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Exploring school climate of rural and urban schools of Tripura

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Abstract
This research paper investigates the school climate in both rural and urban educational settings within the Tripura district. School climate plays a crucial role in shaping students' academic performance, well-being, and overall development. The study aims to provide insights into the similarities and differences in school climate between rural and urban schools, with a focus on understanding how various factors such as physical environment, teacher-student relationships, peer interactions, and community engagement contribute to the overall school climate. Data was collected through surveys, observations, and interviews conducted in a diverse selection of schools from both settings. The findings highlight the unique challenges and opportunities faced by rural and urban schools and suggest recommendations for enhancing the school climate to promote positive outcomes for students. The researcher in this study concluded that there seems significant difference between the rural and urban students on the basis of the school climate healthier climate had been seen in urban schools as compared to rural schools. The results may attribute= to this fact that well quipped school environment is prevalent in urban school as compared to rural schools.

Keywords: School climate, rural schools, urban schools, Tripura, academic performance, teacher-student relationships, peer interactions, community engagement

Introduction
School climate refers to the overall atmosphere, environment, and "feel" of a school. It encompasses the physical, social, emotional, and academic aspects of the school setting, including the interactions among students, teachers, staff, parents, and the broader community. A positive school climate fosters an environment where all stakeholders feel safe, supported, valued, and motivated to engage in learning and personal growth. The school environment, known as school climate, encompasses the physical, social, and emotional atmosphere within a school that affects the overall well-being and academic performance of students. School climate has been linked to students' motivation, engagement, behaviour, and mental health. Differences in school climate between rural and urban schools can be attributed to varying socio-economic, cultural, and geographical factors. This study aims to investigate the nuances of school climate in the context of rural and urban schools in Tripura. School climate plays a pivotal role in shaping students' educational experiences, well-being, and overall development. Here are some key reasons why school climate is of paramount importance: A positive school climate contributes to students' mental, emotional, and social well-being. When students feel safe, respected, and supported by their peers and educators, they are more likely to thrive academically and socially. A conducive school climate can enhance academic outcomes. Students who are engaged, motivated, and emotionally secure tend to perform better in their studies. Teachers' attitudes, teaching methods, and classroom interactions influenced by the school climate can impact learning outcomes. A positive school climate reduces incidents of bullying, harassment, and disruptive behaviour. Students are more likely to adhere to rules and expectations when they feel connected to their school community and understand the consequences of their actions. Teachers are more motivated and effective in a supportive and respectful school climate. A positive environment encourages collaboration, professional growth, and a sense of purpose among educators. A welcoming school climate encourages parents and the community to become active partners in education. Engaged parents and community members contribute to a holistic educational experience for students.

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A nurturing school climate facilitates the development of positive peer relationships and social skills. Students learn to interact with diverse peers, resolve conflicts, and develop empathy and communication skills. School climate influences students' emotional health. A supportive environment can help students cope with stress, anxiety, and other challenges they may face. A positive school climate encourages regular school attendance. Students are more likely to come to school when they feel connected and valued within the educational community. The experiences and relationships formed in school have a lasting impact on students' lives. A positive school climate contributes to the development of confident, responsible, and socially conscious individuals. A school with a positive climate attracts positive attention from families, potential educators, and the broader community. A strong reputation can enhance enrolment rates and overall support for the school. In summary, school climate encompasses the overall atmosphere, interactions, and experiences within a school. It profoundly impacts students' well-being, academic success, behaviour, and overall development. By fostering a positive school climate, educational institutions create environments that promote a sense of belonging, motivation, and a passion for learning among students and educators alike. Keeping in view. The researcher explored the below mentioned research problem:

Statement of the Problem: The statement of the research problem is reported as under:

Exploring school climate of rural and urban schools of Tripura
Objectives of the study: The purpose of this study are as under:
1. To explore the school climate of the rural and urban schools

Hypothesis: Based on richness background of the knowledge the investigator speculated the research problem as under:
1. There will be no significant difference between rural and urban schools with regard to their school climate.

Delimitation: The study has been delimited as under:
1. The present research study has been confined to 400 residential and non-residential schools only.
2. The present research study has been delimited to Gomati district of Tripura.

Methodology and procedure: The methodology and procedure involved in this research study is given as under:
1. **Design:** Descriptive research method has been used by the researcher to carry this research process.
2. **Data collection:** The researcher has selected the 400 schools only.
3. **Research tool:** the researcher employed the big five personality inventory scale developed by Sharma & Jain (12015).

Statistical treatment: The collected data was put to suitable statistical treatment by using:
a) Frequency distribution,
b) Percentage
c) Mean
d) Standard deviation
e) Independent 't' test.

Analysis and Interpretation of The Data: The data has been analysed with the help of descriptive and comparative analysis. The detailed analysis and interpretation is reported as under:

Table 1: Showing the prevalence of school climate of rural and urban schools.

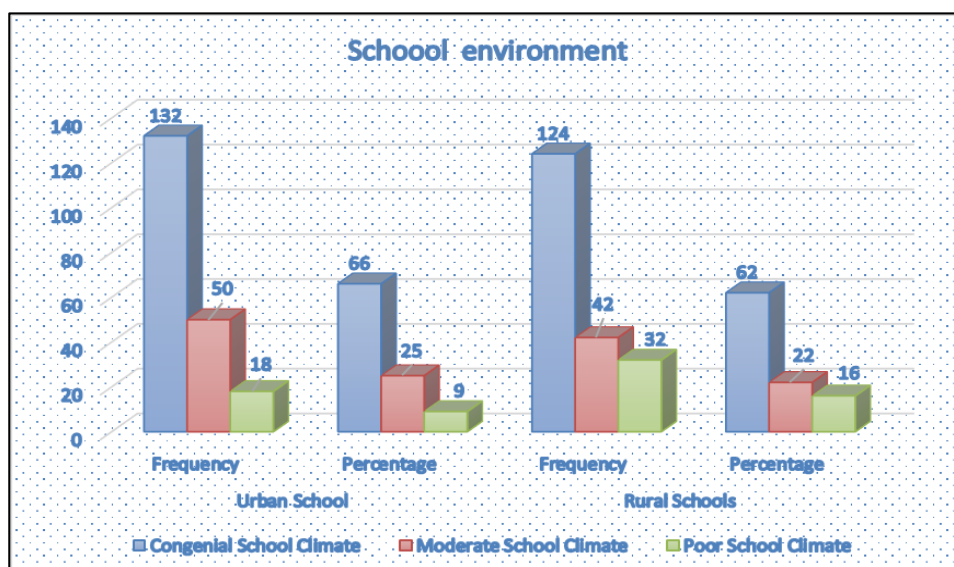| Ratings	Urban School		Rural Schools	
	Frequency	Percentage	Frequency	Percentage
Congenial School Climate	132	66.00	124	62.00
Moderate School Climate	50	25.00	42.00	22.00
Poor School Climate	18	9.00	32.00	16.00
Total	200	100	200	100

Fig 1: Showing the graphical representation on the prevalence of school climate of rural and urban schools. (N=200 each)

The table provides information on the prevalence of school climate in both rural and urban schools. It compares the ratings and percentages of congenial, moderate, and poor school climates in these two types of schools. In urban schools, there were 132 instances, which accounts for 66.00% of the total. In rural schools, there were 124 instances, making up 62.00% of the total. In urban schools, there were 50 instances, representing 25.00% of the total. In rural schools, there were 42 instances, accounting for 22.00% of the total. In urban schools, there were 18 instances, making up 9.00% of the total. In rural schools, there were 32 instances, which accounts for 16.00% of the total. Overall, the table demonstrates the distribution of school climate ratings in rural and urban schools. It shows that congenial school climate was more prevalent in both types of schools, followed by moderate and poor school climates. The percentages indicate the proportion of each type of school climate within their respective settings.

Table 2: Showing the mean significant difference between of rural and urban schools om the basis of their school climate. (N=400).

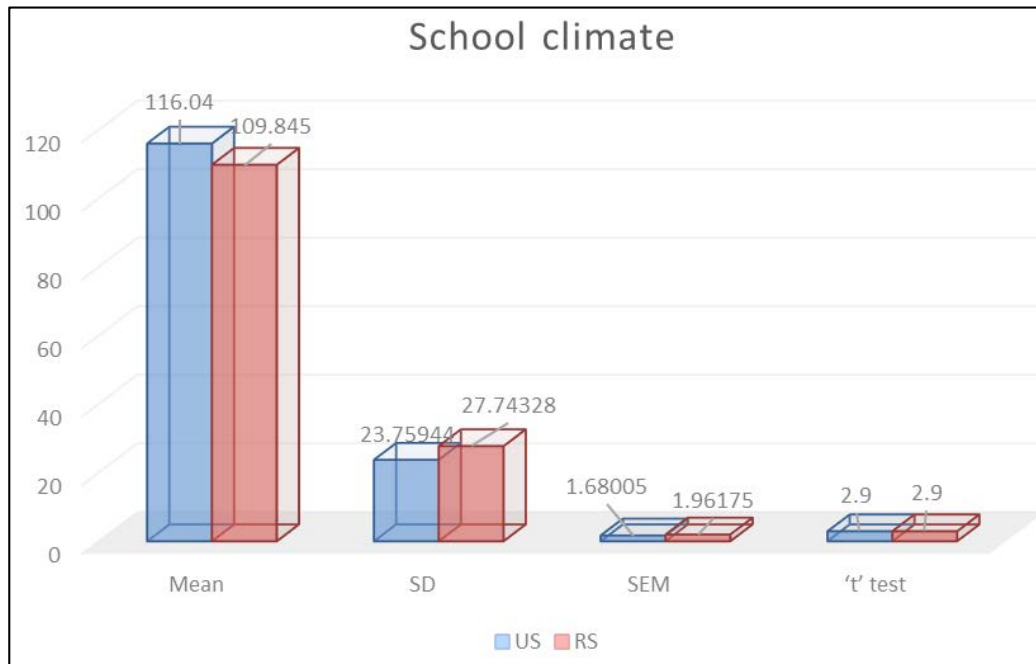|	Variable	N	Mean	SD	SEM	't' test
School climate	US	200	116.0400	23.75944	1.68005	2.90*
	RS	200	109.8450	27.74328	1.96175	2.90*

Fig 2: Showing the graphical representation mean significant difference between of rural and urban schools om the basis of their school climate. (N=400).

The table provides the mean significant difference between rural schools (RS) and urban schools (NRS) based on various aspects of school climate. In the aspect of the Composite Score, which combines all the aspects of school climate, rural schools have a mean score of 116.0400, while urban schools have a mean score of 109.8450. The 't' test value is 2.399*, indicating a significant difference between the two types of schools. This suggests that, overall, rural schools have a higher composite score for school climate compared to urban schools. According the results reveal that hypothesis has been rejected.

Conclusion
In conclusion, this research sheds light on the diverse school climates within rural and urban schools in Tripura. By understanding the factors that shape school climate, educators, policymakers, and communities can collaborate to create environments that positively impact students' well-being and academic achievement. Addressing the challenges and building upon the strengths of each setting can lead to more effective educational experiences for all students. The researcher in this study concluded that there seems significant difference between the rural and urban students on the basis of the school climate healthier climate had been seen in urban schools as compared to rural schools. The results may attribute= to this fact that well quipped school environment is prevalent in urban school as compared to rural schools.

Recommendations for Future Research: Future research could delve deeper into specific aspects of school climate, such as the impact of cultural differences, teacher training, or parental involvement in influencing the experiences of students in rural and urban schools. Longitudinal studies tracking changes in school climate over time could provide insights into the effectiveness of interventions and strategies implemented to enhance the overall learning environment.

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