

**FOSTERING SUCCESS AMONG SCHOOL STUDENTS BY CREATING A POSITIVE CAMPUS
CULTURE AND CAMPUS CLIMATE**

SHENBAGAM KANNAPPAN*

**Research scholar

BHARATHIAR UNIVERSITY COIMBATORE

ANAND SHANKAR RAJA. M **

**Research scholar

SRM UNIVERSITY CHENNAI

ABSTRACT

Campus climate embraces the culture, habits, decisions, practices, and policies that make up campus life. It is the sum total of the daily environment, and central to the "comfort factor" that minority students, faculty, staff, and administrators experience on campus. Students and other members of the campus community who feel unwelcome or alienated from the mainstream of campus life are unlikely to remain. If they do remain, they are unlikely to be successful. School climate has obvious implications for improving the quality of work life for those who work in schools. But what is the link between climate and teacher motivation, school improvement efforts, student achievement, and other school effectiveness indicators

are all related to the school culture. This question needs a solution and thus the involvement of the teachers and parents enhance the students to shape up and to come up in flying colours. The developing and maintaining of the positive relationships with staff is a critical component of developing and nurturing positivisms in cultures in schools. When there are cultures that are more positive, teacher performances will be better which will ultimately lead to improved student performances.” The purpose of the study is to determine the importance of campus culture and campus climate and its impact on positive and happy study environment.

Key words: School culture, study environment, shaping students, mystery shopping

INTRODUCTION

The culture or climate of an organization cannot be qualified or legislated. It is shaped by tradition, values, and attitudes, many of which are unexpressed. Thus, changing the campus climate can be a difficult and elusive task. But, because the climate is so central to all

other efforts to improve minority participation, it is both the point of departure and the culmination of all other efforts.

A school's culture lives in its shared beliefs, its values, its rituals and traditions and in how the members of the school community interact with one another. It is different from the school vision. Some schools have a vision; others do not. One can choose whether or not to have a school vision but, cannot choose whether or not to have a school culture. School culture manifests itself in everything the people in the school do each and every day. As a staff one must try to shape that culture in a positive way, and to shape the kids to great souls. It's a bit like a garden. Things will probably grow in a garden, no matter what we do. But we can make it a whole lot nicer by planting particular flowers and vegetables in particular arrangements and, of course, by pulling out some of the weeds! Bringing mindfulness and intent to your school's culture can enable the staff and the students to make the school a better and more productive environment.

School culture, by contrast, is more normative than school climate in the sense that it is a reflection of the shared values, beliefs, and commitments of school members across an array of dimensions that include but extend beyond interpersonal life. What the school stands for and believes about education, organization, human relationships; what it seeks to accomplish; its essential elements and features; and the image it seeks to project are the deep rooted defining characteristics shaping the substance of its culture.

School culture represents a double-edged sword for principals, if allowed to emerge and progress informally; principals cannot be sure whether basic assumptions and ensuing practices will be aligned with goals and purposes that support teaching and learning. Sometimes informal or wild cultures actually result in the development of a normal system that forces teachers to work in ways that compromise official goals and purposes. When domesticated, however, the school culture can replace detailed plans and systems of monitoring as quality-control measures. Further, culture provides a means for coordinating the efforts of people even though structurally the school may be loosely connected.

OBJECTIVES OF THE STUDY

- ❖ To determine various factors this would contribute towards an effective campus culture.
- ❖ To study the relationship between campus culture and student performance

- ❖ To determine the role of staff in contribution towards an effective campus culture
- ❖ To provide suggestions to educational institutions to have a better campus culture

LIMITATIONS OF THE STUDY

- ❖ The study has taken into consideration only the school level
- ❖ The respondent bias has an impact on the results

RESEARCH METHODOLOGY

SAMPLING

Totally 50 respondents have been interviewed and the data have been collected from school students.

SOURCE OF DATA

The study is based on primary data only. The required information was collected through the interview schedule from the school students directly by interviewing them.

STATISTICAL TOOLS USED

ANOVA

CORRELATION

REVIEW OF LITERATURE

Hoy and Feldman (1999) stated in their research that even though the conceptual distance between culture (shared norms) and climate (shared perceptions) is small, it is nonetheless real. Hoy and Feldman believed that this difference is meaningful and crucial because shared perceptions of behaviour are more readily measured than shared values. They described climate as having fewer abstractions than culture (more descriptive and less symbolic) and concluded that climate presents fewer problems in terms of empirical measurements. Climate is the preferred construct when measuring the organizational health of a school.

Lunenburg and Ornstein (2004) described that the organizational climate as the total environmental quality within an organization and believe that the recent attention to the effectiveness of public schools and their cultures has shed more interest on the importance of climate.

According to Hoy and Tarter (1997) unhealthy schools are deterred in their mission and goals by parental and public demands. Unhealthy schools lack an effective leader and the teachers are generally unhappy with their jobs and colleagues. In addition, neither teachers

nor students are academically motivated in poor schools and academic achievement is not highly valued. Healthy schools that promote high academic standards, appropriate leadership and collegiality provide a climate more conducive to student success and achievement

CAMPUS CULTURE

Cultivates an inclusive campus culture that actively and intentionally engages diverse people, ideas, and perspectives to create a vibrant learning and working environment. CC accomplishes this by sustaining and advancing efforts to develop a pervasive culture of inclusion in all facets of life right from the school level. By breaking down barriers and challenging injustices, staff and student efforts will transform campus culture to one in which all individuals draw strength from the schools collective diversity. This transformation fosters success and a greater sense of belonging and respect.

Campus Climate Response Team:

Campus Climate Response team must be organised to facilitate the implementation of appropriate responses to campus climate incidents impacting campus culture community development. The various responses must be observed from various students and staff and a final conclusion must be drawn.

Diversity Education Initiatives:

These initiatives will help to critically examine multiple identities and perspectives to foster a climate of inclusive excellence and will promote a healthy surrounding communities and campus culture.

Gender and Sexuality Centre:

Provides safe spaces for all members of both the gender to explore, organize, and promote learning around issues of gender and sexuality. As gender has an important role the views and problems from both the sides are to be taken into consideration.

Multicultural Engagement Center:

Giving importance to multi culture domains and engaging all together in one shell will empower students to be leaders and agents of social change. Through activities and education on positive campus culture it can help the students and staff to contribute towards and to supports a culturally diverse campus and helps cultivate a positive campus climate.

Services for Students with Disabilities:

Works to eliminate physical, instructional and attitudinal barriers by providing reasonable accommodations and fostering awareness and taking their views into consideration without giving up them is important to promote a positive campus relationship.

Strategic Initiatives:

Supports and enhances an equitable campus culture at by engaging in divisional strategic planning, campus diversity planning, campus climate incident response, diversity education, research and special projects.

Student Organisation:

Funding supports diversity-related programming sponsored by official student organizations on campus. The Office of Institutional Equity supports the establishment and maintenance of a non-discriminatory work environment and to promote a positive campus culture.

Recognize climate culture as an issue

No campus is free of racial, ethnic [or heterosexist or sexist] prejudice. On occasion, it takes a virulent and destructive turn through name calling, derogatory stories in the campus press, graffiti, or violence. Often, signs of an inhospitable environment are more subtle and manifest themselves as seemingly trivial jokes or a general sense of discomfort toward minorities. Changing the campus climate requires leadership from the president and board as well as commitment and leadership throughout the campus. The active involvement of senior faculty is particularly important in effecting any campus change.

Making people aware of the issue is a crucial first step

Training programs for administrators, faculty, staff, security personnel, and students can help sensitize people of all races to the perceptions and feelings of others. Climate issues are as much about perception as they are about "reality." Workshops, symposia, films, and student activities are possible venues.

Involve students

Students are the most important players in improving campus climate. Student leaders can initiate activities such as workshops, residential programs, or lecture series, and put this high on the agenda for the entire campus community.

Eliminate subtle discrimination in the classroom

The central experience for all students is in the classroom. Overt faculty prejudice can result in inappropriate racial or ethnic remarks in class or lead to poor performance by alienated or discouraged minority students. Also, professors' unconscious assumptions that minority students are unable to perform up to par may become self-fulfilling prophecies. Even more subtle behaviours such as differential treatment—dissimilar eye contact, for instance—may have an equally negative impact on minority students.

Eliminate overt discrimination in the classroom

Make sure to treat minorities like their peers by calling on them, asking them the same questions, paying attention to their comments, giving them feedback on assignments, and validating their ethnic or racial experiences when these are shared in class discussions, in papers or otherwise. It is important to deal with the issue of classroom climate as well as to recognize it; it can be introduced at faculty meetings, workshops, or other faculty activities to ensure that it is put on everyone's agenda.

Actions speak louder than words

Creating a hospitable campus environment requires going beyond the announcement of good intentions and uplifting principles. Hiring practices, reward systems, and the inclusion of minorities in all phases of campus life are the proof of the pudding. For example, racially and ethnically mixed senior administrative staffs is a visible sign from the president that he or she has personal and institutional stake in improving minority participation.

Pay attention to symbols

Campus traditions or rituals are important symbols. For example, a confederate flag may symbolize southern regional pride to some, but, for many, it is an overt reminder of slavery and prejudice. A fraternity "slave auction" may be perceived as a harmless parody by some, but may be deeply offensive to many.

Establish a policy concerning bias and bias incidents

The policy should explicitly prohibit harassment, discrimination and other manifestations of bias, should specify disciplinary mechanisms, and be communicated to the entire campus.

Develop a mechanism for reporting prejudice-motivated incidents

The information gathered through the reporting process will help discern patterns and track trends. While confidentiality may be an issue, it is generally helpful for this information to be available to the campus community for educational purposes.

Establish a mechanism for dispute resolution

It is likely that disputes will arise on a pluralistic campus. Establishing a mechanism to resolve disputes and to prevent their escalation is very useful and may be key to achieving harmony in a pluralistic environment.

Build Parent and Community Support

- ❖ Be a role model in valuing parents. Create a parent engagement and involvement process that supports the school, students and teachers.
- ❖ Teachers need to know that parents also value their efforts in teaching their children and that they will support the teacher as an additional partner while working with their child.
- ❖ Make the school’s parent friendly and do more than posting signs in other languages.
- ❖ Provide immediate assistance to parents

ANOVA CALCULATIONS

Descriptives

GENDER

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					YES	25		
NO	25	1.40	.500	.100	1.19	1.61	1	2
Total	50	1.44	.501	.071	1.30	1.58	1	2

Levene Statistic	df1	df2	Sig.
.885	1	48	.352

GENDER

ANOVA 1.1

GENDER

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.080	1	.080	.314	.578
Within Groups	12.240	48	.255		
Total	12.320	49			

INTERPRETATION FOR THE ABOVE TABLE 1.1

The Sig. value from the above table is 0.578. This value is higher than .05. Because of this, we conclude that there is no significant difference between the mean numbers of both the response.

CORRELATION

Descriptive Statistics

	Mean	Std. Deviation	N
GENDER	1.44	.501	50
CAMPUS CULTURE	1.88	.799	50
STUDENT PERFORMANCE	1.50	.505	50

Correlations

		GENDER	CAMPUS CULTURE	STUDENT PERFORMANCE
GENDER	Pearson Correlation	1	-.477**	-.242
	Sig. (2-tailed)		.000	.091
	N	50	50	50
CAMPUS CULTURE	Pearson Correlation	-.477**	1	.101
	Sig. (2-tailed)	.000		.485
	N	50	50	50
STUDENT PERFORMANCE	Pearson Correlation	-.242	.101	1
	Sig. (2-tailed)	.091	.485	
	N	50	50	50

Correlations

		GENDER	CAMPUS CULTURE	STUDENT PERFORMANCE
GENDER	Pearson Correlation	1	-.477**	-.242
	Sig. (2-tailed)		.000	.091
	N	50	50	50
CAMPUS CULTURE	Pearson Correlation	-.477**	1	.101
	Sig. (2-tailed)	.000		.485
	N	50	50	50
STUDENT PERFORMANCE	Pearson Correlation	-.242	.101	1
	Sig. (2-tailed)	.091	.485	
	N	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

INTERPRETATION FOR THE ABOVE TABLE 1.1

From the above table 1.2 the Sig. (2 tailed) values are than 0.05, which means there is no significant relationship between variables.

Descriptive Statistics

	Mean	Std. Deviation	N
GENDER	1.44	.501	50
CAMPUS CULTURE	1.88	.799	50
HEALTHY RELATIONSHIP	1.50	.505	50

Correlations^a

		GENDER	CAMPUS CULTURE	HEALTHY RELATIONSHIP
GENDER	Pearson Correlation	1	-.477**	-.081
	Sig. (2-tailed)		.000	.578
	N	50	50	50
CAMPUS CULTURE	Pearson Correlation	-.477**	1	.051
	Sig. (2-tailed)	.000		.727
	N	50	50	50
HEALTHY RELATIONSHIP	Pearson Correlation	-.081	.051	1
	Sig. (2-tailed)	.578	.727	
	N	50	50	50

Correlations^a

		GENDER	CAMPUS CULTURE	HEALTHY RELATIONSHIP
GENDER	Pearson Correlation	1	-.477**	-.081
	Sig. (2-tailed)		.000	.578
CAMPUS CULTURE	Pearson Correlation	-.477**	1	.051
	Sig. (2-tailed)	.000		.727
HEALTHY RELATIONSHIP	Pearson Correlation	-.081	.051	1
	Sig. (2-tailed)	.578	.727	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Listwise N=50

SUGGESTIONS

- ❖ Further strengthen the campus climate of respect, civility and mutual appreciation.
- ❖ Foster community building and engagement through inclusion.
- ❖ Facilitate constructive discussion and act as a conduit to action for individuals and groups to promote inclusiveness among the campus community.
- ❖ Generate innovative thinking and offer solutions to assist in the resolution of campus climate issues.
- ❖ Promote the identification and sharing of best practices that promote diversity and tolerance.
- ❖ Encouraging active student and staff participation
- ❖ Analysing views of every one without any discrimination
- ❖ Parents involvement and transparent strategy formulation

CONCLUSION

The culture or climate of an organization cannot be qualified or legislated. It is shaped by tradition, values, and attitudes, many of which are unexpressed. Thus, changing the campus climate can be a difficult and elusive task. But, because the climate is so central to all other efforts to improve minority participation, it is both the point of departure and the culmination of all other efforts. Further strengthening the campus

climate of respect, civility and mutual appreciation is important to Foster community building and engagement through inclusion which will in turn facilitate constructive discussion and act as a conduit to action for individuals and groups to promote inclusiveness among the campus community. Students and staff must think and work on developing innovative thinking and offer solutions to assist in the resolution of campus climate issues. A positive study environment among cultural aspects and harmonious climate will promote student performance .

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