International Journal of Research Publication and Reviews

A Literature Based Study on Impact of School Environment on Students Psychological Well Being

Dr. B. Bhagyamma

Assistant Professor, University college of Education, Osmania University,Hyderabad-Telangana

ABSTRACT

Climate and environmental psychologists are becoming more common in the workplace as people become more environmentally conscious. Many work as research psychologists or clinicians with environmental expertise for nonprofits or the government. The aim of this paper is to review the literature on primary school student care, with a particular focus on the effects of environmental psychology, e-learning, learning style, and school design on student behaviour in elementary schools.

Keywords: Environmentally, Psychologists, Nonprofits, Government, Behavior

Introduction

Home environment is one of the most important influences on psychosocial development of young people (Cairns & Dawes, 1996; Garmezy, 1983). It has a direct and indirect impact on adolescent resiliency growth. Many research on resilience show that having a positive family environment helps to mitigate the harmful effects of risk factors. India also has one of the world's largest populations of teenagers. Addressing the health and development needs of teenagers is one of the most significant promises a nation can make for its future economic, social, and political growth and stability (Sharma,Grover & Chaturvedi, 2008). Adolescents in India and around the world have recently been one of the most vulnerable groups. Every year, it is estimated that over 100,000 people die by suicide in India, accounting for about 10% of all suicides worldwide. This rate has been found to be rising, with the majority of suicides occurring in younger age groups ("Suicides in India," n.d.). According to estimates, it is the fourth leading cause of death among teenagers aged 15 to 18, with a growing number of studies indicating that it is the leading cause of death among Indian teenagers (Bhattacharya, 2004).

Furthermore, educational success has been linked to mental health issues (Brännlund, Strandh, & Nilsson, 2017), and may be higher (and bullying rates lower) in schools with high levels of perceived involvement, including participation of students with mental health issues (Ahlström, 2010). The majority of research on the mental health of school-aged children and adolescents is conducted in medical journals, not education journals (Ragnarsson et al., 2019).

Objective

The goal of this study is to look into the protective factors at home and school, as well as other demographic factors, that lead to adolescent resilience. To see if there is any connection between adolescent resilience and their home environment.

Methodology

A home environment was described as one in which an adolescent participant has caring relationships with and healthy expectations from family members, as well as positive engagement in family matters, for the purposes of this study. The school atmosphere is an external protective factor defined in the current study as an environment in which an adolescent student has loving relationships with and healthy expectations from the school faculty and actively participates in school and class-related matters.

Discussion

Adolescent mental health has long been a source of concern, not only because of the psychobiological turmoil they experience, but also because of the growing psychosocial challenges they are likely to face during this period. It is critical to help today's teenagers improve resilience so that they can effectively cope with adversity caused by a variety of internal and external challenges. Despite the fact that researchers from all over the world, especially in India, have focused heavily on adolescent mental health, there are relatively few studies that directly address the issue of adolescent resilience.

Girls are under more pressure to do well at school and earn good grades than boys, according to educational studies on stress and academic achievement (Asp-Onsjö & Holm, 2014; Brolin Lftman & Modin, 2012; Giota & Gustafsson, 2016).

Nonetheless, since no broader longitudinal studies have studied these concerns, it is difficult to find scientific proof that children's and adolescents' health problems have risen over time (The Public Health Agency of Sweden, 2015).

The climate of a school is conducive to learning. It requires people's opinions of the school and whether or not it is a good place to learn.

Environmental components of schooling

1. *Creative Stimulation*: It refers to "teacher's activities to provide conditions and opportunities to stimulate creative thinking".
2. *Cognitive Encouragement*: It implies "teachers' behavior to stimulate cognitive development of student by encouraging his actions or behaviors".
3. *Permissiveness*: It indicates "a school climate in which students are provided opportunities to express their views freely and ac according to their desires with no interruption from teachers."
4. *Acceptance*: It implies "a measure of teachers' unconditional love, recognizing that students have the right to express feelings to uniqueness and to be autonomous individual. The teachers accept the feelings of students in a nonthreatening manner."
5. *Rejection*: It implies "a school climate in which teachers do not accord recognition to students rights to deviate, act freely be autonomous persons.
6. *Control*: It indicates "autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them.

Significance of School Climate for Students' Learning and Development:

Multiple aspects of students' learning and growth have been linked to their school environment. The impact of the environment on each of these dimensions of change is examined in turn, with a focus on results from studies of young adolescents (Brand et al., 2003). In large scale samples of students at the elementary and high school levels, the dimensions of school environment listed below have also been found to be linked to student learning and adjustment (2006) (Brand, Felner, Seitsinger, and Hupkau). To determine the impact of the school atmosphere on students' learning, researchers must look at differences in students' academic motivation as well as their performance on standardized achievement tests. Since students' goals, ambitions, and sense of self-efficacy affect their long-term adaptation to school as well as their decisions about pursuing advanced training and education, academic motivation deserves special attention. Students in schools with higher levels of student dedication to achievement perform higher on standardized reading and math exams. Furthermore, a number of dimensions have been linked to students' academic motivation. Teachers with higher school mean levels of teacher support, structure, constructive peer relationships, and instructional creativity have higher teacher standards, student goals, and academic effectiveness. Students showed higher self and teacher standards, academic goals, and effectiveness in schools where students reported less safety issues. Higher student self-expectations and academic ambitions were consistently linked to higher mean levels of support for cultural pluralism, while better grades and teacher expectations were linked to higher mean levels of student engagement in decision-making and lower levels of administrative harshness and negative peer experiences (T.Kalyani Devi 2007).

Other Importance of a Positive School Environment:

A positive school climate is a necessary component of a successful school. The school atmosphere is consistently described as a variable that is correlated with academic achievement and is a hallmark of successful schools.

Leadership, school setting, teacher/student relationship, curriculum teaching, resource and finance, physical environment, assessment, and parent/community relations are eight factors that characterise successful schools. The essence of a student's school setting has been shown to have a significant impact on how they learn, grow, and learn.

Many studies have shown that a positive school environment leads to better student results. If the school climate is positive, for example, the student is more likely to have higher achievement, a more positive self-concept, better attitudes, and higher expectations.

In certain cases, school environment may have a more indirect impact, such as encouraging students to participate in school assignments, sports, and attendance.

The school environment is a changeable variable that can influence a variety of outcomes; given the many unchangeable variables associated with the likelihood of school failure, the outcomes of a positive school environment are particularly motivating.

While educators cannot alter a student's socioeconomic status, mental illness proclivity, or skill level, changes in the learning environment can increase a student's chances of success and overall attitude toward failure. Rather than being reactive or remedial, improving the school environment is a proactive solution. A healthy school climate is a necessary condition for a productive job or learning experience.

When high expectations are set, relationships between staff and students are ordered and characterised, and parents are communicated with in a mutual manner. Then there's a good chance that students' grades and attitudes will change. Suspension rates are lower, attendance rates are higher, and students and parents are more satisfied in schools with a healthy school environment.

Conclusion

Human beings are constantly engulfed in a social atmosphere that not only alters the individual's structure or simply forces them to remember reality, but also provides him with a pre-programmed system of signs. It imposes a set of responsibilities on them. In a child's life, two environments, home and school, share a powerful room. The school climate is a variable that can have an effect on students' psychological well-being. Educators cannot alter a student's socioeconomic status or genetic predisposition to mental illness, but they can enhance their psychological well-being by changing their learning environment.

References

1. Ali, M. A., & Kamraju, M. (2020). Evaluation of Traffic Noise Pollution in Hyderabad City, Telangana State. *LULU PUBLICATION*, ISBN– 978-1-71682-711-2.

2. Asp-Onsjö, L., & Holm, A.-S. (2014). Styrning genom prov och betyg. In E. Öhrn & A.-S. Holm (Eds.), *Att lyckas i skolan. Om skolprestationer och kön i olika undervisningspraktiker* [To succeed in school. School results and gender in different educational practices] (pp. 31–55). Göteborg: Acta Universitatis Gothoburgensis.

3. Ahlström, B. (2010). Student participation and school success—the relationship between participation, grades and bullying among 9th grade students in sweden. *Education*

4. Bhattacharya, S. (2004). Indian teens have world's highest suicide rate, Retrieved Feb 20, 2008 from http://www.newscientist.com/article/dn4846-indian-teens-haveworlds-highest-suicide-rate.html.

5. Brand, S., Felner, R. D., Shim, M., Seitsinger, A., & Dumas, T. (2003). Middle school improvement and reform: Development and validation of a school-level assessment of climate. cultural pluralism and school safety. Journal of Educational Psychology, Vol 95. 570–588

6. Brand, S., Felner, R. D., Seitsinger, A, Burns, A. & Jung, E. (April, 2006). The longitudinal influence of school climate on developmental trajectories during early adolescence. Annual meeting of the American Educational Research Association. Chicago

7. Brännlund, A. , Strandh, M. , & Nilsson, K. (2017). Mental-health and educational achievement: The link between poor mental-health and upper secondary school completion and grades. *Journal of Mental Health* , 26(4), 318–325.

8. Brolin Låftman, S., & Modin, B. (2012). School-performance indicators and subjective health complaints: Are there gender differences? *Sociology of Health & Illness*, 34(4), 608–625.

9. Cairns, E. & Dawes, A. (1996). Children: ethnic and political violence: A commentary. Child Development, 67, 129-13

10. Garmezy, N. (1983). Stressors of childhood. In N. Garmezy & M. Rutter {Eds.),Stress, Coping and development in Children (pp. 43-84). New York, NY. McGraw-Hill Book Company.

11. Giota, J., & Gustafsson, J.-E. (2016). Perceived demands of schooling, stress and mental health: Changes from grade 6 to grade 9 as function of gender and cognitive ability. *Stress & Health*, 33(3), 1–14.

12. Kamraju, M. (2020). A Study on Educational Status and School Related Abilities in Model High School, Osmania University, Hyderabad. *Our Heritage*, ISSN No: 0474-9030, 68(1), 489–499. https://doi.org/10.26643/think-india

13. Kamraju, M., & Ali, M. A. (2020). Constrains Of Online Education In India. International Journal of Engineering Applied Sciences and Technology ISSN No. 2455-2143, 05(01), 399–402

14. Kamraju, M., & Ali, M. A. (2017). Socio-Economic Status Of Working Women In Shamshabad Area. Jai Maa Saraswati Gyanadyani, ISSN No: 2454- 8367 e-ISJN-A4372-3118, 2(4), 135–152.

15. Kamraju, M., & Ali, M. A. (2017). Importance of Health and Fitness in Life. *Asian Journal of Physical Education & Computer Science in Sports*, ISSN No: 09757732, 17(01), 41–43.

16. Sucides in India, (n.d.). Retrieved January, 12, 2008 from Web site:http://www.maithrikochi.org/india_suicide_statistics.htm#Age

17. The Public Health Agency of Sweden [Folkhälsomyndigheten]. (2015). *Kortversion av: Varför har den psykiska ohälsan ökat bland barn och unga i Sverige? Utvecklingen under perioden 1985-2014* [Short version of: Why has mental illness increased among children and adolescents in Sweden?]. Stockholm: Forte.

18. T.Kalyani Devi (2007). Home And School Environment. Discovery publishing house. 9-11.