective and systematic analysis (Kothari, 2012). Adler, Campbell, and Laurent (1989) point out "choosing a methodology determines what we can study as well as the range of possible results and conclusions".

It can be inferred that research methodology is a process in which the researchers describe, explain, and predict phenomena in a scientific and systematic way. It includes logical step-by-step planning of the entire research process. In simpler words, it can be said that Research methodology is the superset and method, sample, tool for data collection, tool for data analysis are subsets.

3.1 TITLE OF THE STUDY

A Study on Student’s Perception towards School Atmosphere in Dharmapuri District

3.2 OBJECTIVES OF THE STUDY

The objectives of this research study were,

- To study the student’s perception about their school atmosphere.
- To study the student’s perception of school atmosphere with type of school.
- To study the student’s perception of school atmosphere with dimensions.

3.3 METHOD TECHNIQUE ADOPTED FOR THE PRESENT STUDY

The purpose of this research study was to understand the student perceptions towards school atmosphere. The mixed-methods design was used for the study. In this mixed method study, Explanatory Sequential Mixed Methods design was applied.

3.3.1 EXPLANATORY SEQUENTIAL MIXED METHODS DESIGN

This approach is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches. It involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to

plan the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants. The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results. A typical procedure might involve collecting survey data in the first phase, analyzing the data, and then following up with qualitative interviews to help explain the survey responses. (Creswell, 2014)

Quantitative
Data collection and Analysis
(QUAN)



Follow up with



Qualitative
Data collection
(QUAL)



Interpretation

The quantitative approach is selected in cases where the researcher needs figures and numbers to prove his point as these results enable the researcher to reach a definite conclusion.

3.4 METHODOLOGY

The researcher used mixed method in this study there are two different approaches that can be adopted to conduct research which are mainly qualitative and quantitative approach. make proper recommendations. For the purpose of this study, the researcher used both qualitative and quantitative approaches and it generally involves the parallel, but separate, collection and analysis of quantitative and qualitative data so that the researcher may best understand the research problem. The tools used for quantitative research are questionnaires and interviews for qualitative research surveys are used for obtaining more data from the participants.

3.5 DATA COLLECTION

The quantitative and qualitative approaches were used to investigate the student's perception towards school atmosphere. The questionnaire was the primary method of data collection. Semi-structured interviews were the secondary method of data collection for this study. Data was generated in the form of transcripts and researcher notes taken during and following the interview session with the participants. Selected students were interviewed to gain perspective on their perception of school atmosphere. Interviews took place on school grounds. On this basis, the following instruments were used:

3.5.1 QUANTITATIVE DATA

In this mixed method research part-I consist of quantitative study, Normative survey was used. For quantitative data questions were used. For this study, the researcher used the Panorama student survey. This instrument was chosen due to being grounded in the most advanced survey methodology (Panorama Education,2015). For this study the researcher used subscales from perceptions of the school. The subscales or dimensions used are

1. Teacher student relationship that is how strong the social connection between teachers and students within and beyond the school.

2. School atmosphere that is the student's perceptions of the overall social and learning climate of the school
3. School learning strategies that is how well students deliberately use strategies to manage their own learning processes in class.
4. School Major Expectations that is how much students feel that their teachers hold them to high expectations around effort, understanding, persistence and performance in class.

The original survey instrument was translated, refined and consisted of 23 questions. These 23 questions were broken into 4 dimensions teacher student relationship, teaching and learning, school atmosphere and school rigorous expectations.

3.5.2 QUALITATIVE DATA

Part II of the research was qualitative study, for this study Phenomenology method was adopted.

PHENOMENOLOGICAL RESEARCH

Phenomenological research is a qualitative strategy in which the researcher identifies the essence of human experiences about a phenomenon as described by participants in a study.

Data collected for this method was through semi-structured interview. semi-structured interview was included to get additional insight into participants' thoughts and feelings (Fetters, 2019; Mertler, 2017). Since the semi-structured interviews were voluntary, the open-ended questions allowed all participants to express additional views about their perception of school atmosphere.

3.6 POPULATION OF THE STUDY

A population is the totality of possible values (Measurements, counts etc) of particular characteristics for a specific group of objects and a sample is a part of population selected to some rule or plan (Bernard Ostles and Richard W.

Mensing.,1975). The usual purpose of educational research is to learn something about a large group of people by studying smaller group of people.

The population for the present study consists of the students studying in government middle and high school students of Dharmapuri District. The overall population of eighth and ninth standard students of middle and high school students are 8815.

3.7 SAMPLE AND SAMPLING OF THE STUDY

A sample is a small proportion of a population selected for analysis. By observing the sample, certain inferences may be made about the population (Best, J.W.,1978). A sample is a portion of a population, which is selected for the purpose of study or investigation. The characteristic representative portion of the population is called sample (Lokeshkoul.,1997).

Sampling means selecting a given number of people's defined population, as representative of that population. One type of population distinguished by education researchers is called the target population. By target population also called universe, we mean all the members of a real or hypothetical set of people, events or objects to which we wish to generalize the results of our research. The advantage of drawing a small sample from a large target population is that it saves the researcher the time and expense of studying the entire population. If the sampling is done properly, the research can reach conclusions about an entire target population that are likely to be correct with in a small margin of error (Borg, W. R.and Meredith Daimen Gall.,1979).

The investigator has used stratified random sampling technique for selecting the sample from the population. The investigator collected the data from 253 students those who are studying in Eighth and Ninth standard class of PUMS and GHS of Dharmapuri district. A total of 253 samples were taken for quantitative study whereas, 28 samples were taken for qualitative study.

3.8 MEAN VALUES OF THE SUB SAMPLE

TABLE – 3.1

Distribution of the respondents according to Gender

Variables	Sub-Variables	N	Mean value
Gender	Male	84	66.04
	Female	169	72.00
TOTAL		253	

FIGURE- 3.1

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO GENDER

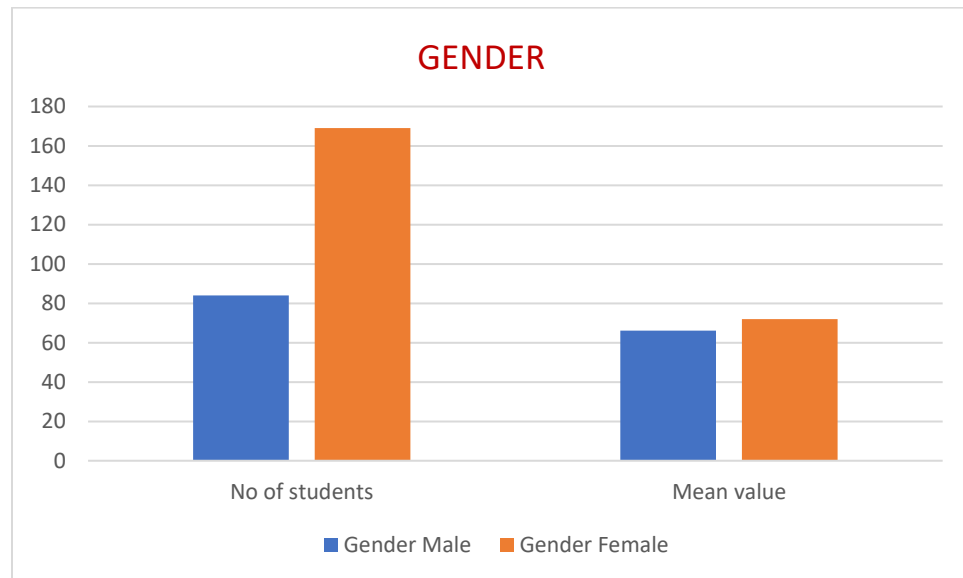
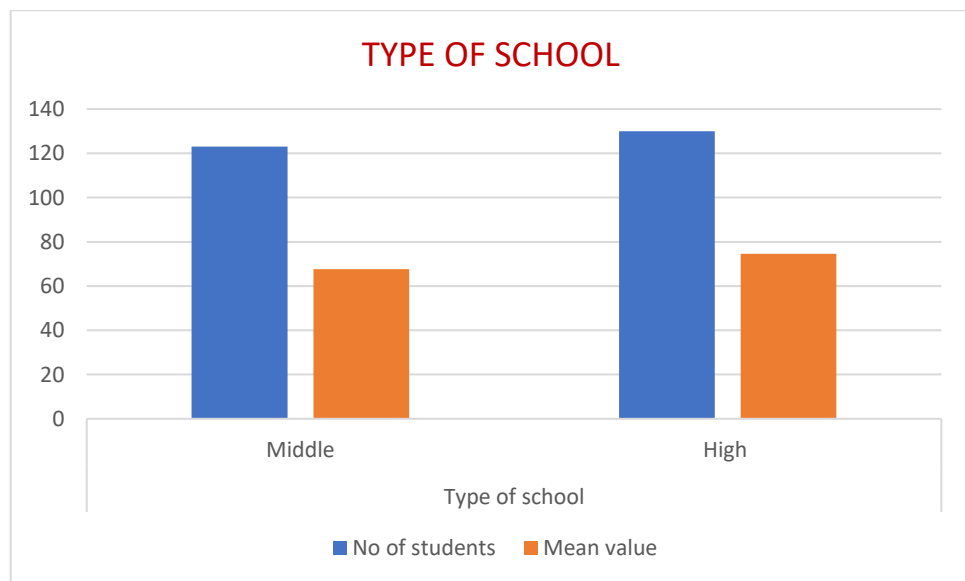


TABLE – 3.2
DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THE TYPE OF SCHOOL

Variables	Sub-Variables	N	Mean value
Type of school	Middle	123	67.67
	High	130	74.66
Total		253	

FIGURE- 3.2
DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THE TYPE OF SCHOOL



3.9 DESCRIPTION OF THE TOOLS

3.9.1 TOOLS

- A four-point Likert scale on perception of school atmosphere
- Semi-structured interview

3.9.2 QUANTITATIVE SURVEY

A tool was adopted (Panorama student survey 2015) by the investigator with the consultation of experts in the field of education. The research tools used for the present study consists of 23 items on a Likert scale with four alternatives namely Almost never, Sometimes, Frequently and Almost always.

Table :3.3
DIMENSION WISE ITEMS

Dimension	School Climate	School major Expectations	School learning strategies	School teacher student relationship
Items	1,2,3,4, 5,6,7	8,9,10,11	12,13,14, 15,16,17	18,19,20, 21,22,23

3.9.3 SCORING PROCEDURE

Scoring was made on the basis of the 4-point rating scale of the Likert type, low scores indicate low level of student's perception and high scores indicate higher level of student's perception. The ratings are presented as follows for every item.

TABLE :3.4
SCORING KEY FOR POSITIVE STATEMENTS AND
NEGATIVE STATEMENTS

SCORE	POSITIVE	SCORE	NEGATIVE
1	Never	4	Always
2	Sometimes	3	Frequently
3	Frequently	2	Sometimes
4	Always	1	Never

3.9.4 SEMI-STRUCTURED INTERVIEWS

Semi-structured interview was conducted with 28 students. Prior to each interview, a schedule was prepared with suggested questions (Appendix). Interviews can be a great source of information and are a commonly used method in qualitative studies. In this study the researcher used semi-structured interviews. Semi-structured interviews are a data collection method that is usually conducted face to face between the interviewer and the participants allowing the researcher to control the process, and allowing freedom for respondents to express their thoughts (O'Leary, 2004).

In this study, ten semi-structured interview questions were used in order to acquire information related to the research topic. The researcher did not aim to search the depth of participant's knowledge of school atmosphere. The aim is to clarify responses which emerged from the quantitative data, as well as to find out how participants made sense of school atmosphere. With respect to collecting and analyzing data derived from the semi-structured interview, the following procedures were conducted. The researcher contacted various schools which had been randomly chosen in order to obtain permission.

3.10 ADMINISTERING THE FINAL TOOL

Researcher visited to the schools in person. A planned schedule by the researcher helped him to collect the data in an orderly manner, with the prior permission of head of the institutions. The investigator visited selected schools in Dharmapuri district of Tamil Nadu. After giving a brief introduction about the researcher, the researcher established a rapport with students. And explained the purpose of research and encouraged them to be free and frank in giving the responses. The researcher distributed the paper of research tools to the respondents and they were asked to read all the items carefully after filling the personal data form given in first page about the details of the schools. In administration of tools, students have taken 25 minutes to complete the research tools by reading carefully and answering the statements. After their answers, the researcher thanked to the respondents and collected the filled questionnaire. Thus, the investigator collected the data for quantitative.

For qualitative data the researcher arranged the interview appointments on the basis of the student's convenience. The researcher introduced himself to the respondent, and then introduced the aims of the study and the purpose of the interview. Researcher told the respondents that their responses would be confidential and stressed that the material would only be used for research purposes. The interview was developed using open ended questions that follow along with the survey.

3.11 DATA ANALYSIS

The mixed methods study yields both quantitative and qualitative data. The quantitative data required descriptive statistics and the qualitative data was analyzed using thematic analysis.

3.11.1 QUANTITATIVE DATA ANALYSIS

A descriptive statistical analysis (Creswell & Creswell (2018) was used to analyze Likert scale question responses. The scales about the perception of school

survey would be analyzed using descriptive statistics measures of central tendency. Mertler (2017) defined the measure of central tendency as beneficial to determining the “collective level of performance, attitude, or opinion of a group of study participants” (p. 285). The specific statistical procedure of central tendency includes the mean, median, and mode. Standard Deviation was also reported to determine how responses varied from the mean (Mills & Gay, 2018; Patten & Newhart, 2017). The responses from the Likert scale questions on the perception of school survey was collected from the SPSS statistical software to analyze, export results, and create reports.

3.11.2 QUALITATIVE DATA ANALYSIS

In this mixed method research, qualitative data analysis was done out of selective coding. After collecting the questionnaires, the researcher selected twenty-eight participants randomly for a one-on-one semi-structured interview. The researcher selected twenty-eight participants (17 female and 11 male) according to their wish and other factors. Secondly, before starting the interview, the researcher interviewed the participants with an interview schedule which included ten questions relating to perception of school atmosphere. Interview sessions ranged from 10-40 minutes. Participants gave their opinion in Tamil because they could express their opinion better in their native language. Interviews are semi-structured. Each interview is one-on-one (a face-to-face interview) with the participating students. Though the question count is ten, the researcher received extended information by asking more questions related to their student’s perception of school atmosphere.

Phenomenology, in contrast to other qualitative traditions, has a fairly structured method of analysis, as advanced by Moustakas, (1994). Creswell described a simplified version of the Moustakas’ Steick-Colaizzi-Keen modification (2007). In this approach, the researcher,

- Describes his or her personal experiences with the phenomenon,

- A list of significant statements,
- Groups the significant statements into larger units of information (“Meaning units” or themes),
- Writes descriptions of what participants experienced with the phenomenon (Textural description) and includes verbatim examples,
- Writes a description of how the experiences happened (structural description),
- Writes a composite description of the phenomenon including structural descriptions (the essence of the experience – what and how).

For the second step I developed a list of significant statements, treating each as having equal worth, and then in the third step grouped the statements into larger themes or meaning units. I used participants’ actual words, when possible.

In the third step, interview transcripts were each initially analyzed individually, then sorted into one file and analyzed again, to surface any additional themes or meaning units.

For the fourth step, I wrote a description of what the participants experienced with the phenomenon, the textural descriptions, and included verbatim examples.

In the fifth step, I wrote a description of how the experienced happened or the structural descriptions. And finally, I wrote the composite description, which became the ‘essence’ of the experience. A discussion of the findings is found in Chapter Five.

3.11.3 PILOT STUDY

Before collecting the main data, a pilot study has been conducted with the objective of trying out to design the instrument and to establish its reliability. A sample of 30 students among PUMS and GHS was randomly selected for the pilot study and all the tools were administered to them. Since the tools were self-explanatory and students did not face any difficulty in completing the instruments.

The researcher also conducted a semi-structured interview with one participant to ensure that the questions of semi-structured interview schedule are comprehensive to the participants.

3.11.4 VALIDATION STRATEGIES

For Quantitative data, Content validity refers to which a test samples of the content area, which is to be measured. Certain questions are slightly altered according to the suggestion from subject experts. The first essential quality of valid test is that it should be highly reliable.

Data transformation: In the concurrent strategies, a researcher may quantify the qualitative data. This involves creating codes and themes qualitatively, then counting the number of times they occur in the text data (or possibly the extent of talk about a code or theme by counting lines or sentences). This quantification of qualitative data then enables a researcher to compare quantitative results with the qualitative data. Alternatively, an inquirer may qualify quantitative data. For instance, in a factor analysis of data from a scale on an instrument, the researcher may create factors or themes that then can be compared with themes from the qualitative database.

3.11.5 CREDIBILITY AND TRUSTWORTHINESS

During the qualitative data analysis, the researcher discussed initial analysis and interpretation of the semi structured interview data with an expert researcher in the field of education. Their peer debriefing strategy (Patton,2015) helped to clarify the interpretation of the data and helped to reduce investigator bias. While coding and categorizing themes in the data, it is expected that some participant responses are fit with previously coded themes.

3.11.6 THEMATIC ANALYSIS

Qualitative data is analyzed using a thematic approach. After receiving all the information, interview records are examined by the participants. The data that were

received from the interviews were then coded to establish themes. As this took place immediately after the interview, it is not possible to give a transcript of the interview to all participants. The researcher undertakes this process of inductive analysis by being absorbed in the details and specifics of the data to determine significant categories, dimensions, and interrelationships before formal analysis, the researcher translated all interviews. Then the researcher used some steps for formal data analysis. Firstly, the formal phase is introduced after extensive reading and re-reading of the transcript (Schnorr, 1997). Secondly, the process of categorizing the data is undertaken. Thirdly, the data is coded on the basis of the categories and identifying and creating themes is the final step in the analysis of the data and ranking them and building relationships towards a hypothesis.

3.12 CONCLUSION

In Conclusion, when conducting a research study, the researcher should carefully consider how they will collect the data and provide an explanation of the research methods according to the topic being researched and the participants being analyzed. This chapter has detailed the method for this study, along with data collection and analysis procedures, and instrumentation. Surveys and semi-structured interviews are used as mediums for data collection. Interviewing is carried out face-to-face. Data is analyzed using descriptive and interpretative approaches. Many factors are considered when considering which methodological strategies should be used to ensure that the research question is being answered with trustworthiness. The methodology used in this research study is designed to effectively answer the research question.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.0 INTRODUCTION

In this chapter, the data collected for investigation is analyzed in relation to the hypotheses stated. After the collection of data through the use of appropriate tools and technique is used, the next step in the process of research are the organization, analysis and interpretation and data and formulation and conclusion and generalization to get a meaningful picture of the raw information collected.

This current study is to understand the students' perceptions towards school atmosphere. Specifically, to identify how students perceived the school atmosphere in the areas of teaching and learning, student teacher relationship, school atmosphere and school major expectations to gain a deeper understanding of such variables. As mixed methods were used to gain greater insight into student perceptions of school atmosphere, participants voluntarily completed a survey (see Appendix A) adopted from Panorama Student Survey and a second semi structured interview consist of 10 questions (see Appendix B). The first survey consists of 23 total multiple-choice prompts in the areas of school climate (7 questions), School rigorous expectations (4 questions), School learning strategies (6 questions), School teacher student relationship (6 questions), participants ranked each item on a 4-point Likert type scale.

For this study, Likert type survey responses were measured and analyzed by coding each respective answer from 1 to 4. Several survey items on the perception of school atmosphere scale asked participants to select one answer from never, sometimes, frequently and always. Participants were given one point when responses indicated never, two points for sometimes, three points for frequently and four points for always. As average was obtained for each student and an overall measure was obtained to provide the researcher a measure of students' perceptions towards school

atmosphere in each critical area. All data were analyzed using a t-test. Data analysis from the researcher to analyse all hypotheses and research questions.

4.1 ORGANISATION OF DATA

The means of data collected through the use of Questionnaire and through Interview needs to be systemized and organized that is edited, classified and tabulated before it can serve as worthwhile purpose.

4.2. STATISTICAL ANALYSIS OF DATA

The data collected were analyzed with reference to the objectives and hypotheses. The important purpose of statistics is to describe and draw inferences about the numerical properties of population under the study.

The data were analyzed with

- Descriptive analysis
- Inferential analysis – ‘t’ - test.

4.3 DESCRIPTIVE ANALYSIS OF DATA

253 students (both male & female) are selected as population from two different type of schools. The variable used in the present investigation includes the dimensions of school atmosphere, school rigorous expectations, teacher student relationship and school teaching learning strategies and some selected personal variable like Gender and Type of school. After the data collected it was classified according the various categories and subcategories of the above-mentioned variable. Category wise mean and standard deviation calculated and presented in the following table

The mean values for the collected data with respect to dimension are shown below

4.4. ANALYSIS OF HYPOTHESES

Further, the data were subjected to appropriate statistical tests for testing the hypothesis

Hypothesis – 1

There is no significant difference between student's perceptions of school atmosphere with respect to type of school

Table – 4.1

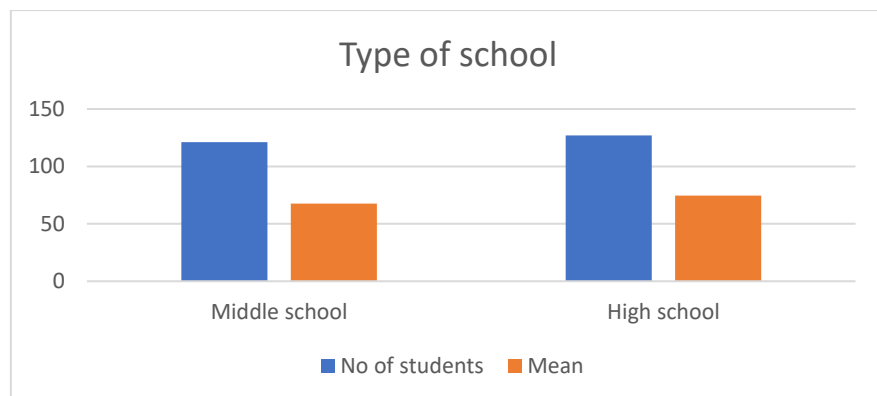
Showing the difference between student's perception of school atmosphere with respect to type of school

Type of school	N	Mean	S. D	t' value	P value
Middle school	121	67.67	1.04	5.56	1.65 (S)
High school	127	74.66	0.69		

Since P value is greater than 0.05, the null hypothesis is rejected with regards to the student's perception of school atmosphere towards type of school. It is inferred that there is significant difference between the student's perception of school atmosphere with respect to type of school.

Figure – 4.1

Comparison of mean values between the respondents of middle and high school



Hypothesis – 2

There is no significant difference between Eighth standard student's perception of school atmosphere with respect to Gender

Table – 4.2

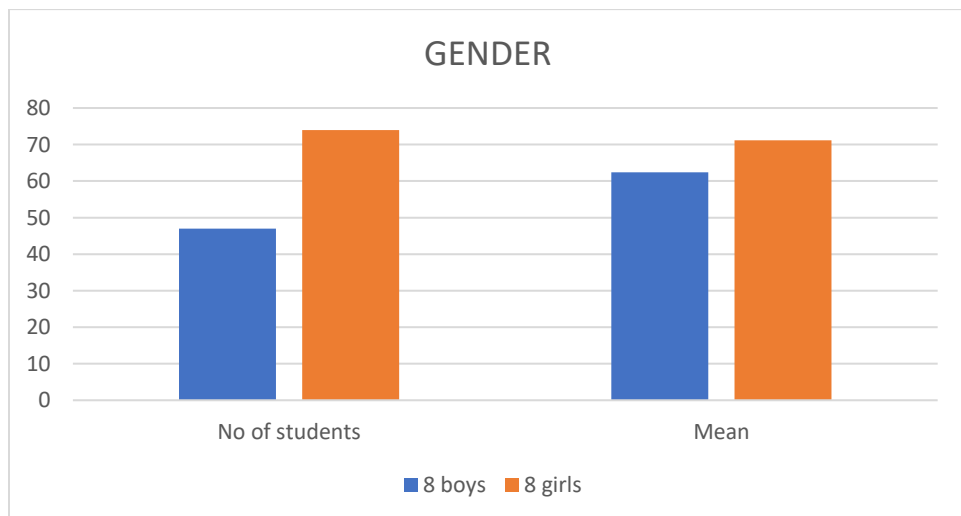
Showing the difference between Eighth standard student's perception of school atmosphere with respect to gender.

Gender	N	Mean	S. D	't' value	P value
8 boys	47	62.39	15.29	3.7	1.67
8 girls	74	71.12	6.55		(S)

Since P value is greater than 0.05, the null hypothesis is rejected with regards to eighth standard student's perception of school atmosphere with respect to gender. It is inferred that there is significant difference between the student's perception of school atmosphere with respect to gender.

Figure – 4.2

Comparison of mean values between the respondents of boys and girls



Hypothesis – 3

There is no significant difference between ninth standard student's perception of school atmosphere with respect to Gender

Table – 4.3

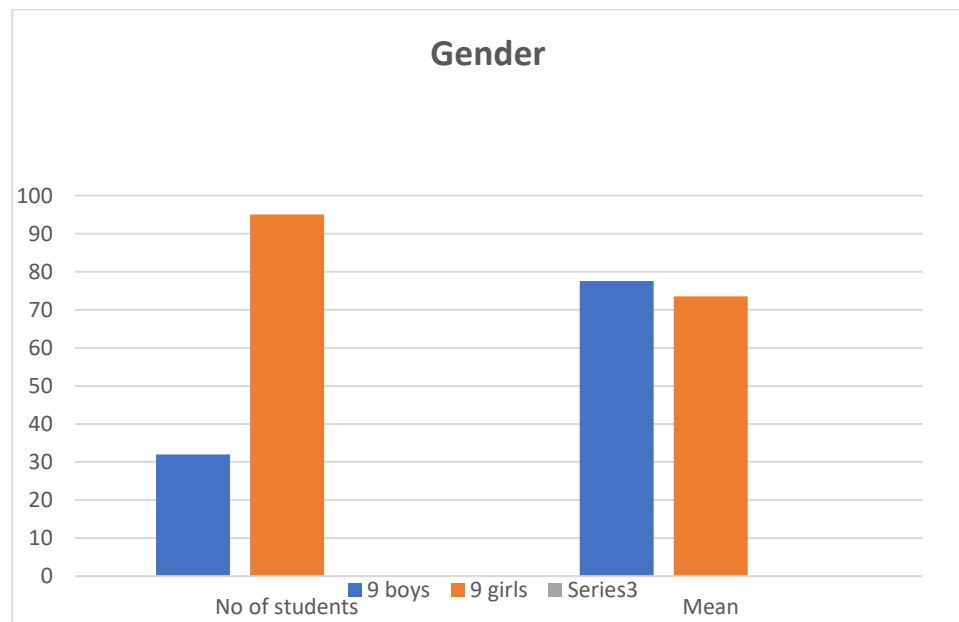
Showing the difference between ninth standard student's perception of school atmosphere with respect to gender.

Gender	N	Mean	S.D	't' value	P value
9 boys	32	77.51	8.16	2.44	1.67
9 girls	95	73.52	7.36		(S)

Since P value is greater than 0.05, the null hypothesis is rejected with regards to ninth standard student's perception of school atmosphere with respect to gender. It is inferred that there is significant difference between the student's perception of school atmosphere with respect to gender.

Figure – 4.3

Comparison of mean values between the respondents of boys and girls



Hypothesis – 4

There is no significant difference between Eighth standard boys and girls student's perception towards school atmosphere

Table – 4.4

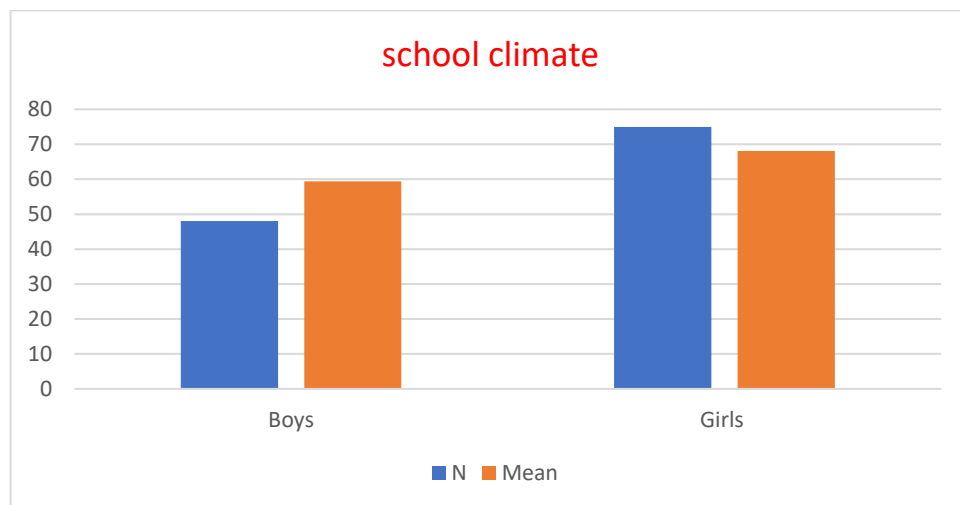
Showing the difference between Eighth standard boys and girls student's perception towards school atmosphere

School Climate	N	Mean	S. D	't' value	P value
Boys	48	59.37	16.59	3.39	1.66 (S)
Girls	75	68.09	8.1		

Since P value is greater than “t” value, the null hypothesis is rejected with regards to the student's perception towards school atmosphere. It is inferred that there is significant difference between the genders of the Eighth standard boys and girls student's perception towards school atmosphere.

Figure – 4.4

Comparison of mean values between the gender of the respondents with school atmosphere



Hypothesis – 5

There is no significant difference between Eighth standard boys and girls student's perception towards school Rigorous expectations

Table – 4.5

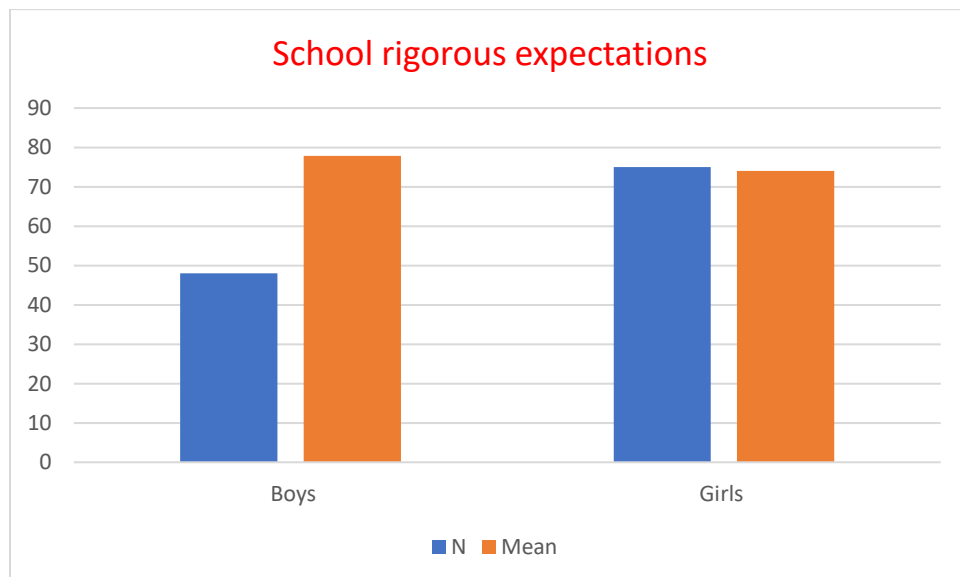
Showing the difference between Eighth standard boys and girls student's perception of towards school rigorous expectations

School Rigorous expectations	N	Mean	S. D	't' value	P value
Boys	48	77.84	14.83	1.27	1.67 (NS)
Girls	75	74.03	14.61		

Since P value is greater than 0.05, the null hypothesis is accepted with regards to the student's perception towards school rigorous expectations. It is inferred that there is no significant difference between the genders of the Eighth standard student's perception towards school rigorous expectations.

Figure – 4.5

Comparison of mean values between the gender of the respondents with school rigorous Expectations



Hypothesis – 6

There is no significant difference between Eighth standard boys and girls student's perception towards school learning strategies

Table – 4.6

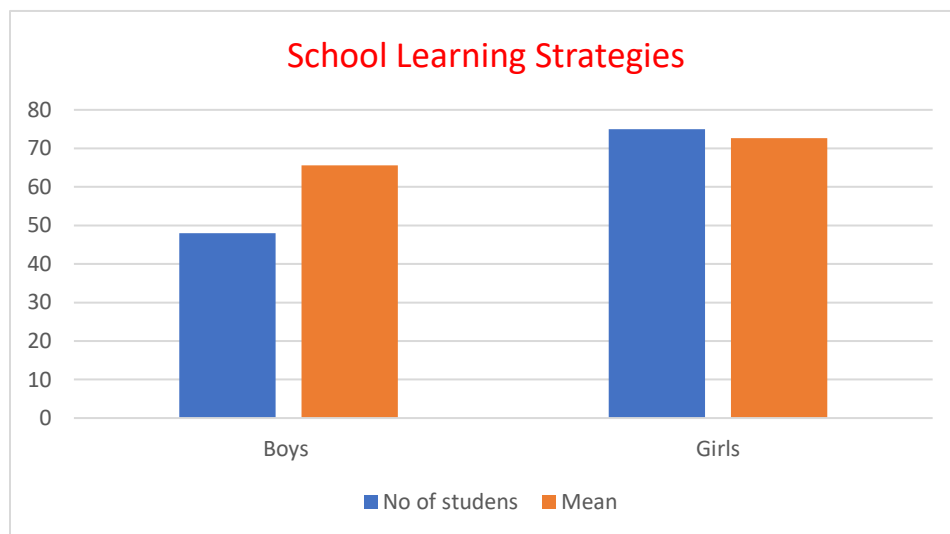
Showing the difference between Eighth standard boys and girls student's perception towards school learning strategies.

School Learning strategies	N	Mean	S. D	't' value	P value
Boys	48	65.62	17.13	2.52	1.66 (S)
Girls	75	72.66	11.15		

Since P value is greater than 0.05, the null hypothesis is rejected with regards to the student's perception towards school learning strategies. It is inferred that there is significant difference between the genders of the Eighth standard student's perception towards school learning strategies.

Figure – 4.6

Comparison of mean values between the gender of the respondents with school learning strategies



Hypothesis – 7

There is no significant difference between Eighth standard boys and girls student's perception towards teacher student relationship

Table – 4.7

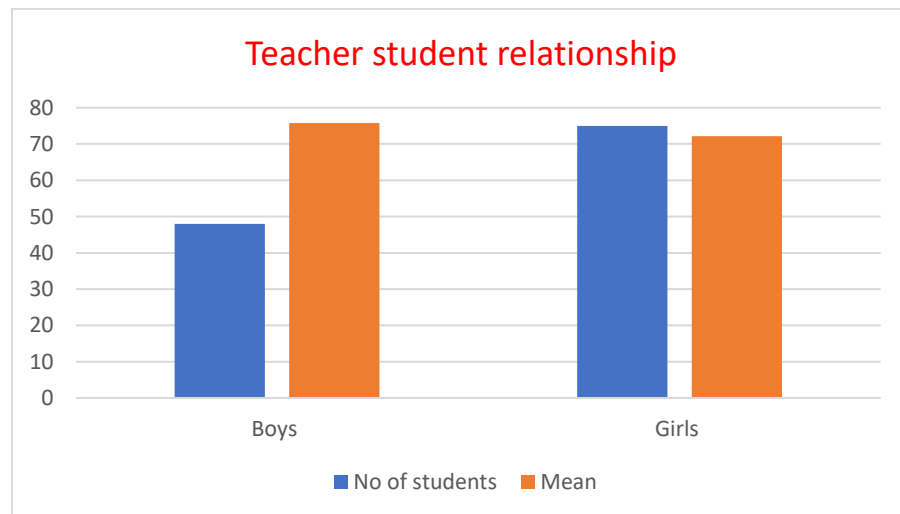
Showing the difference between Eighth standard boys and girls student's perception towards teacher student relationship.

Teacher student relationship	N	Mean	S. D	't' value	P value
Boys	48	75.75	16.64	1.15	1.68 (NS)
Girls	75	72.12	11.85		

Since P value is greater than 0.05, the null hypothesis is accepted with regards to the student's perception towards teacher student relationship. It is inferred that there is no significant difference between the genders of the Eighth standard student's perception towards teacher student relationship.

Figure – 4.7

Comparison of mean values between the gender of the respondents with teacher student relationship



Hypothesis – 8

There is no significant difference between Ninth standard boys and girls student's perception towards school atmosphere

Table – 4.8

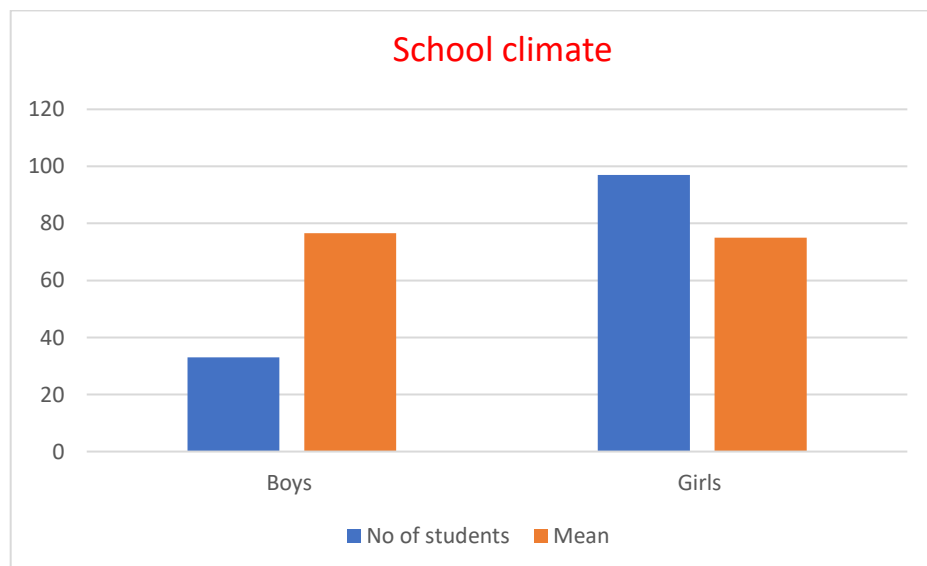
Showing the difference between ninth standard boys and girls student's perception towards school atmosphere

School Climate	N	Mean	S. D	't' value	P value
Boys	33	76.62	10.86	0.75	1.67 (NS)
Girls	97	75.03	9.15		

Since P value is greater than 0.05, the null hypothesis is accepted with regards to the student's perception towards school atmosphere. It is inferred that there is no significant difference between the genders of the ninth standard student's perception towards school atmosphere.

Figure – 4.8

Comparison of mean values between the gender of the respondents with school atmosphere.



Hypothesis – 9

There is no significant difference between Ninth standard boys and girl's student's perception of school atmosphere towards school Rigorous expectations

Table – 4.9

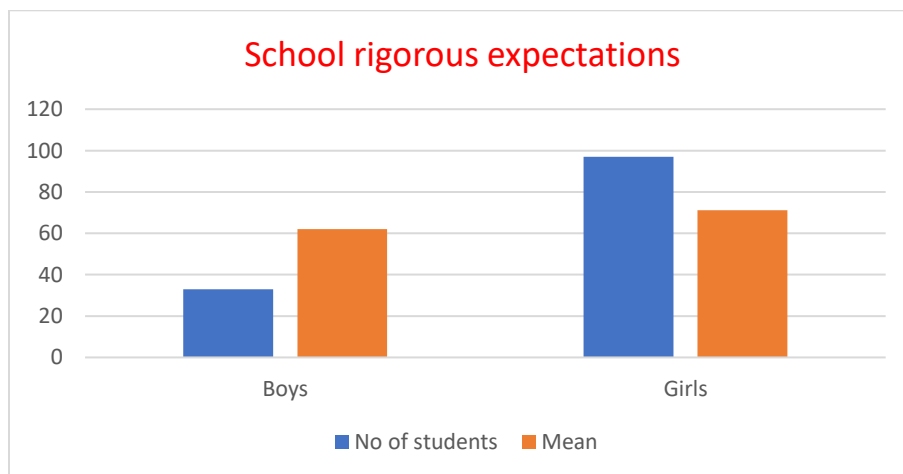
Showing the difference between ninth standard boys and girls student's perception towards school rigorous expectations

school Rigor expectations	N	Mean	S. D	't' value	P value
Boys	33	61.97	16.80	3.44	1.66 (S)
Girls	97	71.16	9.57		

Since P value is greater than 0.05, the null hypothesis is rejected with regards to the student's perception of school atmosphere towards school rigorous expectations. It is inferred that there is significant difference between the genders of the ninth standard student's perception towards school rigorous expectations.

Figure – 4.9

Comparison of mean values between the gender of the respondents with school major expectations.



Hypothesis – 10

There is no significant difference between Ninth standard boys and girls student's perception towards school learning strategies

Table – 4.10

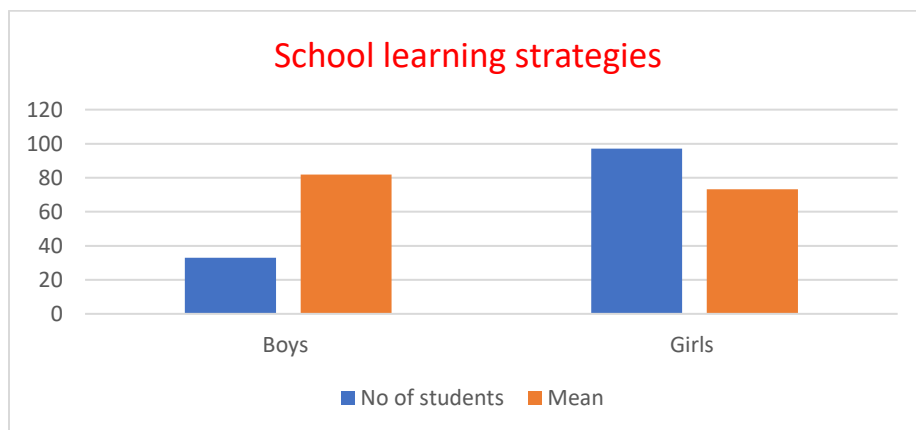
Showing the difference between ninth standard boys and girls student's perception towards school learning strategies.

school learning strategies	N	Mean	S. D	't' value	P value
Boys	33	81.81	10.66	4.11	1.67 (S)
Girls	97	73.23	9.33		

Since P value is greater than 0.05, the null hypothesis is rejected with regards to the student's perception of school atmosphere towards school learning strategies. It is inferred that there is significant difference between the genders of the ninth standard student's perception towards school learning strategies.

Figure – 4.10

Comparison of mean values between the gender of the respondents with school learning strategies.



Hypothesis – 11

There is no significant difference between Ninth standard boys and girls student's perception towards teacher student relationship

Table – 4.11

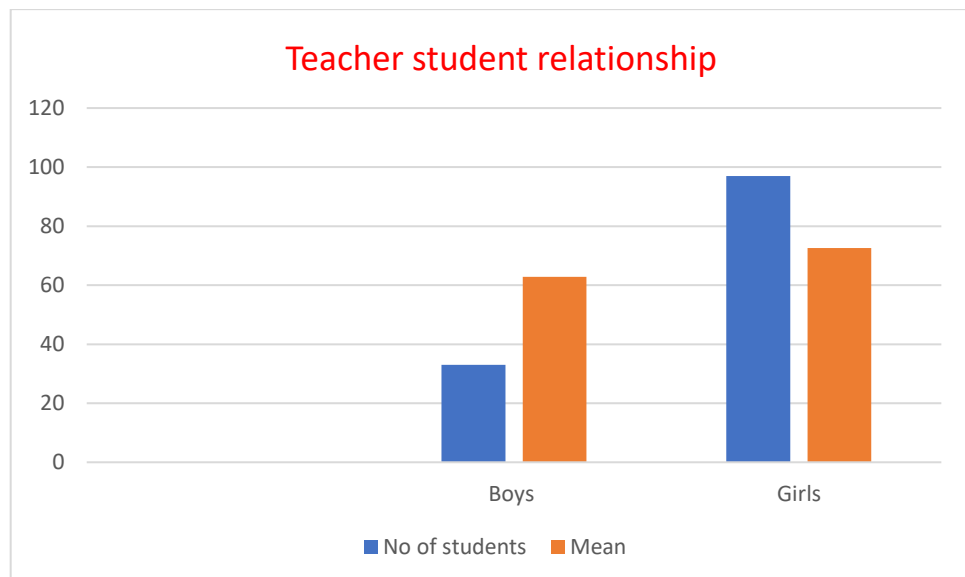
Showing the difference between ninth standard boys and girls student's perception towards teacher student relationship.

Teacher student relationship	N	Mean	S. D	't' value	P value
Boys	33	62.84	15.29	3.88	1.66 (S)
Girls	97	72.55	10.09		

Since P value is greater than 0.05, the null hypothesis is rejected with regards to the student's perception of school atmosphere towards teacher student relationship. It is inferred that there is significant difference between the genders of the ninth standard student's perception towards teacher student relationship.

Figure – 4.11

Comparison of mean values between the gender of the respondents with teacher student relationship



4.5 QUALITATIVE ANALYSIS OF THE DATA

4.5.1 SECTION TWO: FINDINGS FROM THE SEMI-STRUCTURED INTERVIEWS

Qualitative data was analyzed using a thematic approach. After getting all the information, interview was examined by the participants. As it happened immediately, it was not possible to give a transcript of the interview to all participants. Formal analysis involved firstly categorizing the data, next coding it on the basis of the categories, and finally identifying themes. The semi-structured interview was designed to answer the research hypothesis. Following the interviews, the researcher might transcribe the accounts to text to conduct an interpretative phenomenological analysis reviewing the significant statements from the interviews to understand the phenomenon.

4.5.2 LISTENING TO THE INTERVIEW REPEATEDLY

As advised by Creswell (2012) and Manen (2016), the interviews in this research were listened to repeatedly to allow the researcher to develop a holistic sense of the phenomenon. By conceiving an idea, a semi-structured interview with major issues was planned and collected data using the following participants.

TABLE:4.9

DEMOGRAPHIC OF THE PARTICIPANTS

PARTICIPANTS R means RESPONDENT	STUDENTS IN CLASS
Participant -A (R 1)	8
Participant -B (R 2)	8
Participant -C (R 3)	9
Participant -D (R 4)	9
Participant - E(R 5)	9
Participant -F (R 6)	8
Participant -G (R 7)	8
Participant -BB (R 28)	8

TABLE:4.10

The following model table depict the analysis of data and arriving THEMES on student's perception among school atmosphere.

TABLE: UNIT-CONDENSED MEANING UNIT-CODE-SUB THEME-THEME

Meaning unit	Condensed Meaning unit	Code	Sub Theme	Theme
<p>Is your school well equipped for you?</p> <p>Respondent – my teacher instructs them to bring two bottles of drinking water to beat the heat.</p> <p>Respondent – I always went out for urination because our restroom was unclean.</p> <p>Respondent –I have to go outside to urinate every time due to lack of water facility in my school.</p> <p>Respondent – it is very difficult in our</p>	<p>Sufficient drinking water was not available</p> <p>Most of the schools are unclean</p> <p>Most of the boys urinate</p>	<p>Students amid a severe water scarcity</p> <p>Do not have</p>	<p>Infrastructure Facilities</p> <p>Acoustics</p>	<p>Social Amenities</p>

<p>school when there is no water during menstruation.</p> <p>Respondent – I like to play during PET period but our teachers utilised that period for teaching purpose.</p> <p>Respondent –our school physical education teacher does not give us any material related to sports equipment.</p> <p>Respondent – I don't have enough playground space and students are cramped within school wall.</p> <p>Respondent – games equipment is not provided to students</p> <p>Respondent –</p>	<p>outside of the campus.</p> <p>Teachers utilised physical education period</p> <p>The sports equipment is not given to the students as it is in poor quality.</p> <p>Most of the schools are having good lightening and ventilated.</p> <p>In urban area students are overcrowded</p>	<p>scavenger</p> <p>Lack of sports material</p> <p>Lightening Classroom but lack of fan usage</p>	<p>Less Electricity usage</p> <p>Social facilities</p>	
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<p>sufficient natural and artificial lightening should be utilized in the rooms.</p> <p>Respondent – school classrooms should offer acoustic comfort, minimizing noise and reverberation.</p> <p>Respondent – a crowded classroom with students must not have proper ventilation</p> <p>Respondent – it was new building so maintaining a comfortable temperature it influences both psychological and physical wellbeing.</p> <p>Respondent –There is no separate room for library we use our classroom as library.</p> <p>Respondent – Due</p>	<p>In middle schools due to lack of classroom facility there</p>	<p>Establishing library in schools</p>	<p>Importance of library</p>	
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<p>to lack of space, it is a bit difficult for us to study further when students of other classes come and sit with us.</p> <p>Respondent – lunch provided in school was good only on Monday and not good on other days also the eggs are in the same situation.</p> <p>Respondent – I suffer a lot during summer due to lack of fan in the classroom.</p> <p>Respondent – my school campus is big, there are less people to clean it which gives difficulty.</p> <p>Respondent – I am unable to grow trees in our campus due to ruined compound wall.</p> <p>Respondent – my</p>	<p>is no separate room for library</p> <p>Students liked to take midday meal on Monday only.</p> <p>Most of the students disliked variety rice provided in schools</p>	<p>Midday meals was not good</p>		
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headmaster prevents us to using fan because the electricity bill will be high.				
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4.5.3 THEMES

SOCIAL AMENITIES

This study examined the status of social amenities include play materials, sanitation facilities, water scarcity, library. One of the participants informed that, school administration should construct more sanitation facilities in their school to correspond with the high population of children and also give importance of physical disabilities. Most of the participant informed, “in our school toilet does not have water”. Another participant replied, ‘it is difficult to keep the school grounds clean’. Participants replied, “our school headmaster and teachers does not allow to use of electric fans because the electricity bill will be high”. Some of them reported, the door in the toilet is not proper, there is no water to wash hands. “I am not able to play because other teachers utilized that hour and also school does not provide sports materials to play because the provided materials are in poor quality”.

STUDENT-TEACHER RELATIONSHIP

The results showed that participants viewed the student-teacher relationship as either positive, negative, or indifferent. Although most participants reported having good relationships with their teachers, some reported fewer positive relationships. The participants who reported positive student-teacher relationships said,

“The relationship with the teachers is quite good.”

“The student-teacher relationship at my school is good.”

"I love my teachers.

Some of them give me one-on-one lessons, which really helps me in my job."

"The student-teacher relationship is actually quite good." and teacher relationships, and I think that helps."

Others are indifferent to the student-teacher relationship, and those who believe that the student-teacher relationship is just a cooperative relationship. There were also between students and teachers.

One participant reported, "one of the students makes a mistake, beat or scold them all is very distressing".

Most of the students feel that their teachers do not necessarily understand their situation. Particularly students hate their headmaster/headmistress. Although some participant did not give a direct answer, and other participants responded either negatively or positively. In half of the cases, the teacher did not understand.

TEACHER MORAL SUPPORT

Responses showed that the majority of participants felt supported by their teachers. As people indicated in the following comment "I feel supported by teachers who really try and make an effort to teach in their own way," while another participant "Of course, I feel supported by the teachers at my school because they help me focus on my work." Another participant said that having been in high school for many years, the teachers are very supportive. reported feeling supported. "Yes, I feel supported by them." Most of the teachers I have known since I was a freshman. Another participant reported feeling supported by their teachers and responded, even if I was ready to give up on, they always push me to do my best. "I feel supported because most of my teachers encourage me, because I can always go to them and talk to them." "Yes, the teachers do what we want to do. "I feel very supported." "I have a good relationship with my teachers and I feel very supported." "I feel supported by my teachers.", "I feel very supported by my teachers at school because I open up to them and show them that I am more than what I seem." One of the students expressed, "I had a problem in my house and I told to my teacher, she did not hesitate and make a call to solve it, which made me very happy".

LEARNING ENVIRONMENT

Participants suggested several changes that could improve the learning environment. Such proposals included: "Change the way teachers teach" "Change the learning styles of students" Additionally, Participant suggested that schools should "teachers who actually want to teach kids." "Teachers who care more about teaching." "Teachers who are more dedicated." Participant said schools should "change the way teachers' pay more attention to students who are acting out than students who want to learn." However, another participant pointed out that, "We need to change the way teachers and students interact." There was no explanation of how interactions should change. It was just suggested to change. A large number of participants indicated that they were satisfied with teaching learning.

SCHOOL DECORUM

When evaluating the fairness of school regulations, the majority of participants agreed that school regulations were necessary, even if they were not fair. Participants reported: "Yes, I think the rules are fair because they are there to protect us." "Yes, the school rules are fair. Without school rules, there is no order." "Yes, school rules are always fair." In other findings, one participant described school rules as unfair, while another reported that they were "unfair." Very bad because some of the guys insist that they wanted to wear ankle fit pant". Some of the high school girls replied, we liked to wear flower but our teachers won't accept it.

ACADEMIC RIGOR

When asked about their perceptions of learning after entering high school, many participants answered that they learned more in middle school and primary school. Consistent with this, one participant reported, "I feel like I'm learning the same things I learned in middle school, but high school they conduct just more tests." Participants also reported: "In High school teachers' participation was during their course hour and other times they don't spend time with us which causes a great sadness." Many students reported studying more in middle school. However, they also

reported different expectations, with saying they ``have higher expectations in high school" and ``I learn too much in high school what I learned in middle school," with a significant number of students saying ``I have higher expectations in high school." They reported learning more and taking more exams. At the same time, one participant said, "I don't know, I feel like I'm learning things I learned years ago, but none of it prepares me for college," and another said, Participants reported, "I feel like this." I'm just reviewing middle school material." One of a participant who reported learning more in high school said, "I learned a little more in high school," and "I took a test in high school and need to study more."

BEHAVIORAL CHALLENGES

Participants reported many academic and behavioral challenges. One of the participant's reported, "It was difficult for me to move on to ninth grade the maths and science classes were difficult." On the other hand, another participant reported, "Knowing that I had to complete because I would fail just by taking classes was difficult." "It was difficult to stay in class and get good grades." Other challenges reported by participants included "actually going to class," and "It was difficult to get good grades and earn credits." and ``It was difficult to improve my grades and earn credits." "Be the best in the class"; "Concentrate in class". "You have a teacher who guarantees your success." Some participants reported challenges include having "too many girls in school" and being "distracted by their peers." Another participant said the following issue "There are too many battles and I get distracted." "There are too many distractions at school, too many negative things." "It's easy to get distracted from what you're supposed to be doing."

IMPORTANCE OF PRESENCE

Many participants felt that their presence was important to their teachers. One of the participants reported that her presence validated, "My presence is important and my teachers know they are doing the right thing." Her other reactions were: Because when some of my teachers look at me, I think they're proud of me, because I

didn't give up.” and “I feel that my presence is important.” Most of the participant said, “I feel that my presence is important,” and another participant said, “Yes, I feel that my presence is important because I am “active.” Existence is important.” Similarly, another participant reported: “I think my presence is important to teachers because they are doing this job of teaching us.” and “Yes, I think my presence is important.” Remaining, a small number of participants did not feel that their presence was important to their teachers. “No, that's not true.” “I feel that my presence is important to teachers. “No, I don't think it's important,” and “But I don't think my presence is important to the teachers because I think they care too much.”

TEACHING METHODS

Participants reported their perceptions of the effectiveness of their instructional methods, with results showing that while most participants believed their instructional methods were effective, many participants considered them ineffective. It showed what I was thinking. Supporters of this current teaching method have proposed the following, “Teachers at my school teach us things in a way that helps students understand them better.” “Teachers break down information so that we can understand it.” Participants who reported that their teaching methods were ineffective reported, “students say we have to learn a certain way, but most of the time their methods are not effective is effective.” According to the report, some participants was wondering about the effectiveness of teaching his method. Therefore, they reported that “this teaching method is quite effective.” “Sometimes it's just certain students who don't teach us anything.” “If there are certain students who don't want to learn, I think it's hard to teach us the way they want.” Others reported, “There are effective teaching methods.” “My school's teaching methods are sometimes not efficient.”

TEACHER RESPECT

Many participants reported feeling respected by their teachers, with one participant saying, “I feel respected by my teachers because they show me that they care about me and treat me fairly.” Another participant agreed, reporting, “Yes, I feel

that way." Similarly, another participant reflected on the reciprocal nature and reported, "I feel respected because I show respect to the teacher." Students said, "Yes, I feel respected by my teachers" and "Yes, they have never given me a reason to feel disrespected." One participant reported that she felt respected because she had certain privileges: "I feel respected, too." Because they give me the freedom to do things." "As long as you don't treat them disrespectfully." "Some of them do." Contrary to previous responses, some participants reported feeling disrespected by their teachers. One participant viewed the teacher's lack of help as a sign of lack of respect, and said, "If they had helped me, I would have gotten good grades by now, but I don't have to help me, so I feel disrespected."

DISCIPLINE

Reports on participants' perceptions of discipline indicated that while many students believed discipline was fair, an equal number of participants believed discipline was unfair or somewhat fair. Those who perceived discipline as fair reported: "Discipline is fair as long as both sides receive the same number of days." "Yes, I think it's fair, because without it this school would be out of control." "Discipline is fair because you get suspended in school and even if you get expelled." Other participants noted that disciplinary action is counterproductive, with one reporting: "Most of the time, discipline is not fair, because if you don't show up to school you can get suspended... so there's no point." School'; "

FEELING ENCOURAGED

Participants described their perceptions of their teachers' encouragement, with an overwhelming majority saying that their teachers encouraged them to keep trying. One of participants said, "My teachers encourage me to keep trying and never give up, because that's where failure begins." At the same time, another participant said, "Yes, our teachers love that we keep learning." One participant suggested that teachers encourage students beyond high school, adding, "Most teachers encourages me to get better and never give up and pursue my dreams." Another participant said,

“I feel that most of my teachers encourage me because they are actually helping me grow and improve my grade high.” Another participant exclaimed, “When we give up, they encourage us to try harder and strive for our goals.”

TEACHER TRAINING

Participants reportedly believed that teachers were well trained to teach, as evidenced by the following statements, “I don’t want to learn.” “But if you face difficulties, my teachers are well trained and do a great job in teaching.” “Yes, my teachers are well trained. Another participant agreed, “They’re trained properly, but students are just crazy.” Another participant said that teachers aren’t doing enough. Supporting the idea that they have been trained, he said “Yes, I feel like they have enough training, but they just don’t show it.

IMPORTANCE OF PRESENCE

Many participants felt that their presence was important to their teachers. One of the participants reported that her presence validated, “My presence is important and my teachers know they are doing the right thing.” Her other reactions were because when some of my teachers look at me, I think they’re proud of me, because I didn’t give up” and “I feel that my presence is important.” Most of the participant said, “I feel that my presence is important,” and another participant said, “Yes, I feel that my presence is important because I am “active.” Existence is important.” Similarly, another participant reported: “I think my presence is important to teachers because they are doing this job of teaching us.” and “Yes, I think my presence is important.” Remaining, a small number of participants did not feel that their presence was important to their teachers. “No, that’s not true. “I feel that my presence is important to teachers. “No, I don’t think it’s important,” and “But I don’t think my presence is important to the teachers because I think they care too much.”

4.6 CONCLUSION

This chapter summarizes the general findings on the process of the statistical analysis of the data revealed significant relation of student's perception about school atmosphere in relation to the selected dimensions. This Chapter has done a detailed analysis of the Hypothesis formulated in quantitative data. Through qualitative data 14 themes were emerged. The next chapter will present the conclusions, implications and recommendations for further research

CHAPTER V

DISCUSSION, REFLECTION, RECOMMENDATIONS

5.0 OVERVIEW

The study on the student's perception of school atmosphere, in middle and high school sought to understand whether student perceptions towards the school atmosphere were good. For this study, the researcher examined student's perception of teaching and learning, student-teacher relationships, and school rigorous expectations.

This study examined student perceptions of the school atmosphere in the areas of teaching and learning, relationships with teachers, school major expectations and school atmosphere were analyzed through student's perceptions. For this study, 253 participants attending a middle and high school, in grades 8 & 9 voluntarily completed 23 item survey (adapted from Panorama Instrument) or a second anonymous, 10-item (open-ended),

Participants answered questions based on their perceptions of teaching and learning, student-teachers' relationships, school major expectations and school atmosphere. The information obtained from the study provided the school district with pertinent data that aided in establishing and maintaining a more supportive school atmosphere and provided an understanding of the relationship between school and students. Information obtained from the study also provided the district with insight into how students perceive their learning environment.

5.1 SUMMARY OF THE MAIN FINDINGS FROM QUESTIONNAIRES AND SEMI-STRUCTURED INTERVIEWS

As the researcher used a mixed-methodology approach in this study, two types of data were obtained from two forms of data collection. The data was gathered from questionnaires and semi-structured interviews, and were related to students' perception about school atmosphere.

5.1.1 QUANTITATIVE ANALYSIS

Null Hypothesis 1

There is no significant difference between student's perception of school atmosphere with respect to type of school.

The null hypothesis is rejected with regards to the student's perception of school atmosphere with respect to type of school. It is inferred that there is significant difference between the student's perception of school atmosphere with respect to type of school.

Null Hypothesis 2

There is no significant difference between Eighth standard student's perception of school atmosphere with respect to Gender

The null hypothesis is rejected with regards to eighth standard student's perception of school atmosphere with respect to gender. It is inferred that there is significant difference between the student's perception of school atmosphere with respect to gender.

Null Hypothesis 3

There is no significant difference between ninth standard student's perception of school atmosphere with respect to Gender.

The null hypothesis is rejected with regards to ninth standard student's perception of school atmosphere with respect to gender. It is inferred that there is significant difference between the student's perception of school atmosphere with respect to gender.

Null Hypothesis 4

There is no significant difference between Eighth standard boys and girls student's perception towards school atmosphere.

The null hypothesis is rejected with regards to the student's perception of school atmosphere towards school atmosphere. It is inferred that there is significant difference between the genders of the Eighth standard student's perception towards school atmosphere.

Null Hypothesis 5

There is no significant difference between Eighth standard boys and girls student's perception towards school major expectations

The null hypothesis is accepted with regards to the student's perception towards school major expectations. It is inferred that there is no significant difference between the genders of the Eighth standard student's perception towards school Major Expectations.

Null Hypothesis 6

There is no significant difference between Eighth standard boys and girls student's perception towards school teaching learning strategies

The null hypothesis is rejected with regards to the students towards school teaching learning strategies. It is inferred that there is significant difference between the genders of the Eighth standard student's perception towards school teaching learning strategies.

Null Hypothesis 7

There is no significant difference between Eighth standard boys and girls student's perception towards teacher student relationship

The null hypothesis is accepted with regards to the student's perception towards teacher student relationship. It is inferred that there is no significant difference between the genders of the Eighth standard student's perception towards teacher student relationship.

Null Hypothesis 8

There is no significant difference between Ninth standard boys and girls student's perception towards school atmosphere

The null hypothesis is accepted with regards to the student's perception towards school atmosphere. It is inferred that there is no significant difference between the genders of the ninth standard student's perception towards school atmosphere.

Null Hypothesis 9

There is no significant difference between Ninth standard boys and girls student's perception towards school major expectations

The null hypothesis is rejected with regards to the student's perception towards school major expectations. It is inferred that there is significant difference between the genders of the ninth standard student's perception towards school major expectations.

Null Hypothesis 10

There is no significant difference between Ninth standard boys and girls student's perception of school atmosphere towards school teaching learning strategies

The null hypothesis is rejected with regards to the student's perception towards school teaching learning strategies. It is inferred that there is significant difference between the genders of the ninth standard student's perception towards school teaching learning strategies.

Null Hypothesis 11

There is no significant difference between Ninth standard boys and girls student's perception of school atmosphere towards teacher student relationship

The null hypothesis is rejected with regards to the student's perception towards teacher student relationship. In the current study, the researcher examined that there is significant difference between the genders of the ninth standard student's perception towards teacher student relationship.

5.1.2 QUALITATIVE ANALYSIS

The students who participated in the semi structured interviews expressed their views about school atmosphere. Themes obtained from the qualitative analysis are social amenities, student teacher relationship, teacher moral support, learning environment, school decorum, academic rigor, behavioural challenges, importance of presence, teaching methods, teacher respect, feeling encouraged, teacher training, importance of presence.

5.2 DISCUSSION

Research Question 1: How do students perceive School Learning strategies?

As this study solely focused on students' perceptions of school atmosphere in teaching and learning. Researchers would gain a better understanding of factors that influence each one individually and identify the issues and common themes. To assess students' perceptions of teaching and learning, participants were asked to answer questions specifically related to changes needed to create a better learning environment, perceptions of learning since entering high school, views on teaching methods, encouragement from teachers, teacher training, and effectiveness of teaching methods.

In quantitative analysis school learning strategies dimension consist of 6 survey questions, the results obtained was rejection of null hypothesis. Based on this qualitative data results showed that common themes included wanting a better learning environment, low academic rigor, academic and behavioral challenges to learning, feeling encouraged by teachers, teachers being adequately trained, and having effective teaching methods.

Ocak et al. (2017) reported that teaching and learning played only a small role in student attendance rates, and variables outside of the school climate and teaching and learning were more significant absenteeism and academic standing indicators. Illness, family concerns, emotional well-being, socio-economic status, family responsibilities, and living situations were found to be strongly correlated with student attendance rates (Ocak et al., 2017). Consistently, the National Association of Elementary School Principals (2016) reported the main causes of absenteeism as bad grades, bullying, illness, family responsibilities, psychological health, and housing concerns, which further supports the notion that teaching and learning may be as strongly correlated with attendance rates or academic achievement as previously thought.

As the current study reject H03- There is no significant difference between Eighth standard boys and girl's student's perception towards school teaching learning strategies, and Hypothesis 07 - There is no significant difference between Ninth standard boys and girl's student's perception towards school teaching learning strategies. Most of the middle school teachers who taught eighth grade in a building with either grades of sixth or seventh students. Here the students are unique type of students. Middle school teachers as often say that their experiences are most rewarding and fondest memories of their teaching careers. By looking at each this as classrooms become more diverse, middle school teachers will realize that visual aids are valuable and possibly necessary instructional tools because most diverse students are not auditory learners (Curtin, 2006). Pictures, cartoons, maps, graphs, charts, diagrams, videos, and other multimedia resources enhance learning because they engage different senses, accommodate visual learners, and help reinforce key ideas by presenting information in alternative formats (Carrier, 2005). For English language learners, visual teaching aids ensure that learners attach meaning and mental images to words and concepts through the use of concrete instructional materials (Curtin, 2006).

There are a number of specific cooperative learning activities have been employed by students of multicultural middle school classrooms. One of the students gave example is the "pair, think and share " method in which students are first asked to pair with their peers. They are then thinking up and asked to share information with each other. After the pair has discussed the topic, they are asked to share the information with the entire class or another group of students. And also, students of middle school shared if I am not able to read or do mathematics means our friends would ready help us because teachers are always busy. And also, teachers major subject was Tamil due to vacancies in school he or she might take science or some other subjects. Due to classroom availability, we joined together with our juniors that time we can't able to continue our studies properly. Sometimes our teachers went for training or in leave that duration was hectic for us to tackle because one or two teachers have to engaged the class.

Students accepted a major challenge since coming to high school due to strength they can't able to achieve easily. Here teachers are acted as robots their main intention was to complete their syllabus. Students those who are not having fear or eager persons are ready to asked their doubts due to strength other students they never open their mouth. They acted as active listeners. In high school teachers are focused on examination and result.

Research Question 2: How do students perceive relationships with teachers?

Through this research to assess student's perception of school atmosphere in relationship with teachers, students replied explicitly to feeling supported by teachers, feeling respected by teachers and also their presence to be important to teachers. Results showed that participants from middle school felt supported by teachers. Many participants reported feeling supported and understood by teachers and also, they motivated and encouraged them individually. Participants reported feeling respected by their teachers, which was reflected in the way they were treated (additional privileges, fair treatment, opportunities to do things freely). Since, most participants

reported feeling respected, while others reported feeling disrespected or only partially respected. Participants reported feeling respected when they respected their teachers, but one participant reported that they did not feel respected because their "teacher did not help them when they needed it." Other participants said they felt disrespected.

Likewise, participants in high school reported they are less favorable perceptions indicated that teachers were not supportive, only doing their jobs and some of the teachers showed favors towards certain students. Some students reported that they were not supported because they did not receive help when asked as a result, had failed class. Those who reported that they were not supported by teachers reported having positive relationships with some of their teachers, and one participant reported feeling a sense of inferiority to teachers. Few students informed due to strength in my school teachers are not able to concentrate on individuals. The report said participants felt their presence was important because teachers can't do their jobs when students aren't at school. Some participants stated that their presence was important because teachers are validated by doing their job properly, and others said that teachers felt that they were doing their jobs well. He said he was proud to be attending the school. Few participants perceived their presence as unimportant, reporting, "No, I don't think my presence is important to some teachers ", "No, I don't think it's important", "I don't actually think so" my presence is important to teachers Yes, because I don't think they really care."

Having supportive teachers is pivotal to having a positive school experience as such relationships establish the foundation of a positive learning environment and the foundation of future relationships (Cook et al., 2018). As many students spend more time with teachers than any other adults, establishing and maintaining relationships with teachers paves the way for successful school experiences (Cook et al., 2018). Researchers (Obsuth et al., 2017) suggested relationships with teachers to be one of the strongest predictors of emotional well-being, giving students feelings of self-worth and respect. Consistent with such findings, participants in the current study

reportedly felt respected when they were granted autonomy and were treated fairly. Additionally, participants reported their presence was important to teachers, which further supports perceptions of positive relationships with teachers in that satisfying students' needs for relatedness establishes motivation and encouragement, which prepares students to meet the social-emotional and academic demands of school (Alastair & Thorsen, 2018).

Cook et al. (2018) reported that positive student teacher relationships implant a perception of belongingness, independence, and skill that motivates students to be more actively engaged in academics and attend school regularly. This current study failed to reject the hypothesis 8 There is no significant difference between Ninth standard boys and girls student's perception of school atmosphere towards teacher student relationship. This quantitative data suggested that participants perceived in middle school showed positive student teacher relationships.

Research Question:3 How do students perceive the overall school climate?

This current study quantitative data failed to reject the Hypothesis 1 There is significant difference between Eighth standard boys and girls student's perception towards school atmosphere. And also accept the Hypothesis 5 There is no significant difference between Ninth standard boys and girls student's perception of school atmosphere towards school climate. On this continuation themes formed in qualitative data was social amenities and learning environment. The results showed that the overwhelming majority of students in high school reported having positive perceptions about the overall school climate. But in middle school the results reported having negative perceptions about the school climate. As participants reported that groups of students informed water scarcity was big problem for us. Compared with high and higher secondary, middle schools are not provided with hightec labs. excess of toilet facilities, proper scavengers. Most of the restrooms are unclean and Lack of library, playgrounds, laboratory were not available in middle school.

Research has shown that a positive school climate increases attendance, academic achievement, attitudes, motivation, and self-esteem while decreasing acts of

delinquency, bullying, and behavioural concerns (Gage et al., 2016). Although school climate has been regarded as the foundation on which attendance and academic achievement are formed, Jones and Schindler (2017) found that the quality of the school climate greatly diminished from primary to secondary school. The majority of participants responded that more social opportunities would motivate them to attend school more often, and a minority of participants responded that better classes would motivate them. One of the students reported coming to school in a bad mood and unmotivated, while others thought education was important and looked forward to higher education. School climate presents a measure of positive social relations described as the “assessment of the social dynamics in a school” by Uline and Tschannen-Moran (2008, p. 59). Teachers in healthy school settings tend to develop higher levels of student achievement when the classroom climate is also positive (Dutta & Sahney, 2016). The essential components of a healthy school climate were said to be positive relationships, dynamic principalship, and shared leadership (Black, 2010).

Research Question 4: How do students perceive school Rigor expectations?

The quantitative findings showed that Hypothesis 2 is accepted i.e., There is no significant difference between Eighth standard boys and girls student’s perception towards school major expectations and Hypothesis 6 is reject i.e., There is significant difference between Ninth standard boys and girls student’s perception towards school major expectations. Based on qualitative themes found are academic rigor, importance of presence and teacher respect. In high school students expressed, teachers showed lower expectations with their students. Students replied our teachers simply to ‘teach’ and expect students then to ‘learn’. Teachers won’t provide students with various opportunities to demonstrate our talents. Another participant said the following issue “There are too many battles and I get distracted.” "There are too many distractions at school, too many negative things." "It's easy to get distracted from what you're supposed to be doing."

Whenever I want to express new things or ideas teacher tells you first go and read. Some students felt that it was the right thing for teachers to do to punish students who misbehaved because it was “good for the growth and development of the students.” Other group of students replied the following words to depict an image of a teacher in a positive teacher-student relationship: “loving,” “caring,” “nice,” “responsive,” “good,” “patient,” “approachable,” “open-minded,” “not yelling” and “close.” Additionally, students responded positively when teachers “love teaching,” “feel comfortable asking students questions,” “encourage students to do more,” and “trust students.” The above words are elaborated by middle school students. A rigorous classroom is one in which every student is constantly being challenged to reach his or her individual potential. Setting expectations for each student to learn at a high level. Offering support to each student so he or she can learn at a high level allowing each student to demonstrate high-level learning.

A common characteristic of highly effective teachers is their refusal to change their attitudes or expectations for students, regardless of the students’ race or ethnicity, life experience and interests, family wealth, or stability (Hattie, 2003; Muller, Katz, & Dance, 1999; Omotani & Omotani, 1996; Pellegrini & Blatchford, 2000; Weinstein et al., 2004). Whether teachers form expectations based on student ethnicity is of interest to researchers particularly given the poor relative academic achievement of ethnic minority groups in many countries and the consequent detrimental effect that lowered teacher expectations may have on the academic achievement of these groups (Hattie, 2003; Muller et al., 1999; Pellegrini & Blatchford, 2000; Weinstein et al., 2004).

It’s not enough for teachers simply to “teach” and expect students then to “learn.” The final step for true assessment of academic rigor within the classroom is for the teacher to provide students with various opportunities to demonstrate their degree of achievement in relation to the given standard. It’s not enough for teachers simply to “teach” and expect students then to “learn.” The final step for true

assessment of academic rigor within the classroom is for the teacher to provide students with various opportunities to demonstrate their degree of achievement in relation to the given standard.

5.3 RECOMMENDATIONS

Future research on the relevance of student's perception of school atmosphere may include the following

- Conduct a qualitative study on students' perceptions to gain insight into the dimension of school climate, school learning strategies.
- Conduct qualitative research to identify methods teachers can use to build meaningful relationships with students.
- School climate plays an important role in shaping student outcomes. So, education department must be in quality and characterized the school life.
- Teaching strategies used by teachers must reduce anxiety when seeking support for low-achieving students.
- Establishing a positive classroom climate enhances academic achievement and helps to promote appropriate classroom behaviour.
- Teacher must give opportunities to students to share their experiences and learning with others.
- To maintain students' interest teacher, use a variety of instructional strategies and activities.
- Classroom climate is another component of school environment that influences learning. A positive classroom climate creates a conducive environment for the learner.
- Fostering of a classroom atmosphere of trust, cooperation, empathy and risk taking. Model positive attitudes, respectful behaviour, helpful conversation and constructive actions are important for school atmosphere.
- Qualitative data provided suggestions on improvement and common themes which may provide understanding the students' experiences.

5.4 EDUCATIONAL IMPLICATIONS

Connecting emotionally with students in the school atmosphere is a vital part of the educational environment. As teachers begin to recognize the importance of connecting with their students, these changes can occur across the curriculum of the education system.

Education department should survey students to determine their expectations of students and how those expectations affect their achievement.

Teachers must get to know their students, because the motivation to learn is "inside" them. Teachers must get to know their students need to resolve it in proper way.

5.5 CONCLUSION

School is a major influence on an individual. The kind of school the students is sent to is an important decision for parents. School atmosphere can be defined as that part of the school surrounding with which the child interacts on a regular basis. There are various elements that constitute the surrounding of a learner in a school. In this research project we have discussed that schools differ in terms of physical environment. Some schools are run in dilapidated buildings others in crowded classrooms with poor ventilation, there are others having spacious buildings with good infrastructure. Teachers and students play a crucial role in fulfilling the potential of a school. Most of the participants wanted changes and classes were not applicable. However, the Dharmapuri district students is partially satisfactory with their school atmosphere. The rural primary and middle school occupy the lowest position in the hierarchical administrative structure and is expected to bear the burden of education in complete isolation. Newly constructed high schools are well maintained and spacious, and also it may present to its learners a variety of planned experiences. Both middle and high school set higher standards for learning, act as a true critique of educational practices and interfere with its policies and programmes. In middle school social amenities was very big problem compared with high school. In teaching learning middle school teachers relax in their teaching but in high school teachers are

focused on examination and result. Here, there is no interrelationship with teacher and students. For middle school teachers, the challenges are even more imposing, as they must also be responsive to the changing developmental needs and characteristics of students who are transitioning from childhood to early adolescence (Carnegie Council on Adolescent Development, 1989; National Middle School Association, 2003). As you aware that many teachers expect their students to actively participate in the class activities. When this thing does not happen in a desired manner, they blame students as uninterested or they are not capable. On the contrary, there may be an unplanned influence on them, which inhibits their participation. So, teachers need to be aware of such unplanned influence on them, which inhibits their participation. Here, teachers need to be aware of such unplanned adverse influences and take steps to turn them into positive influences. Teachers must be prepared to implement instructional practices that accommodate the learning styles of their diverse students while effectively meeting educational objectives and standards (Banks, 1997; Banks & Banks, 1999; Gay, 2000; Heflin, 2002; Hodges, 2001; Saravia-Shore & Garcia, 1995). Classroom climate is defined as the authority pattern and social and emotional relationships within a teaching group. White and Lippitt categorised classroom climate as authoritarian, democratic and laissez-faire. Classroom climates can also be conceptualised on a continuum, e.g. supporting-belittling (like personality, it may be most consistent style). It relates to styles of teaching and models of leadership (International Dictionary of Education, 1978). The information provided here is pertinent for middle school and high school atmosphere, who will be increasingly accountable to accommodate the needs of many different kinds of learners. Teachers must get to know their students need to resolve it in proper way.

CHAPTER – VI

SUMMARY AND CONCLUSION

6.0 INTRODUCTION

School Atmosphere constitute an important element of educational institutions. It provides an important factor contributing to the welfare of the learner in the school. Some of the researchers and educational reformers recognized school atmosphere in different ways, but it seems that there is a concurrence on what constitutes the school atmosphere. Freiberg and Stan (1999) claim that the climate of the school is the “heart and soul” of a school, the factor that motivates students, teachers and makes them to want it and willing to be there every day. A positive and favourable school atmosphere provides a sense of belongings and security to the learner and it enhanced the learning outcome to a greater extent.

6.1 PURPOSE OF THE STUDY

The purpose of this study is to determine the perceptions of students of middle and high school students regarding their school atmosphere. This study on the perception of school atmosphere in middle and high school sought to gain an understanding of whether student is perceived school atmosphere. For this study, the researcher examined students’ perception through dimensions like teaching and learning, student-teacher relationships, and school climate and school rigorous expectations. Specifically, the study focused on the extent to which students reportedly perceived teachers were adequately trained, the extent to which student perception of school climate. Students felt supported, respected, and significant, as evidenced by interactions with students as well how safe students reportedly felt within the school. As a subscale of school climate, the researcher also analysed data to determine if there was a possible relationship between perceptions of relationships with teachers, attendance, and academic achievement. This study assessed selected students of Government middle and high school. Information was gathered on

students' perception by using dimensions. The gathered information of this study should reflect the student's personal perception about their school. The results of this study may encourage educators, parents, administrators to reevaluate the relevance of positive students' perception in school atmosphere.

6.2 OBJECTIVES OF THE STUDY

The objectives of this research study were,

- To study the student's perception about their school atmosphere.
- To study the student's perception of school atmosphere with type of school.
- To study the student's perception of school atmosphere with dimensions.

6.3 HYPOTHESES

1. There is no significant difference between student's perception of school atmosphere with respect to type of school
2. There is no significant difference between Eighth standard student's perception of school atmosphere with respect to Gender
3. There is no significant difference between ninth standard student's perception of school atmosphere with respect to Gender
4. There is no significant difference between Eighth standard boys and girl's student's perception towards school atmosphere.
5. There is no significant difference between Eighth standard boys and girl's student's perception towards school rigorous expectations.
6. There is no significant difference between Eighth standard boys and girl's student's perception towards school learning strategies.
7. There is no significant difference between Eighth standard boys and girl's student's perception towards teacher student relationship.
8. There is no significant difference between Ninth standard boys and girls student's perception towards school atmosphere

9. There is no significant difference between Ninth standard boys and girl's student's perception towards school rigorous expectations

10. There is no significant difference between Ninth standard boys and girl's student's perception towards school learning strategies

11. There is no significant difference between Ninth standard boys and girl's student's perception towards teacher student relationship.

6.4 RESEARCH QUESTIONS

The following research questions frame for this study,

Research Question 1: How do students perceive teaching and learning?

Research Question 2: How do students perceive relationships with teachers?

Research Question 3: How do students perceive the overall school climate?

Research Question 4: How do students perceive the school rigorous expectations?

6.5 SCOPE AND DELIMITATIONS OF THE STUDY

The proposed study was conducted and the data was collected from middle and high school students of Government schools. Other schools and classes were not taken into consideration. The present study took student's perception of school atmosphere where as Perception of teachers, parents and school leaders was not considered. A mixed method study was adopted, other methodology of research like observation, case study was not carried out.

6.6 REVIEW OF LITERATURE

This chapter introduces research surrounding in students' perception of school atmosphere the characteristics and traits of student-teacher relationships-12, teaching and learning - 6. Additionally, this chapter defines and reviews the research on school climate and school major expectations.

6.7 METHODOLOGY

The purpose of this research study was to understand the student perceptions towards school atmosphere. The mixed-methods design was used for the study. In this mixed method study, Explanatory Sequential Mixed Methods design was applied.

6.7.1 QUANTITATIVE DATA

In this mixed method research part-I consist of quantitative study, Normative survey was used. For quantitative data questions were used. For this study, the researcher used the Panorama student survey.

6.7.2 QUALITATIVE DATA

Part II of the research was qualitative study, for this study Phenomenology method was adopted.

6.8 POPULATION OF THE STUDY

The population for the present study consists of the students studying in government middle and high school students of Dharmapuri District. The overall population of eighth and ninth standard students of middle and high school students are 8815.

6.9 SAMPLE AND SAMPLING OF THE STUDY

The investigator has used stratified random sampling technique for selecting the sample from the population. The investigator collected the data from 253 students those who are studying in Eighth and Ninth standard class of PUMS and GHS of Dharmapuri district. A total of 253 samples were taken for quantitative study whereas, 28 samples were taken for qualitative study.

6.10 TOOLS

- A four-point Likert scale on perception of school atmosphere
- Semi-structured interview

6.10.1 QUANTITATIVE SURVEY

A tool was adopted (Panorama student survey 2015) by the investigator with the consultation of experts in the field of education. The research tools used for the present study consists of 23 items on a Likert scale with four alternatives namely Almost never, Sometimes, Frequently and Almost always.

6.10.2 SEMI-STRUCTURED INTERVIEWS

Semi-structured interview was conducted with 28 students. Prior to each interview, a schedule was prepared with suggested questions (Appendix). Interviews can be a great source of information and are a commonly used method in qualitative studies. In this study the researcher used semi-structured interviews. Semi-structured interviews are a data collection method that is usually conducted face to face between the interviewer and the participants allowing the researcher to control the process, and allowing freedom for respondents to express their thoughts (O'Leary, 2004).

6.11 STATISTICAL ANALYSIS OF DATA

The data collected were analyzed with reference to the objectives and hypotheses. The important purpose of statistics is to describe and draw inferences about the numerical properties of population under the study.

6.11.1 QUANTITATIVE DATA ANALYSIS

A descriptive statistical analysis (Creswell & Creswell (2018) was used to analyze Likert scale question responses. The scales about the perception of school survey would be analyzed using descriptive statistics measures of central tendency. Mertler (2017) defined the measure of central tendency as beneficial to determining the “collective level of performance, attitude, or opinion of a group of study participants” (p. 285). The specific statistical procedure of central tendency includes the mean, median, and mode. Standard Deviation was also reported to determine how responses varied from the mean (Mills & Gay, 2018; Patten & Newhart, 2017). The

responses from the Likert scale questions on the perception of school survey was collected from the SPSS statistical software to analyze, export results, and create reports.

6.11.2 QUALITATIVE DATA ANALYSIS

In this mixed method research, qualitative data analysis was done out of selective coding. After collecting the questionnaires, the researcher selected twenty-eight participants randomly for a one-on-one semi-structured interview. The researcher selected twenty-eight participants (17 female and 11 male) according to their wish and other factors. Secondly, before starting the interview, the researcher interviewed the participants with an interview schedule which included ten questions relating to perception of school atmosphere. Interview sessions ranged from 10-40 minutes. Participants gave their opinion in Tamil because they could express their opinion better in their native language. Interviews are semi-structured. Each interview is one-on-one (a face-to-face interview) with the participating students. Though the question count is ten, the researcher received extended information by asking more questions related to their student's perception of school atmosphere.

6.12 FINDINGS

6.12.1 QUANTITATIVE FINDINGS

1. There is significant difference between student's perception of school atmosphere with respect to type of school
2. There is significant difference between Eighth standard student's perception of school atmosphere with respect to Gender
3. There is significant difference between ninth standard student's perception of school atmosphere with respect to Gender
4. There is significant difference between Eighth standard boys and girl's student's perception towards school atmosphere.
5. There is no significant difference between Eighth standard boys and girl's student's perception towards school rigorous expectations.

6. There is significant difference between Eighth standard boys and girl's student's perception towards school learning strategies.

7. There is no significant difference between Eighth standard boys and girl's student's perception towards teacher student relationship.

8. There is no significant difference between Ninth standard boys and girls student's perception towards school atmosphere.

9. There is significant difference between Ninth standard boys and girl's student's perception towards school rigorous expectations.

10. There is significant difference between Ninth standard boys and girl's student's perception towards school learning strategies.

11. There is significant difference between Ninth standard boys and girl's student's perception towards teacher student relationship

6.12.2 QUALITATIVE ANALYSIS

The students who participated in the semi structured interviews expressed their views about school atmosphere. Themes obtained from the qualitative analysis are social amenities, student teacher relationship, teacher moral support, learning environment, school decorum, academic rigor, behavioural challenges, importance of presence, teaching methods, teacher respect, feeling encouraged, teacher training, importance of presence.

6.13 RECOMMENDATIONS

Future research on the relevance of student's perception of school atmosphere may include the following

- Conduct a qualitative study on students' perceptions to gain insight into the dimension of school climate, school learning strategies.
- Conduct qualitative research to identify methods teachers can use to build meaningful relationships with students.

- School climate plays an important role in shaping student outcomes. So, education department must be in quality and characterized the school life.
- Teaching strategies used by teachers must reduce anxiety when seeking support for low-achieving students.
- Establishing a positive classroom climate enhances academic achievement and helps to promote appropriate classroom behaviour.
- Teacher must give opportunities to students to share their experiences and learning with others.
- To maintain students' interest teacher, use a variety of instructional strategies and activities.
- Classroom climate is another component of school environment that influences learning. A positive classroom climate creates a conducive environment for the learner.
- Fostering of a classroom atmosphere of trust, cooperation, empathy and risk taking. Model positive attitudes, respectful behaviour, helpful conversation and constructive actions are important for school atmosphere.
- Qualitative data provided suggestions on improvement and common themes which may provide understanding the students' experiences.

6.14 EDUCATIONAL IMPLICATIONS

Connecting emotionally with students in the school atmosphere is a vital part of the educational environment. As teachers begin to recognize the importance of connecting with their students, these changes can occur across the curriculum of the education system.

Education department should survey students to determine their expectations of students and how those expectations affect their achievement.

Teachers must get to know their students, because the motivation to learn is "inside" them. Teachers must get to know their students need to resolve it in proper way.

6.15 CONCLUSION

School is a major influence on an individual. The kind of school the students is sent to is an important decision for parents. School atmosphere can be defined as that part of the school surrounding with which the child interacts on a regular basis. There are various elements that constitute the surrounding of a learner in a school. In this research project we have discussed that schools differ in terms of physical environment. Some schools are run in dilapidated buildings others in crowded classrooms with poor ventilation, there are others having spacious buildings with good infrastructure. Teachers and students play a crucial role in fulfilling the potential of a school. However, the Dharmapuri district students is partially satisfactory with their school atmosphere. The rural primary and middle school occupy the lowest position in the hierarchical administrative structure and is expected to bear the burden of education in complete isolation. Newly constructed high schools are well maintained and spacious, and also it may present to its learners a variety of planned experiences. Both middle and high school set higher standards for learning, act as a true critique of educational practices and interfere with its policies and programmes. In middle school social amenities was very big problem compared with high school. In teaching learning middle school teachers relax in their teaching but in high school teachers are focused on examination and result.

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APPENDIX-A

QUESTIONNAIRE FOR QUANTITATIVE METHOD

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING, SETTIKKARAI,
DHARMAPURI DISTRICT**

**TOPIC: A study on Student's Perception towards School Atmosphere in
Dharmapuri District**

Dear Students,

The above Research topic is a part of my research project work. So, I am collecting data for the research project to find the “**A study on Student's Perception towards School Atmosphere in Dharmapuri District**”. In this connection I seek your help and cooperation. Please feel free and answer frankly for the given statements. I assure that the information given will be kept confidentially and used for my research project work only.

Sl. no	Questions	Never	Sometimes	Frequently	Always
1	How often do your teachers seem excited to be teaching your classes?				
2	How is the overall discipline at your school?				
3	How pleasant is the physical environment at your school?				
4	How positive or negative is the energy of your school?				
5	At your school, how often does the behaviour of others help your learning?				
6	How likely is it that someone from your school will be bullied?				
7	If a student is bullied at school, how difficult is it to get help from an adult?				
8	How often do your teachers make you explain your answers?				
9	When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep				

	trying?				
10	How much do your teachers encourage you to do your best?				
11	How often do your teachers take time to make sure you understand the material?				
12	When you get stuck while learning something new, how likely are you to try a different strategy?				
13	Overall, how well do your learning strategies help you learn more effectively?				
14	How excited are you about going to your classes?				
15	When you are not in school, how often do you talk about ideas from your classes?				
16	How interesting do you find the things you learn in your classes?				
17	How does school help you develop your skills?				
18	How respectful is your teacher at your school?				
19	If you come to school upset, how concerned would your teacher be?				
20	If you came back to visit the school three years from now, how excited would your teacher be to see you?				
21	When your teachers ask how you are doing, how many of them are really interested in your answers?				
22	How many of your teachers would you be excited to have again in the future?				
23	If you go to school without completing your homework, does your teacher ask why?				

APPENDIX – B

QUALITATIVE METHOD

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR STUDENTS

1. Is your school well equipped for you?
2. Do you feel supported by your teachers? Why or why not?
3. Do you think your presence is important to your teachers? why or why not?
4. Which qualities did your teacher changes according to you like?
5. Do you feel like you learned more in primary, middle or high school?
6. Do you feel safe at school?
7. What could the school change to make a better learning environment?
8. Do your teachers encourage you to keep trying?
9. What is one thing that you find important in your class?
10. What are the two things you love about your school?

APPENDIX – C
QUANTITATIVE METHOD

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம், செட்டிக்கரை.தர்மபுரி
Dear students,

This Questionnaire is prepared for my Educational research entitled “**A Mixed Method study on students perception of school atmosphere in Dharmapuri District**”. Please read the below Statement and put (✓) marks for the same. Your responses use only for educational and research purpose. Hope your kind co - operation for the same.

faithfully

Lecturer,

Yours

G.SASIKALA,

DIET,Dharmapuri

BIO – DATA

Please put (✓) tick mark in the relevant box.

மாணவர் பெயர்	:
வகுப்பு	:8 9
பாலினம்	: ஆண் <input type="checkbox"/> பெண் <input type="checkbox"/>
பள்ளி	: PUMS <input type="checkbox"/> GHS <input type="checkbox"/> GHSS
பள்ளி அமைவிடம்	: நகரம் / கிராமம்
இப்பள்ளியில் படித்த ஆண்டுகளின் எண்ணிக்கை	: 3 ஆண்டுகளுக்கும் குறைவாக / 4 ஆண்டுகள் / 8 ஆண்டுகள்

1. வகுப்பறையில் உனது ஆசிரியர்கள் எப்பொழுதெல்லாம் மகிழ்ச்சியுடன் கற்பிக்கிறார்கள்?

1.ஒருபோதும் இல்லை 2. சில நேரங்களில் 3. அடிக்கடி 4. எப்பொழுதும்

2. உனது பள்ளியில் மாணவர்களுக்கான விதிமுறைகள் அனைவருக்கும் சமமாக பின்பற்றப்படுகிறதா?

1. முற்றிலும் பின்பற்றப்படவில்லை 2. ஓரளவு பின்பற்றப்படுகிறது
3. பின்பற்றப்படுகிறது 4. மிகவும் பின்பற்றப்படுகிறது

3.உனது பள்ளியின் வகுப்பறை, மைதானம், கழிவறை மற்றும் சுற்றுச்சூழல் உனக்கு ஏற்றதாக உள்ளதா?

1.முழுவதும் ஏற்றதாக இல்லை 2. ஓரளவு ஏற்றதாக உள்ளது
3. ஏற்றதாக உள்ளது 4. மிகவும் ஏற்றதாக உள்ளது

4.உனது வளர்ச்சிக்கு உனது பள்ளி எவ்வளவு உறுதுணையாக இருக்கிறது?

1. உறுதுணையாக இல்லை 2. ஓரளவு உறுதுணையாக உள்ளது
3. உறுதுணையாக உள்ளது 4. முழுவதும் உறுதுணையாக உள்ளது

5.உனது பள்ளியில் சக மாணவர்களின் நடத்தை உனது கற்றலுக்கு ஒத்துழைப்பு அளிக்கிறதா?

1.முற்றிலும் ஒத்துழைப்பு இல்லை 2 சில சமயங்களில்
3. ஒத்துழைப்பு அளிக்கிறார்கள் 4. எப்பொழுதும் ஒத்துழைப்பு அளிக்கிறார்கள்

6.உங்கள் பள்ளியில் உள்ள யாரேனும் உங்களை துன்புறுத்த முயன்று உள்ளார்களா?

1.இல்லை 2. எப்பொழுதாவது 3. அதிக அளவில் 4. எப்பொழுதும்

7. உங்கள் பள்ளியில் உள்ள மாணவர்கள் துன்புறுத்தப்பட்டால் அப்பள்ளியில் உள்ள பெரியவர்களின் உதவியை நாடுவது சிரமமாக உள்ளதா?

1.ஒரு போதும் இல்லை 2. எப்பொழுதாவது
3. சில சமயங்களில் 4. எப்பொழுதும்

8.எப்பொழுதெல்லாம் உனது ஆசிரியர்கள் உனது கருத்துக்களை தெரிவிக்க வாய்ப்பு அளிக்கிறார்கள்?

1.எப்பொழுதும் இல்லை 2. சில நேரங்களில் 3. அடிக்கடி 4. எப்பொழுதும்

9.கடினமான செயலை செய்ய முடியாமல் கைவிடப்படும் நிலை வரும்போது அச்செயலை செய்து முடிக்க உனது ஆசிரியர் ஊக்கம் அளிக்கிறாரா?

1.எப்பொழுதும் ஊக்கப்படுத்தியது இல்லை

2. சில சமயங்களில் ஊக்கப்படுத்துவார்
3. ஊக்கப்படுத்துவார்
4. எப்பொழுதும் ஊக்கப்படுத்துவார்

10. உன்னுடைய மிகச்சிறந்த தனித்திறனை வெளிக்கொண்டுவர உனது ஆசிரியர்கள் எந்த அளவிற்கு ஊக்கப்படுத்துகிறார்கள்?

1. எப்பொழுதும் ஊக்கப்படுத்தியதில்ல
2. குறைந்த அளவு ஊக்கப்படுத்துவார்கள்
3. ஊக்கப்படுத்துவார்கள்
4. எப்பொழுதும் ஊக்கப்படுத்துவார்கள்

11. நீங்கள் பாடப் பொருளை புரிந்து கொண்டீர்களா என்பதை உறுதிப்படுத்த உங்கள் ஆசிரியர்கள் உங்களின் மீது தனி கவனம் செலுத்துகிறனர்?

1. எப்பொழுதும் இல்லை
2. சில நேரங்களில்
3. அடிக்கடி
4. எப்பொழுதும்

12. நீங்கள் புதியதாக கற்றுக் கொள்வதில் இடையூறு ஏற்படும் போது வேறு வழிமுறையை பயன்படுத்தி ஆசிரியர் கற்பிக்க முயற்சிப்பார்களா?

1. எப்பொழுதும் முயற்சிக்கவேயில்லை
2. சில நேரங்களில் முயற்சிப்பார்
3. அடிக்கடி முயற்சிப்பார்
4. எப்பொழுதும் முயற்சிப்பார்

13. நீங்கள் பின்பற்றும் கற்றல் வழிமுறைகள் கற்றலை மேம்படுத்திக் கொள்ள உதவுகின்றனவா?

1. எப்பொழுதும் இல்லை
2. சில நேரங்களில்
3. அடிக்கடி
4. எப்பொழுதும்

14. நீங்கள் பள்ளிக்கு மகிழ்ச்சியுடன் செல்வீர்களா?

1. எப்பொழுதும் மகிழ்ச்சியாக செல்வதில்லை
2. சில நேரங்களில் மகிழ்ச்சியுடன் செல்வேன்
3. மகிழ்ச்சியுடன் செல்வேன்
4. மிகவும் மகிழ்ச்சியுடன் செல்வேன்

15. நீங்கள் பள்ளி செல்லாத நாட்களில் வகுப்பறை செயல்பாடுகளை பற்றி நண்பர்களுடன் கலந்து உரையாடுவீர்களா?

1. எப்பொழுதும் இல்லை
2. சில நேரங்களில் கலந்து ஆலோசிப்பேன்
3. கலந்து ஆலோசிப்பேன்
4. எப்பொழுதும் கலந்து ஆலோசிப்பேன்

16. உனது கற்றலுக்கு உனது வகுப்பறைச் சூழல் ஏற்றதாக உள்ளதா?

1. ஏற்றதாகயில்லை
2. சில சமயங்களில் ஏற்றதாக உள்ளது
3. ஏற்றதாக உள்ளது
4. எப்பொழுதுமே ஏற்றதாக உள்ளது

17.உங்கள் திறமையை வளர்க்க பள்ளி எவ்வாறு உதவுகிறது?

- 1.எவ்வகையிலும் உதவுவதே இல்லை
- 2 சில நேரங்களில் மட்டும்
3. அடிக்கடி
4. எப்பொழுதும்

18.உங்கள் ஆசிரியர்கள் உங்களை மரியாதையுடன் நடத்துகிறார்களா?

- 1.மரியாதையுடன் நடத்துவதே இல்லை
2. சில ஆசிரியர்கள் மட்டும் மரியாதையுடன் நடத்துகிறார்கள்
3. பெரும்பாலான ஆசிரியர்கள் மரியாதை உடன் நடத்துகின்றனர்
4. அனைவரும் மரியாதையுடன் நடத்துகின்றனர்

19. நீங்கள் வருத்தத்துடன் வகுப்பிற்குள் இருக்கும் போது உங்கள் ஆசிரியர்கள் அக்கறையுடன் விசாரிப்பார்களா?

- 1.ஒருவரும் இல்லை
2. சில ஆசிரியர்கள் மட்டும்
3. பெரும்பாலான ஆசிரியர்கள்
4. அனைத்து ஆசிரியர்களும்

20.சில வருடங்கள் கழித்து நீங்கள் மீண்டும் வகுப்பிற்குச் சென்றால் உங்கள் ஆசிரியர்கள் உங்களை பார்க்க ஆர்வம் காட்டுவார்களா?

1. ஒருவரும் இல்லை
2. சில ஆசிரியர்கள் மட்டும்
3. பெரும்பாலான ஆசிரியர்கள்
4. அனைத்து ஆசிரியர்களும்

21.நீங்கள் எப்படி இருக்கிறீர்கள் என்று உங்கள் ஆசிரியர்கள் கேட்டால் அவர்களில் எத்தனை பேர் உங்கள் பதிலை அறிவதில் ஆர்வம்காட்டுவார்கள்?

1. ஒருவரும் இல்லை
2. சில ஆசிரியர்கள் மட்டும்
- 3.பெரும்பாலான ஆசிரியர்கள்
4. அனைத்து ஆசிரியர்களும்

22.எதிர்காலத்தில் உங்கள் ஆசிரியர்களில் எத்தனை பேர் மீண்டும் ஆசிரியராக வந்தால் உற்சாகமாக இருப்பீர்கள்?

- 1.ஒருவரும் இல்லை
2. சில ஆசிரியர்கள் மட்டும்
- 3.பெரும்பாலான ஆசிரியர்கள்
4. அனைத்து ஆசிரியர்களும்

23.நீங்கள் வீட்டுப்பாடம் முடிக்காமல் பள்ளிக்குச் சென்றால், உங்கள் ஆசிரியர் அதற்கான காரணத்தைக் கேட்பாரா?

1. கேட்க விரும்பமாட்டார்
2. சில சமயங்களில் கேட்பார்
- 3.கேட்க ஆர்வம் காட்டுவார்
4. எல்லா சமயங்களிலும் கேட்பார்

APPENDIX-2

- 1.உனது பள்ளி உனக்கு போதிய வசதியுடன் உள்ளதா?
2. உங்கள் ஆசிரியர் உங்களுக்கு ஆதரவாக உள்ளாரா?
- 3.உங்கள் ஆசிரியர் உங்களை மதித்து, நீங்கள் பள்ளிக்கு வருவதை முக்கியம் என்று நினைக்கிறார்களா?
- 4.உங்கள் ஆசிரியர் எந்த விஷயத்தை மாற்றினால் உங்களுக்கு பிடிக்கும்?
- 5.நீங்கள் எப்பள்ளியில் (நடுநிலை, உயர்நிலை)அதிகம் கற்றுக்கொண்டதாக உணர்கிறீர்கள் ? ஏன்?
- 6.உங்கள் பள்ளியில் நீங்கள் பாதுகாப்பாக இருக்கிறீர்களா?
- 7.சிறந்த கற்றல் சூழலை உருவாக்க உங்கள் பள்ளியில் எதை மாற்றலாம்?
- 8.தொடர்ந்து முயற்சி செய்ய உங்கள் ஆசிரியர்கள் உங்களை ஊக்குவிக்கிறார்களா?
- 9.உங்கள் வகுப்பில் உங்களுக்கு முக்கியமானதாக கருதும் ஒரு விஷயம் என்ன?
- 10.உங்கள் பள்ளியில் நீங்கள் விரும்பும் இரண்டு விஷயங்கள் என்ன?

PHOTOS

TOOL PREPARATION WORKSHOP



PILOT STUDY WITH STUDENTS



QUANTITATIVE DATA COLLECTION IN MIDDLE SCHOOL



QUANTITATIVE DATA COLLECTION IN MIDDLE SCHOOL





QUANTITATIVE DATA COLLECTION IN MIDDLE SCHOOL



QUANTITATIVE DATA COLLECTION IN HIGH SCHOOL



QUANTITATIVE DATA COLLECTION IN HIGH SCHOOL



QUANTITATIVE DATA COLLECTION IN HIGH SCHOOL



QUALITATIVE DATA COLLECION WITH MIDDLE SCHOOL STUDENTS





QUALITATIVE DATA COLLECION WITH HIGH SCHOOL STUDENTS





QUALITATIVE DATA COLLECTION





QUALITATIVE DATA COLLECTION

