



A Study Of School Climate Of Inclusive Schools Of Kashmir

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Abstract

The purpose of this study is to assess the school climate of Inclusive Schools of Kashmir. The sample of this study consisted of 150 Inclusive elementary schools of Kashmir out of which 75 were Rural and 75 were Urban. Simple random sampling technique was adopted to select the sample subjects. Self-constructed School climate scale for inclusive schools was used to collect the data. Statistical techniques like percentage, Mean, SD and t-test were used to analyze the data. The findings of the study showed that majority of Inclusive elementary schools of Kashmir have below average level of School Climate. However, no Elementary School was found to have extremely favorable school climate for supporting inclusiveness.

Keywords: School Climate, Inclusive, Elementary Schools, Kashmir

INTRODUCTION

Educational transformation is a necessity in order to make changes in an education system to improve the quality and competitiveness of education at the international level. This is because education is one of the most important activities of any country (Filardo, M. 2008) In ensuring the success of educational transformation, all important aspects of educational development planning should be looked at, especially in strengthening the physical, academic, and social aspects of a school. Therefore, to make inclusive Schools a success all these parameters should be looked upon. "Inclusive schools" are those schools which accommodate all types of learners, that is, those with varied forms of disabilities, the poor, or any other kind of challenge (Koskey et al., 2017). Inclusive education is concerned with overcoming barriers to participation which may be experienced by any learners in a school setting. It farther defines it as processes of making the participation rate of learners in school go up and also ensures that their exclusion from it minimized. Inclusive learning and teaching in schools refers to the ways in which methods of teaching, curricula and assessment are designed and delivered to engage learners in learning which is meaningful, relevant and accessible to all. School climate is one of the most important aspect of inclusive program. School climate of the school includes several aspects of school's physical, social and psychological environment compose its climate.

i.e. School Administration, Appearance and physical plant, Faculty relations, Student’s interactions, Learning environment, Students–Faculty members involvement, Attitudes and culture, School-community relations, socio-economic background, Support from the stake holders (Vedavathi, 2017). School climate has also been defined as the “heart and soul of a school” (Freiberg & Stein, 1999).

OBJECTIVES:

1. To study the School Climate of Elementary Schools of Kashmir.
2. To compare Rural and Urban Elementary Schools on School Climate.

HYPOTHESES:

- Rural and Urban Elementary Schools differ significantly on School Climate

METHODS

Sample:

The sample of the study consisted to those Government Elementary schools which have been identified by Samagra Shiksha as inclusive schools. The Sample of the study was confined to two districts of Kashmir viz. Ganderbal and Sringar. A sample of 150 Government Elementary schools (75 Rural and 75 Urban) were selected by using simple random Sampling technique.

Tools Used:

Self-Constructed School Climate for Inclusive Schools (SCCIS), was used to assess the School Climate of the sample subjects.

STATISTICAL TECHNIQUE:

The information/responses from the sample subjects were subjected to various statistical techniques like percentage statistics, mean, SD, t-test with the help of SPSS.

RESULTS

Table 1.0: Percentage Distribution of Inclusive Rural and Urban Schools on different levels of School Climate

Levels of School Climate	Rural	Percentage	Urban	Percentage	Total
Extremely Favourable	0	0	0	0	
Highly Favourable	0	0	1	1.3%	
Above Average	4	5.3%	5	6.7%	

Average	12	16%	15	20%	
Below Average	27	36%	30	40%	
Highly Unfavourable	14	18.6%	11	14.6%	
Extremely Unfavourable	18	24%	13	17.3%	150
Total	75	100%	75	100	

Table 1.0 shows the percentage of the levels of school climate of Rural and Urban Elementary Inclusive Schools. The statistical data revealed that 24% of Rural and 17.3% of Urban Elementary schools possess Extremely Unfavourable level of School Climate. 18.6only% of Rural and 14.6% of Urban Elementary Schools have Highly Unfavourable School Climate. It was also observed that 36% of Rural and 40% of Urban Elementary Schools have Below Average Level of School Climate. 16% of Rural and 20% of Urban Elementary schools have Average level of School Climate. 5.3% Rural and 6.7% Urban Schools were found to have Above Average and small chunk of 1.3% of Urban Elementary Schools have Highly Favourable level of School climate where as no Rural Elementary School fall in this level. However, no Urban and Rural Elementary School was found to possess Extremely Favourable level of school climate.

Table 1.1: Overall Percentage distribution of Elementary Schools on different Levels of School Climate.

Levels of School Climate	Total	N	Percentage
Extremely Favourable		0	0
Highly Favourable		1	0.6%
Above Average		9	6%
Average		27	18%
Below Average	150	57	38%
Highly Unfavourable		25	16.67%
Extremely Unfavourable		31	20.66%
Total		150	100%

Table 1.1 shows overall percentage of the levels of school climate of Elementary Schools. It was observed that 20.66% of Elementary Schools possess Extremely Unfavourable

level of School Climate. 16.66% of Elementary Schools have Highly Unfavourable School Climate. It was also observed that 38% Elementary Schools have Below Average Level of School Climate. 18% Elementary Schools have Average level of School Climate. 6% Schools were found to have Above Average level of School climate and only 0.6% Elementary Schools have Highly Favourable level of School climate. However, no Elementary School was found to possess Extremely Favourable level of school climate.

Table 1.2: Mean Comparison of Rural and Urban Elementary School Teachers on Infrastructure dimension of School Climate.

Group	N	Mean	S.D	t-value	Level of Significance
Rural	75	18.88	2.12	1.83	Insignificant
Urban	75	19.65	3.16		

The perusal of table 1.2 shows the mean comparison among Rural and Urban Elementary School Teachers on Infrastructure dimension of School Climate. The table clearly indicates that there is no significant difference between Rural and Urban Elementary Schools on Infrastructure dimension of School Climate. Which indicates that both Rural and Urban Elementary schools have similar infrastructure facilities. Though, the mean difference favours Urban Inclusive Elementary Schools but the difference fails to arrive at any level of Confidence.

Table 1.3: Mean Comparison of Rural and Urban Elementary Schools Teachers on support System dimension of School Climate.

Group	N	Mean	S.D	t-value	Level of Significance
Rural	75	28.12	4.99	1.44	Insignificant
Urban	75	29.32	5.23		

The perusal of table 1.3 shows the mean comparison among Rural and Urban Elementary School Teachers on support system dimension of School Climate. The table clearly indicates that there is no significant difference between Rural and Urban Elementary Schools on support system dimension of School Climate. Which reveals that both the Rural and Urban Elementary schools have almost similar support system in their schools. Though, the mean difference favours Urban Inclusive Elementary Schools but the difference fails to arrive at any level of Confidence.

Table 1.4: Mean Comparison of Rural and Urban Inclusive Elementary Schools Teachers on Administration and Management dimension of School Climate.

Group	N	Mean	S.D	t-value	Level of Significance
Rural	75	13.97	2.67	1.31	Insignificant
Urban	75	14.56	3.12		

The perusal of table 1.4 shows the mean comparison among Rural and Urban Inclusive Elementary School Teachers on Administrative and Management dimension of School Climate. The table clearly indicates that there is no significant difference between Rural and Urban Inclusive Elementary Schools on Administrative and Management dimension of School Climate. The statistical data revealed that both the schools have almost similar administrative setup. Though, the mean difference favours Urban Inclusive Elementary schools but the difference fails to arrive at any level of Confidence.

Table 1.5: Mean Comparison of Rural and Urban Inclusive Elementary Schools on School Climate.

Group	N	Mean	S.D	t-value	Level of Significance
Rural	75	60.12	7.31	1.62	Insignificant
Urban	75	62.25	8.76		

The perusal of table 1.5 shows the overall mean comparison among Rural and Urban Inclusive Elementary Schools on School Climate. The table clearly indicates that there is no significant difference between Rural and Urban Inclusive Elementary School Teachers on overall dimensions of School Climate. The statistical data reveals that both the type of schools have almost similar School Climate. Though, the mean difference favours Urban Inclusive Elementary School Teachers but the difference fails to arrive at any level of Confidence.

CONCLUSION:

A good school climate represents the attitudes and feelings of its members toward the school environment. The school climate also has a significant impact on every individual in the school, particularly on teachers, in creating a conducive environment for teaching and learning. This is evidenced by the Elementary schools of Kashmir. The results showed 75.32% were found to have school climate that does not support Inclusiveness. The schools were not ready enough to accommodate all learners since a large proportion of them lacked inclusive learning facilities and the teachers were not trained enough to manage a learner with special needs and those available were just few. Although the physical dimensions of the environment, resource availability, and safety are critical aspects of school climate. There are gaps in the physical infrastructure in Elementary Schools of Kashmir to support Inclusive Education However, the school climate under the

Administrative and Management dimensions shows that it can still create a good school environment. The findings also showed that there is no significant difference between School Climate of Urban Schools and Rural Schools but mean difference favours Urban schools which shows that Urban schools have comparatively better School Climate as compared to Rural Schools which are in line with the results of (Uplane, 2016) stating that Urban schools have more facilities regarding human resources, than rural schools but improvement is needed as far as means of schools of both the categories is considered also Urban schools are comparatively superior in providing support for inclusion of differently abled students, but lot of efforts are still required for both the types of schools in this respect. Therefore, the important aspects of the school climate should be taken care of by all stakeholders to make inclusive education in every school of Jammu and Kashmir a success.

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