



# A Study On The Relationship Between Perceived Campus Climate And Students' Academic Engagement In Higher Education Institutions Of North 24 Parganas District In West Bengal

<sup>1</sup>Dina Das, <sup>2</sup>Sukumar Biswas, <sup>3</sup>Prof. Prokash Biswas

<sup>1</sup>Assistant Professor at Gobardanga Hindu College, Department of B.Ed,

<sup>2</sup>Assistant Teacher at Saibona Aghorenath High School (H.S), <sup>3</sup>Department of Education, Jadavpur University (HOD)

## Abstract:

It is empirically proved through various researches that engagement in anything increases the possibility of success in that matter. This is also true in case of academic engagement. If a student engages minutely in academic activities, it will bring him success in that field. Now that a majority of academic activities take place in the campus, it is expected that the campus climate should have a bearing on their achievement. Hence, the present researchers wished to examine the effect of campus climate on the academic engagement of higher education students of north 24 Parganas District. So, a cross-sectional survey method was utilized and data was collected from 160 male and female students of different colleges and universities located in North 24 Parganas District. The result confirmed strong positive correlation between campus climate and students' academic engagement.

**Key Words:** Campus Climate, Academic Engagement, Higher Education

## Introduction:

The aim of today's education being all-round development of the learners, almost all the education administration of developed and developing countries of the world are making deliberate effort to provide their students high quality and most improved and updated educational experiences in their capacities. The education sectors of almost all the countries are doing their best possible arrangement to meet the need of hour. In the micro-level, the educational institutions are also continuously working to deliver high quality educational experience to their students.

As part of this endeavour educational institutions are constantly improving services and facilities meant for their pupils. It is taken for granted that favourable campus climate renders a lot to attract students' attention. Besides, a favourable campus climate may be able to draw students' attention towards academic affairs. Thus, it is thought that favourable campus climate may put a considerable impact on students' academic engagement

which in turn may lead to academic achievement. Therefore, the researchers became curious to know if campus climate has any significant impact on the academic engagement of higher education students.

## **Perceived Campus Climate:**

Perceived campus Climate refers to how students feel the climate of the campus of the academic institution where they go for education. It refers to the overall atmosphere, environment and life within an academic institution. Cofmen et.al (2009) define school campus climate as a characteristics of school life which is made of the practices, customs, rules, inter-personal relationship teaching and learning practices of people who affect and are affect by school climate.

## **Academic Engagement:**

We often interchangeably use involvement and engagement. But there is a slight difference between these two terms. Involvement refers to doing with while engagement indicates doing too. Thus, academic engagement implies going beyond involvement. It does not indicate only staying with something rather it focuses on minute devotion to that activity. Thus, academic engagement refers to students' devotion to academic affair and active participation in those activities leading to improved behavioural change and positive attitude towards academic activities.

## **Hypotheses:**

Ho1: Students' academic engagement does not differ with their campus climate.

Ho2: There is no significant difference perception of campus climate between Male and female students.

Ho3: Academic Engagement of students does not significantly differ with their gender.

## **Objectives:**

1. To detect the effect of campus climate on the academic engagement of students.
2. To determine the nature of campus climate as felt by the students.
3. To compare and contrast the campus climate perception between and female students.
4. To detect the difference of academic engagement between Male and Female students.
5. To find out the difference of perception of campus climate between male and female students.

## **Method:**

For the purpose of getting valid and reliable data, cross-sectional survey design was followed in this study.

## **Population:**

The population for this study was made up of both undergraduate and post graduate students studding in the colleges and universities located in the district of North 24 Parganas.

## **Sample:**

To get representative sample the researchers applied simple random sampling technique. Initially a university from rural area and another from urban area along with the colleges under their control were purposively chosen and then students were drawn into the study as sample through simple stratified random technique. Here the researchers had applied a lottery system to take necessary sample. The sample size was drawn proportionately on the basis of student's strength of both the universities.

## Data collection tools:

The researchers took adequate caution to collect reliable and valid data that could be representative of the authentic characteristics of the population. Therefore, a teacher made questionnaire was made in the form of a five- dimensional Likert scale. Its validity was confined by taking necessary opinion of some experts. Its reliability was checked through a pilot survey in which parallel questionnaire was used.

The survey questionnaire was consisted of two parts (part I and part II). Part I was formed with 29 items dealing with campus climate related and part II was made with 28 items centring round academic engagement aspect of students. All the items of both the parts (part I & part II) were made of five dimensions with same alternatives in the same increasing degree such as “never/occasionally/ sometime/often/always”.

Thus, the scale from the very left denotes absolute opposing or unfavoured and the rightest position indicates most favourable response to the items. The researchers have compiled aspects of campus climate such as general perception of leaders, college and university connectedness, general climate, general environment and infrastructure, general perception of teachers, general perception of security. Part II of the questionnaire consists of six aspects of students’ academic engagement like value of the institution, value of the course, professors’ co-operation and institutions, personal relationship with friend-groups, professional utility of the programme, personal relationship with staff.

## Discussion:

Data analysis was carefully done to have a proper knowledge of the student’s perception of their campus climate and of their actual feeling and understanding of their academic engagement. On the basis of the hypotheses and objectives, the researchers had classified the assembled data into some categories and tried to interpret them by using statistical techniques. Besides, the data of each part (part I and part II ) was tabulated in terms of the dimension already mentioned in the data collection tool section.

**Table-1 Campus climate**

Gender	Never	Occasionally	Sometime	Often	Always	Total
Male	15 0.89%	80 4.76%	365 21.72%	310 18.45%	910 54.16%	1680
Female	110 4.45%	160 6.47%	495 20.04%	430 17.40%	1275 51.61%	2470
	125 5.18%				2185 52.65%	4150

Describes the numerical as well as percentage distribution of response-oriented data supplied by male and female students of higher education section in the district of north 24 parganas regarding their perception of the campus climate in which they take their education. It reveals that out of 1680 responses of male students 15 (0.89%), 80(4.76%), 365(21.72%), 310 (18.45%) and 910 (54.16%), considered their campus climate as unfavourable, slightly favourable, medium much favourable and mostly favourable respectively. In comparison to their male counterparts, out of 2470 responses of female students 110 (4.45%),160 (6.47%),495 (20.04%),430 (17.40%) and1275 (51.61%) found their campus as unfavourable, slightly favourable, medium favourable, much favourable, and mostly favourable respectively.

**Table-2 Students Academic Engagement**

Gender	Unfavourable	Slightly Favourable	Medium Favourable	Much Favourable	Mostly Favourable	Total
Male	140 (9.65%)	75 (5.17%)	220 (15.17%)	250 (17.24%)	765 (52.75%)	1450
Female	235 (9.61%)	120 (4.90%)	265 (10.83%)	465 (19.1%)	1360 (55.62%)	2445

Depicts the numerical along with percentage distribution of academic engagement of both male and female students. It shows that out of 1450 responses of male students 140 (9.65%), 75 (5.17%), 220 (15.17%), 250 (17.24%), and 765 (52.75%), felt detached/ unengaged, slightly engaged, medium engaged, much engaged and mostly engaged respectively. Comparatively, out of 2445 response of female students 235 (9.61%), 120 (4.90%), 265 (10.83%), 465 (19.1%) and 1360 (55.62%), reported detachment/ engagement, slight engagement, medium engagement, much engagement and most engagement respectively.

The researchers made an assessment of correlation between Perceived Campus Climate and Students Academic Engagement. Here Pearsons Product Moment Method was applied and a strong positive correlation was found as the correlation ( $r$ ) appeared as 0.71 between the two variables.

Thus, HO.1 – I was proved authentic by applying correlation between Perceived Campus Climate and Academic Engagement of students.

HO.2 – Was verified using Z-test. To administer Z-test, the researchers categorised the assembled data relating to Perceived Campus Climate into Male & Female. Then Mean, SD and Difference of stand Error of Mean of both the groups namely male and female was calculated. Then placing them in a formula the Z value of the groups was found as 1.14 which is lower then the critical value of Z in 0.05 and 0.01 level of confidence level. It means that the Null Hypothesis is accepted. It means that perception of campus climate dose not significantly differ with student's gender.

In order to verify the hypothesis, Academic Engagement of students does not significantly differ with gender, the researchers calculated Z-test value relating to academic engagement related data of male and female categories of students. The estimated Z value here is 1.64 while the critical value of Z in 0.05 and 0.01 level as 1.96 and 2.58 respectively. Therefore, the noll hypothesis is accepted. Hence, it is confirmed that there is no significant difference academic engagement between male & female students.

## Major Findings:

The survey was conducted from 08/07/2024 to 24/04/2025 and after elaborate analysis and synthesis of the data gathered from the primary sources, it was found that:

1. More than 50% students (54.16% male and 51.61% female) perceived their campus most favourable.
2. Below 5% students think their campus was unfavourable (0.89% male & 4.45% female)
3. Male and Female students perceived their campus almost as the same.
4. More than 50% students including 52.75% male and 55.62% female felt academically engaged with their institutions.
5. Below 10% students (9.65% male & 9.61% female) did not feel engaged to their academic institutions.
6. Perceived Campus Climate had a slight positive correlation with students' academic engagement ( $r = 0.26$ ). Thus, it was established that perception of campus climate had a slight impact on students' engagement.
7. It was found that there was no significant difference of academic engagement between male and female students.

## Conclusion:

The analysis and synthesis of the data gathered lead us to conclude that campus climate has a major role to play in the process of engagement students in their academic affairs. So, it is high time for the academic administration to take care to improve the campus climate. They must make the campus safe and students friendly. Otherwise, the principal aim of bringing all round development and providing quality education to students will wash away. So, all stake holders should come forward to campus climate of educational institutions.

## References:

1. Wong, N., Lam, C. C., & Kong, Q. (2003). The relationship between student engagement and learning outcome in mathematics. *Curriculum and Teaching*, 18(1), 81–95.
2. Caraway, K., Tucker, C. M., & Reinke, M. W. (2003). Self-efficacy, goal orientation, and fear of failure as predictors of school engagement in high school students. *Psychology in the Schools*, 40, 417-427.
3. Chen, D., Yang, C., Bear, G., & Zhen, S. (2013). School engagement as mediator between school climate and achievement. *National Association of School Psychologist*. Seattle.
4. Dotterer, A. M., & Lowe, K. (2011). Classroom context, school engagement, and academic achievement in early adolescence. *Journal of Youth and Adolescence*, 40(12), 1649-1660.
5. Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Education Psychology*, 95, 148-162.
6. King, R. B. (2015, 28 July). Sense of relatedness boosts engagement, achievement, and well-being: A latent growth model study. *Contemporary Educational Psychology*, 42, 26-38.
7. Li, Y., & Lerner, M. R. (2011). Trajectories of school engagement during adolescence: Implications for grade, depression, delinquency, and substance use. *Developmental Psychology*, 47, 233-247.
8. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the School*, 45(5), 369-386.

