



Impact of Campus Climate on the Achievement of U.G Students of Kolkata in West Bengal

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Abstract:

It is the campus of an educational institution where students get unique opportunity to physically mix with various types of students, teachers and community members. Therefore, the present researchers have become curious to explore the effect of campus climate on the achievement of Undergraduate (UG) students of West Bengal. Therefore, a cross-sectional study has been undertaken in order to draw reliable data. A sample of 150 U.G students have been chosen from 10th Colleges of Kolkata in West Benga. For the purpose of analysis and synthesis of accumulated data, Z test has been administered and Pearsons Product Moment Method has also been administered. The result established positive impact of campus climate on students' academic achievement.

Key Words: Campus Climate, Academic Achievement, Undergraduate

Introduction:

Academic achievement is supposed to be the most significant outcome of educational institution. It indicates the outcome of the academic programme, that reflects how far the pupils have become successful to fulfil the goal of the specific course offered by the institution. Academic achievement is considered so much important because it plays vital role to make students fit for upcoming profession, allows then to join reasonable field of profession and support students flourish in the specific field (A I- Tameemi et.al -2023)

Nowadays, the world is rapidly changing in almost every walk of life such as science and technology, transport and communication, agriculture and industry etc. Education is not beyond its periphery. One can witness fast and huge change in the field of education towards progress in this sector. To keep up with this fast-changing world, educational institutions are making deliberate effort to develop their students desired behaviour through teaching- learning process (Ugur & Akin 2015). It is the educational institution where various desired behaviour and Competencies such as knowledge (facts concepts of specific discipline), skill (to understand

how something is done) and attitude (learning how to make a viewpoint or belief) are learnt and acquired by students through a wide range of programmes offered by educational institutions. How far students have gained the goal of educational programme can easily be known by their academic achievement result. In order to have a Clear picture of student's overall development, educators and researchers have given much emphasis on students psychological, social and environmental factors. (Kutsyuruba et.al,2015). So many factors including students' active participation in teaching learning process, interaction with peers and teachers' students' demographic criteria such as age, sex, their parental educational qualification has crucial effect on the academic achievement of students Saputra et.al, (2020)

)have identified campus climate as one of the major factors that influence the academic achievement of students. Unwanted incidents like ragging, bullism, racism and feeling of alienation and hostile campus environment contribute a lot to hinder students' success in college level. Therefore, we cannot but to admit the role of campus climate in enhancing achievement level of students in higher education institutions.

Now, the question arises to what extent is academic achievement affected by the environment of the campus of academic institution? What is impediments that pollute campus climate? To what extent are these things permissible in the campus? What are the measures essential to eradicate such imposters that prevail in the campus?

Campus climate occupies a major part of students' life because at least 5 or 6 hours of their daily life students spend at their academic campus. Therefore, it is naturally expected that campus climate has a vital role in shaping their life either by influencing their achievement or by affecting their views of life. So, it is much important to shed light in the structure nature, Components and other aspects of campus of an academic institution that form the campus climate.

Campus Climate:

Generally, campus climate refers to the overall atmosphere and environment of the campus of an academic institution. It is the very place where different students belonging to different age, sex, race, socio-economic background come and participate in the academic programme and after providing how much they become able to acquire the knowledge, skill or competencies designed to impart them through various courses, they leave the institution with a report card containing the support of their performance. Thus, through the whole tenure of the course, the campus climate remains an inseparable part of their academic life. So, the researchers find it important to thoroughly investigate the reciprocal relationship between campus climate and students' achievement.

Objectives:

1. To find out the effect of campus climate on students' academic achievement.
2. To find out the nature of campus climate as perceived by the students.
3. To find out the impact of sex in students' perception of their campus climate.
4. To explore the difference of academic achievement between male and female pupils.

Hypothesis:

Ho1: There is no significant relationship between campus climate and students' academic achievement.

Ho2: Students' perception of campus climate does not differ with their gender. Ho3: Students' academic achievement does not differ with their gender.

Population:

All the regular undergraduate students of arts, science and commerce streams of general colleges of Kolkata in West Bengal constituted the population of this study.

Sample:

For the purpose of collecting reliable data, the researchers had initially chosen some colleges located in Kolkata through random selection process. Ultimately 150 students were randomly selected from those colleges to make the sample for this study.

Variables:

Major Variable:

1. Independent Variable- Campus Climate
2. Dependent Variables- Academic Achievement

Minor Variables:

1. Gender- Male and Female

Methodology:

In order to collect relevant primary data, the researchers used cross-sectional study method as the target population of this study is all the students of I to VI semester of graduation level of West Bengal.

Analysis:

To make a valid and convincing inference and come to a reliable conclusion, all the assembled data have been carefully analysed. Based on the hypotheses, the complete available data have been categorised.

At first the data relating to campus climate perception of students have been cumulatively scored and serially arranged. Then from this data, median of the data has been calculated and this median calculated as 121 has been considered as the norm of campus climate perception. On the basis of the norm, it has been decided if the campus climate of colleges of Kolkata in West Bengal in general is favourable or not. Here the norm appears as 121 and 75 students have scored it as below norm that is unfavourable and 75 students as above norm which means that it is favourable.

For the purpose of getting a clear idea of the student's achievement, the researchers set 35 as the norm of the (50% marks of the end semester examination). It was Semester that 30% of total students score remain below 50% (35) and 70% students were successful to get more than 35 (50% of the full marks).

Achievement rate of both U.G Male & Female students has been shown in the following table.

Table 1: Percentage Distribution of Achievement of Male & Female U.G students

Gender	Achievement	Failure
Male	91.9% (50)	9.09% (5)
Female	57.89% (55)	42.10% (40)

The above table Represents the percentage distribution of achievement rate of male and female U.G students of Kolkata. From the table, it is seen that out of 55 male students, 50(91.9%) male students were successful to gain the achievement (more than 50% marks) while only 5 (9.09%) male students failed to reach achievement level. Comparatively out of 95 female U.G students, 55 (57.89%) female U.G students managed to achieve more than 50% marks (35 out of 70) while 40(42.10%) female U.G students scored below 35 (less than 50%) out of 70 marks.

For the purpose of verifying hypothesis 1 that is there is no significant relationship between campus climate and

students' academic achievement, the researchers have procured students achievement test score from the college record (end -semester result) and them placed those score side by side with the campus climate score. Then using Pearson Product Momen Method correlation between the two have been calculated. It appears as 0.26 which establishes a moderate positive correlation between campus climate and students' academic achievement.

The hypothesis "Students perception of campus climate does not differ with gender" is verified using a Z-test. To administer Z-test, the researchers have categorised all the available data relating to campus climate, into two gender male and female based on the reaction provided by male and female UG students. Then Mean, SD difference of standard error of mean of both the groups (Male & Female) have been calculated. Ultimately placing the data in a formula of Z-test, Z-test has been done. The calculated value of Z-test has appeared as 1.21 which is below critical value of Z in 0.05 and 0.01 confidence level which means that the null hypothesis is accepted. Thus, it is proved that there is no significant difference of perception of their campus climate between male and female students.

For the purpose of verification of the hypothesis, "students' academic achievement dose not differ with their gender", the data relating to their achievement have been categorised into two groups based on their gender namely male and female. Regarding the verification of this hypothesis, the same technique has been followed and Z- test has been administered. Here the calculated value appears as 1.98 which is above the table value of Z-test in the 0.05 confidence level. Therefore, in 0.05 level, the Null Hypothesis is rejected. But in 0.01 confidence level, it is less than the table value (2.58). So, as per confidence level in 0.01, the Null Hypothesis is accepted, because it is seemed that there is less probability of error. So, the researchers have taken 0.01 confidence level as the base of verification Hence, it is established from the verification of this hypothesis (based on 0.01 level of confidence) that there is no significant difference of academic achievement between male and female U.G students.

Finding of the study:

The researchers have made thorough analysis of the data assembled from the students who participated in the survey. Different statistical techniques have been applied to analyse and synthesise those data. Finally, after verification of hypothesis and interpretation of the data, the followings have been found:

1. 52.65% students marked their campus climate as mostly favourable.
2. 5.18% of students identified their campus climate as unfavourable.
3. 90.91% male students managed to get more than 50% score.
4. 9.09% male students fail to achieve 50% score.
5. 57.89% female U.G students got more than 50% score
6. 42.10% female students failed to gain more than 50% score
7. Male U.G students exhibited better achievement than female U.G students.
8. Difference of average achievement between male and female U.G students was $(40.27-35.47)= 4.8$
9. Overall achievement rate of all the U.G students (male &female together) was 70%.
10. A moderate positive correlation between Campus Climate and Academic Achievement had been found which was estimated as 0.26. It is proved that campus climate has a moderate positive impact on students' academic achievement.
11. From the combined median it was established that 50% students considered their campus as favourable while other 50% marked it as unfavourable. Therefore, is found that they had mixed approach towards their Campus Climate.
12. Based on hypothesis verification it was found that both male and female students share more or less similar experience of their campus.
13. Male and female students do not significantly differ in respect of their academic achievement.

Conclusion:

The study "Impact of Campus Climate on the Achievement of U.G Students of Kolkata, West Bengal" focuses that more than 50% U.G students found their campus as favourable indicating that they perceived their campus positively in general. However, a positive correlation between campus climate and students' academic

achievement with a co-efficient of 0.26 has been Shown by the correlation analysis. It implies that while Campus Climate is not the sole determinant of students' academic achievement, it has an important role in enhancing students' academic success. This finding may play a vital role in providing potential strategies to improve Campus Climate, leading to better academic achievement.

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