

Impact of School Climate on Marginalized Students: A Meta-Analysis

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Abstract— School climate is considered as one of the important features that will decide the types of the climatic condition of the institute. The school climate attracts the employee and also the students if the climatic condition is favorable to work otherwise, they will walk away if the condition is pathetic. Marginalized society is a group of disadvantaged societies who prefer to live in isolation and they are handicapped on contributing to the public life. The students with marginalized individualities are at high risk of drop out due to different factors that will bring adverse impact on achieving the universalization of enrollment RMSA (2009). The review of different literature reveals that a series of strategies can be carried out by the schools to increase the retention of marginalized and at-risk students. It is very important for the school to identify the need to encourage in building relationships among students, parents, community, and teachers so that the students will be able to realize their potentialities and feel the importance of education. Next, the school needs to design different activities and programs that will make connections and build relationships among students with students, students with teachers and students with school. The school should mostly focus on giving importance on personal issues (individual) rather than in general, this will make a student feel attached and cared by the school thus increasing the enrollment of the marginalized students. For the students with a high need for emotional and psychological care, the school should be able to support and provide assistance without discrimination to all groups or individuals.

Keywords—marginalized, disadvantaged societies, universalization, dropouts, retention.

I. INTRODUCTION

School Climate denotes the features and atmosphere of the school. It is the lifeline of the students as they are preparing for the future. School is everything for the children, their soul and heart. So, the school climate is very important and it means a lot for the children to grow emotionally, physically and mentally. For the good school, children are emotionally attached and they have no fear of going to school. It is mandatory to have a positive school culture, meaning the child should feel safe both in terms of physical, emotional and social. Many researches have proven that academic performance and the development of social relation depends upon the school climate along with other factors. Best school climate always does bring the better result in children's performance and also increases the enrollment of the children. A few dimensions that need to be considering for good schools are a safe learning

environment, good community relations, student teacher's relationship, free from malpractices and student and parents' satisfaction. It is described that the school climate is considered as a community element of personalities that is planned and managed in order to meet a requirement to pursue communal goals. Individuals' establishment of school in order to achieve the aims that they are incapable of accomplishing by the individual (Can, 1994). Every school has a set of designed goal and the achievement of the goal depend on the practice and the committee system that the school management placed.

The deprived or marginalized section generally includes a disadvantaged group of people who are besieged to gain access to full partaking in social activities with other general groups. India is very rich in cultural diversity and the impact of diversity is very much prevailing in the life of school-going children. Marginalized children are those children who are excluded, ignored, or neglected and considered as a vulnerable group of children. Protection and supporting intervention are very much required to up-bring them to provide common education. We can understand from the present scenario that the children from marginalized groups perform unsatisfactorily due to various reasons. The students from marginalized society, who emerged from deprived society such as differences in color, poverty, immigrant section, lack of English-speaking ability, learning disability, and the self-esteem and confidence of children can bring permanent damaged. The school needs to recognize their learning abilities and provide timely assistance to learn and broaden their confidence in learning. Schools can take an extra initiative to address some of the turmoil such as emotional, social and economic which threaten and makes their life difficult. The number of drop out will increase which further will lead to early marriage, child labor, drugs, illegal business, exhortation, pretty thief, and the list goes on, and also, they will also be an easy target for the prostitute, child trafficking, begging and kidnapping.

So, it is mandatory for the schools to have a very good climate that will support the enrollment of the marginalized group of children. The management of the school depends on how innovative and dedicated the school principal is, otherwise the school will not cater the needs of the children in learning but rather function as a breeding ground for corruption and hooliganism.

II. LITERATURE

Okun, (2010) reported teaching in the classes where the students are from diverse backgrounds through social justice efficiently decreases the need for the success, because teachers and administrators take very high accountability in student learning and higher hopes from students.

Smith (2010) stated that a well-established school should possess an advantageous atmosphere that encourages performances in academic and is beneficial for learners. Schools with encouraging environment contribute to high academic morals and caring academic environment will have adverse result on constructive impact of both teaching and learning. The school with good atmosphere will motivate children to work and go for academic excellence. This in turn will attract the children of all category without any discriminatory and benefits.

Hoy et al. (2010) accentuated that the support of school climate grants a varied variety of benefits to all members of community comprising students, teachers, parents, and principals to work together, to replicate on instruction, and to bring changes of development through a shared sense of goal toward development of school effectiveness. The researcher further shared out that closer school climates boost both mutual and friendly relationships among learning society which may bring the higher result in a sense of teacher professionalism.

Schneider et al. (2011) stated that school climate could be explained as the communal perceptions and is committed to the guidelines, practices, and processes of pupil's practice and the performances they observe in getting rewarded expected support.

McKenzie & Scheurich (2014) find out that the administrators should embrace free and fair administrative practices to encourage fairness in schools. School can timely monitor their educators in probing favoritisms through inquiring and discovering, and frequent dialogue with them during school hours.

Riley (2015) reveals that "the school should recognize that the academic child is not easily separated from the social, emotional, and economic turmoil that often undermines his/her real opportunities to learn". It means that the school climate should support any children and produce healthier support systems to enhance opportunities for learners in learning.

Adair & Alejandra (2014), Adair (2015) recommends five endorsements to address insight in schools for the disadvantaged section of children. First, the teachers should track for mutual relationships with parents and communities to support the student for classroom success and abate pressure on the parents. Second, the major concern is with schools, the institute needs to consider the diversity of cultural and ethnic in the classrooms and build the environment to cater to all the needs of those children. Next, again the pedagogical approach used by the teachers should allow for diverse standpoints and tactics in learning, and also encourages learners in practicing critical thinking. Fourth, schools and teachers need proper planning that will prepare all teachers to work efficiently with marginalized students by highlighting diversity needs. Finally, the

administration should finance the programs that are effective that will provide the marginalized group with high-quality and demanding academic involvement.

Pawan Kumar (2015) study on "Impact of Gender and Socio-Emotional School Climate on Achievement Motivation of Tribal Students" reveals that "gender in tribal students have no effect in achievement motivation while the social, emotional and socio-emotional climate of school has a significant effect on achievement motivation of tribal students". It is an indication that there is still some school which gives ways to social perception and socio-emotional which as a result affects the motivation of the students of marginalized sections.

According to McKibben (2016) study reveals that student from economically background and transgender charge the maximum charges of physical and verbal harassment in the schools, which frequently results in absenteeism and failure in academic achievements. Here lies the disaster of the administrator for not taking up timely intervention at the early hours and the situation will even go worse if no action has been taken to solve the problem of the harassment in the school.

Layla J. Kurt (2017) proposed that many schools do have expert counselors and other educators who are very expert in the field of providing guidance and counseling. With their support school can create a conducive school climate that is innocuous, unbiased, and nurtures the well-being, and success for the children from different backward sections.

III. SIGNIFICANT

Scholar's Interpretation on school climate

Interpreted by	Concept/ Understanding
Smith; Hoy et.al : Okun (2010)	Well-established school enjoy an advantageous atmosphere that encouraging academics performances & closer school climates that enhances both mutual and friendly relationships among school society.
McKenzie & Scheurich (2014); McKenzie & Scheurich (2014)	The administrators should embrace free and fair leadership practices to encourage fairness in their schools and timely monitor their teachers.
Riley et al.; Adair; Pawan Kumar (2015)	Relationships with parents and communities coming from diverse backgrounds which as a result affects the motivation of the students of marginalized sections.
McKibben (2016);	School administration should

Layla J. Kurt (2017)	take up necessary intervention students' esp. for the children coming from economically background and transgender as they encounter the maximum charges of verbal and physical harassment in the school. With the support from the school management and capacity, school can implement remedial to create a conducive school climate.
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According to a study conducted during the time period of 2010-2017, different researcher reveals of having positive and significant inter-relationships among better school climate and marginalized students. The good school climate invites more students of diverse background and contributes to better student achievement. A study conducted by Adair (2015) suggested five recommendations to address discernment in schools for the disadvantaged section of children and if school address all the five recommendation the school can be consider as the best school and does attract students of diverse background.

IV. METHODOLOGY

The present study aims to examine the impact of school climate on marginalized students of different grade. Therefore, based on the on reviewing of different literature (2010-2017) the meta-analysis was being carried to find out the finding and the gaps among the research work carried out on the similar topic. The general findings reveal out that school environment bring greater impact on marginalized students and motivate children to select the school accordingly.

V. RECOMMENDATION

The findings revealed that the school climatic condition is very important for the attraction and retention of marginalized students and for that the management of the school plays a very crucial roles in motivating the admission of those backward classes of children. Even the enhancement of teacher's job performance depends on good climate of school organization. Therefore, it recommended that the duty of school administration is not just to manage the school but also to display positive leadership behavior to attract the students from varied background. Like-wise, well-established school enjoys an advantageous atmosphere that encourages academics

performances & closer school climates boost both mutual and friendly relationships among school society than the unorganized and un-favorable school climate. The next, school administration should take up required intervention students' coming from economically challenged background and transgender issue as they always encountered the maximum tariffs of verbal harassment and physical abuse in the school and with the support from the good school management, school can implement to create a conducive school climate.

VI. IMPLICATIONS

The presents study imply that the students of marginalized students tend to drop out at the early year and some even being victimized for the early marriage due no proper schooling. The favorable school climate invites the children of diverse background and minimize the early child dropout. The strong school culture that openly supports the children invites more from disadvantageous children thus creating scope to those children who are from relegated background. It has been found out that the school climate plays a vital role in attracting the children's admission and it includes varieties of factors such as staff behaviors, working environments, infrastructures, safety, support services, etc. The school administration should play a very responsible roles in developing and creating the environment that will retain the children of diverse background. However, the researcher recommends future researcher to explore on other factors that contributes to the raise is dropouts of the marginalized students which is considered to be the major concern of the education sectors.

VII. CONCLUSION

The school needs to understand the stigmatization that the children of marginalized sections undergo in society and schools need to create a better supporting system in enhancing their opportunities in learning in the schools. The school climate should be conducive and have the environment of the home then only learning will take place and children prefer the schools as home. The threat in the school, insecure environment, bullying by the high cast children, uncared teachers, forming groups, less interactive sessions, are some of the factors that will lead the children of deprived society to drop out and leave the school forever. Early drop out will lead to early marriage, child labor, drugs, illegal business, exhortation, pretty thief, and the list goes on. They will also be an easy target for the prostitute, child trafficking, begging and kidnapping. To avoid dropouts and increase intake of the children of marginalized society schools need to have a conducive school climate such as caring teachers, supportive interaction between school and parents, flexible

curriculum, an interactive session between children, free from bullies, and required to inculcate much nature of good schools.

By reviewing different literature, it was understood that school can carry out different strategies to increase the retention of marginalized students and at-risk students. The school needs to identify those needy children, and encourage in realizing their potentialities and feeling the importance of education. The school also needs to design different activities and programs that will make connections and build relationships among students with students, students with teachers and students with school. For the students with a high need for emotional and psychological care, the school needs to support and provide assistance. The school should also inculcate the sense of belongingness and appreciation of being in the school, and make them feel the school as their home without any risks of feeling left out. This will not only minimize the student drop out but also increases the enrollment of the marginalized group of children.

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