



School Atmosphere Analysis: A Comprehensive Study Of Grade XI Student Experiences At SHRISHTI School

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Abstract: This study examines the school atmosphere and adaptation experiences of Grade XI students at SHRISHTI School, encompassing both Matriculation and Central Board of Secondary Education (CBSE) curriculum streams. A cross-sectional survey was conducted among 624 enrolled students, with 470 participants responding (response rate: 75.3%). The research investigated five key dimensions: institutional selection factors, school atmosphere adaptation, peer relationships, teacher-student interactions, and learning environment satisfaction. Results indicate predominantly positive experiences across all measured dimensions, with 356 CBSE and 114 Matriculation students participating. The majority of students (89%) reported smooth or mostly positive transitions to the new school environment, while teacher-student relationships received exceptionally high ratings (93% excellent/good). However, areas for improvement were identified, particularly in peer relationship facilitation where 18 students reported feeling disconnected. These findings provide valuable insights for educational administrators seeking to enhance student integration and institutional effectiveness.

Index Terms - School atmosphere, Student adaptation, Grade XI students, Teacher-student relationships, Educational transition.

I. INTRODUCTION

The transition to a new educational environment represents a critical juncture in students' academic and social development, particularly for Grade XI students who face the dual challenges of adapting to new institutional cultures while navigating increased academic demands. School atmosphere, defined as the collective perception of institutional climate, interpersonal relationships, and learning conditions, significantly influences student engagement, academic performance, and overall well-being [1][2].

SHRISHTI School, serving both Matriculation and CBSE curriculum students, represents a diverse educational environment where understanding student experiences becomes paramount for institutional improvement. Previous research has demonstrated that positive school atmospheres correlate with enhanced learning outcomes, reduced dropout rates, and improved student satisfaction. However, limited research has specifically examined the adaptation experiences of Grade XI students in mixed-curriculum educational settings [3][4].

The primary objective of this research is to comprehensively analyze the school atmosphere experienced by Grade XI students at SHRISHTI School, examining multiple dimensions of their educational experience. Specifically, this study seeks to: (1) identify factors influencing school selection decisions, (2) assess adaptation to the new school environment, (3) evaluate peer relationship formation, (4) examine teacher-student relationship quality, and (5) analyze satisfaction with the learning environment [5][6][7].

II. METHODS

Research Design

This study employed a cross-sectional survey design to capture student perceptions and experiences during their initial adaptation period at SHRISHTI School. The research commenced on June 26, 2023, allowing sufficient time for students to develop informed perspectives about their new educational environment.

Participants

The target population consisted of all Grade XI students enrolled at SHRISHTI School ($N = 624$), representing both Matriculation ($n = 114$) and CBSE curriculum streams ($n = 356$). A total of 470 students participated in the survey, yielding a response rate of 75.3%. The sample included students from diverse academic backgrounds who had recently transitioned to the school environment.

Data Collection Instrument

A structured questionnaire was developed to assess five primary domains:

1. **School Selection Factors:** Sources of information and reasons for choosing SHRISHTI School
2. **School Atmosphere:** Perceptions of institutional climate and adaptation experiences
3. **Peer Relationships:** Social integration and friendship formation
4. **Teacher-Student Relationships:** Quality of interactions with faculty
5. **Learning Environment:** Satisfaction with pedagogical approaches and content delivery

Data Collection Procedure

Survey administration followed standardized protocols to ensure response consistency and minimize bias. Participants completed questionnaires during designated class periods under supervision of research personnel. Informed consent was obtained from all participants, with assurance of confidentiality and voluntary participation.

Data Analysis

Descriptive statistics were computed for all variables, with frequency distributions and percentages calculated for categorical responses. Data visualization through bar charts facilitated pattern identification and result presentation.

III. RESULTS

SCHOOL SELECTION AND INFORMATION SOURCES

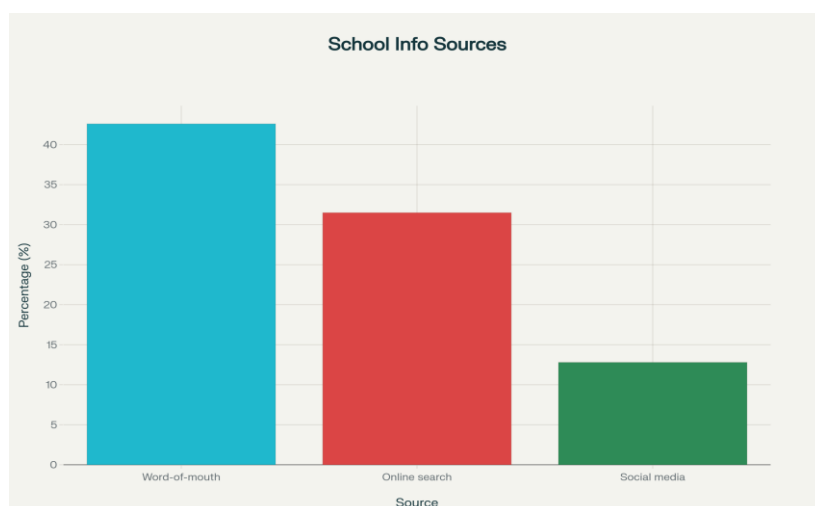
Analysis of information-seeking behaviors revealed that **word-of-mouth recommendations** emerged as the primary information source, with 200 students (42.6%) indicating they learned about SHRISHTI through neighbors, family, and colleagues. Online searches and website visits constituted the second most common information source ($n = 148$, 31.5%), followed by social media engagement ($n = 60$, 12.8%).

Regarding selection criteria, **academic reputation** was the most influential factor in school choice ($n = 200$, 42.6%), followed by **convenient location** ($n = 148$, 31.5%). Other significant factors included positive reviews and recommendations ($n = 60$, 12.8%), teaching quality and student training programs ($n = 40$, 8.5%), and advanced technology and resources ($n = 22$, 4.7%).

Separate Graphical Representations for SHRISHTI School Grade XI Student Survey

Here are the individual bar charts for each dimension of the SHRISHTI School atmosphere study:

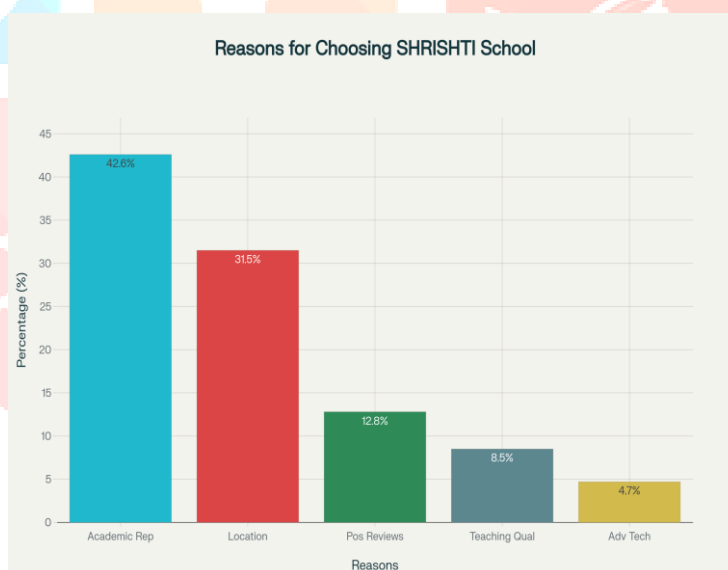
1. School Selection Information Sources



Graph 1 - Bar chart showing School Selection Information Sources percentages for Grade XI students at SHRISHTI School.

This chart shows how Grade XI students learned about SHRISHTI School, with word-of-mouth recommendations being the dominant source at 42.6%, followed by online searches at 31.5% and social media at 12.8%.

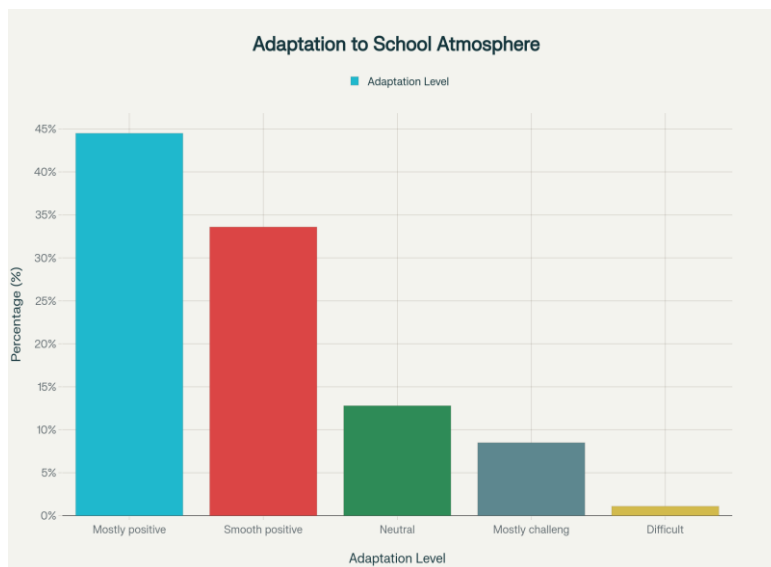
2. Reasons for Choosing SHRISHTI School



Graph 2 - Separate bar charts for each dimension of SHRISHTI School Grade XI student survey results.

This visualization displays the primary factors influencing school selection decisions, with academic reputation leading at 42.6%, convenient location at 31.5%, and other factors including positive reviews, teaching quality, and advanced technology resources.

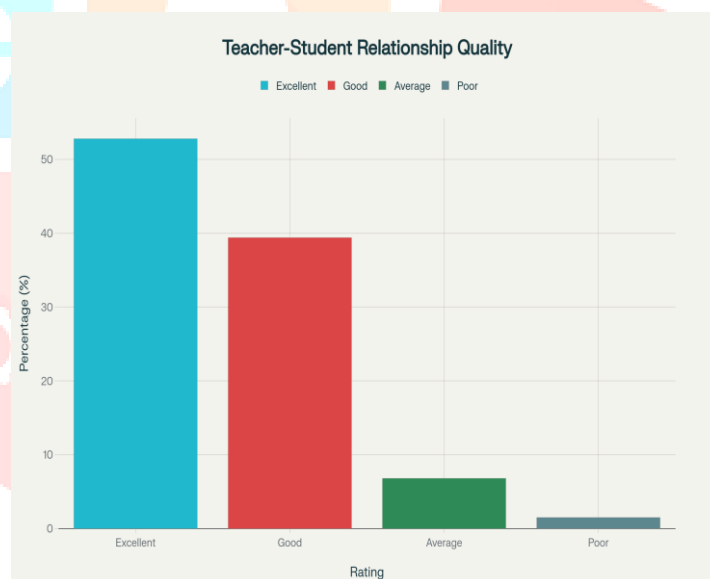
3. Student Adaptation to School Atmosphere



Graph 3 - Bar chart showing percentages of student adaptation experiences to the school atmosphere at SHRISHTI School.

This chart illustrates how well Grade XI students adapted to their new school environment, showing that 78.1% experienced positive transitions (44.5% mostly positive and 33.6% smooth & positive), while only 9.6% faced significant challenges.

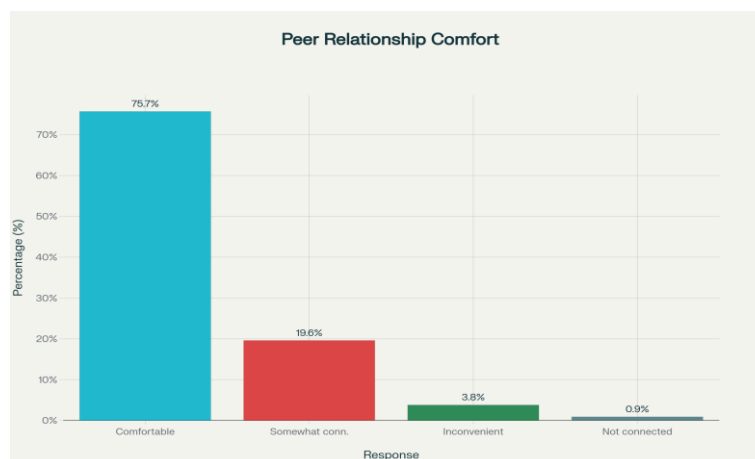
4. Teacher-Student Relationship Quality



Graph 4 - Bar chart showing teacher-student relationship quality ratings from Grade XI students at SHRISHTI School.

This graph demonstrates the exceptionally high quality of teacher-student relationships, with 92.2% of students rating their relationships with faculty as excellent (52.8%) or good (39.4%).

5. Peer Relationship Comfort Levels



Graph 5 - Bar chart showing peer relationship comfort levels reported by Grade XI students at SHRISHTI School.

This chart shows peer relationship dynamics among students, with 75.7% feeling comfortable in their social interactions, though 4.7% of students experienced some level of disconnection or inconvenience with their classmates.

School Atmosphere and Adaptation

Student adaptation to the new school environment showed predominantly positive patterns. The majority of respondents (n = 209, 44.5%) reported **mostly positive experiences with few challenges**, while 158 students (33.6%) described their transition as **smooth and positive**. A smaller proportion maintained neutral perspectives (n = 60, 12.8%), while only 40 students (8.5%) found the transition mostly challenging. Notably, merely 5 students (1.1%) characterized their experience as difficult and overwhelming.

Teacher-Student Relationships

Teacher-student relationship quality received exceptionally high ratings, with 248 students (52.8%) rating relationships as **excellent** and 185 students (39.4%) rating them as **good**. Only 32 students (6.8%) provided average ratings, while 7 students (1.5%) rated relationships as poor. These results indicate strong faculty-student rapport across the institution.

Peer Relationships

Peer relationship analysis revealed that 356 students (75.7%) felt **comfortable** in their social interactions, while 92 students (19.6%) reported feeling **somewhat connected**. However, 18 students (3.8%) experienced inconvenience in peer relationships, and 4 students (0.9%) felt disconnected from their classmates.

Learning Environment Satisfaction

Learning environment satisfaction showed high overall approval, with 283 students (60.2%) expressing being **very satisfied** and 126 students (26.8%) reporting satisfaction. Sixty students (12.8%) maintained neutral positions, while only 3 students (0.6%) expressed dissatisfaction.

IV. DISCUSSION

The findings reveal a predominantly positive institutional atmosphere at SHRISHTI School, with several noteworthy implications for educational practice and policy. The strong reliance on word-of-mouth recommendations (42.6%) suggests robust community satisfaction and indicates the school's positive reputation within local networks. This finding aligns with research demonstrating that personal recommendations carry significant weight in educational decision-making processes [8][9][10].

The emphasis on academic reputation as the primary selection criterion (42.6%) reflects parent and student prioritization of educational quality, suggesting that SHRISHTI School has successfully established credibility in academic performance. The secondary importance of location convenience (31.5%) indicates practical considerations in school selection while not compromising academic standards [11][12][13].

The predominantly smooth adaptation experiences (78.1% reporting positive or mostly positive transitions) suggest effective institutional support systems and welcoming school culture. However, the 10% of students experiencing significant challenges warrants attention, particularly the 5 students finding the transition overwhelming. These cases may require targeted intervention strategies and enhanced support mechanisms [14][15].

The exceptional teacher-student relationship ratings (92.2% excellent/good) represent a significant institutional strength, potentially contributing to positive learning outcomes and student retention. This finding supports research linking strong teacher-student relationships to improved academic performance and social-emotional development [16][17].

While peer relationship outcomes were generally positive (75.7% comfortable), the 18 students experiencing inconvenience and 4 feeling disconnected highlight opportunities for enhanced social integration programming. Implementation of structured peer mentoring, social activities, and collaborative learning approaches could address these concerns [18][19].

The high learning environment satisfaction (87% very satisfied/satisfied) indicates effective pedagogical approaches and curriculum delivery. The minimal dissatisfaction (0.6%) suggests institutional success in meeting diverse learning needs across both curriculum streams [20].

V. CONCLUSION

This comprehensive analysis demonstrates that SHRISHTI School provides a generally positive educational environment for Grade XI students across both Matriculation and CBSE curricula. The institution's strengths include strong academic reputation, excellent teacher-student relationships, effective learning environments, and successful student adaptation processes.

However, opportunities for improvement exist, particularly in enhancing peer relationship facilitation and providing additional support for students experiencing transition difficulties. Recommendations include implementing structured social integration programs, developing targeted support systems for students facing adaptation challenges, and maintaining the high standards in teacher-student relationships and learning environment quality.

Future research should examine longitudinal adaptation patterns, investigate specific factors contributing to challenging transitions, and explore the differential experiences between Matriculation and CBSE students. Additionally, qualitative studies could provide deeper insights into student experiences and inform evidence-based improvement strategies.

The findings contribute to the broader understanding of school atmosphere dynamics and provide actionable insights for educational administrators seeking to enhance student experiences and institutional effectiveness..

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