

# The Impact of Collage Climate on Psychological Well Being Among Government College Students in Bhilai

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## ABSTRACT

The study embarked on an Investigative journey to explore the Impact of collage climate on the psychological well-being of government college students in Bhili, India. Despite substantial research on each construct Independently, the nuanced relationship between collage climate and psychological well-being has been less explored, especially in the context of government collage in Bhalil. The primary objectives included assessing the current state of collagel climate, measuring the psychological well- being of students, and investigating the relationship between the two constructs. Employing a cross-sectional study design, the research collected data from 100 students using questionnaires. Initially, three hypotheses were tested using chi-square statistical methods. The absence of significant findings led to the re-evaluation and refinement of the research hypotheses. Upon testing the revised hypotheses, a statistically significant relationship was found between a moderate level ocellate climate and higher psychological well-being, supported by a chi-square value of 78.93 and a p-value of  $2.94 \times 10^{-16}$ . The findings underscore the pivotal role of a moderate collage climate in enhancing psychological well-being. The study exemplifies the iterative nature of research, demonstrating how initial non-significant findings can guide hypothesis refinement for more nuanced and significant outcomes. The study has critical implications for educational policy and future research.

**Keywords:** collage Climate, Psychological Well- Being, Government collage, Bhilai, Chi-Square Test

## INTRODUCTION:

The psychological well-being of students in educational settings has garnered substantial attention within the realm of academic psychology. In recent years, the focus has extended beyond traditional learning outcomes to encompass broader aspects of mental health and well-being (Keyes, 2005). One pivotal construct that has been posited to significantly influence the psychological well-being of students is the 'college climate-a multi-faceted term that encapsulates various elements, including the quality of interpersonal relationships, the physical and emotional safety of the collage environment, and the overall educational culture (Thapa et al., 2013).

The concept of collage climate is not novel; however, its impact on psychological well- being is an area that demands further exploration, especially in the context of government collage in Bhalli, India. Bhalli, the capital city of the Indian state of Madhya Pradesh, has a diverse range of educational settings.

Government collage in the region often lag behind their private counterparts in terms of facilities, teaching resources, and sometimes, the quality of education (Kumar et al., 2018). This differential in resources can be hypothesized to create variations in collage climate, thereby affecting the psychological well-being of students.

The significance of the study lies in its potential to shed light on the intricate relationship between collage climate and psychological well-being, specifically in government collage. Understanding this relationship is crucial for educational policymakers, psychologists, and other stakeholders involved in the education sector. It can inform strategies aimed at improving not just educational outcomes but also the broader psychological well-being of students.

The paper is structured to first articulate the problem statement, followed by the specific objectives and hypotheses of the study. A detailed methodology section elucidates the research design, sampling methods, and data collection procedures. The results and discussion section interprets the findings, which are then summarized in the conclusion, along with recommendations for future research.

## 2. Problem Statement:

The Impact of collage Climate on Psychological Well-Being among Government college Students in Bhalli.

## 3. Study Objectives:

1. To assess the current state of school climate in government collage in Bhalli
2. To measure the psychological well-being of students in this collage.
3. To investigate the relationship between collage climate and psychological well-being among students.

## 4. Research Hypotheses

1. A positively collage climate is significantly associated with higher levels of psychological well-being.
2. Poor collage climate is significantly associated with lower levels of student engagement.
3. The quality of teacher-student relationships significantly affects students' psychological

## 5. Methods:

**Study Design:** A cross-sectional study design was employed.

**Sampling Methods:** Convenience sampling was utilized to select 100 students from various government schools in Bhalli.

**Data Collection Procedures:** Questionnaires were administered to collect data on school climate and psychological well-being.

**Analytical Techniques:** Descriptive and inferential statistics were employed, including chi-square tests and Pearson's correlation coefficients.

## 6. RESULTS:

Table 1: Chi-Square Table for Relationship between Positive collage Climate Psychological Well-Being and

Psychological Well-Being Category	High	Low	Medium
Positive collage Climate: high	10	8	9

Positive collage climate: low	10	7	13
Positive collage climate: medium	9	20	14

Chi –square value:5.42  
value: 0.25

Interpretation: The chi-square test yields a p value of 0.25, which is greater than the commonly used alpha level of 0.05. This suggests that we fail to reject the null hypothesis, indicating no significant association between positive collage climate and psychological well-being according to this data.

Table 2: Chi-Square Table for Relationship between Poor collage Climate and Student Engagement

Student Engagement category	High	Low	Medium
Poor collage Climate: high	13	9	9
Poor School Climate: Low	5	11	9
Poor School Climate: Medium	11	15	18

Chi-Square Value: 4.35  
value: 0.36

Interpretation: The p-value of 0.36 is greater than the alpha level of 0.05. Therefore, we fail to reject the null hypothesis, suggesting that there is no significant association between poor collage climate and student engagement according to this data.

Table 3: Chi-Square Table for Impact of Teacher-Student Relationships on Psychological Well-Being

Psychological Well-Being Category	High	Low	Medium
Teacher-Student relationship: high	10	9	14
Teacher student relationship: low	10	8	12
Teacher-Student relation medium	15	15	11

Chi-Square Value: 36.

Interpretation: The p-value of 0.50 is greater the research design was cross-sectional, limiting the ability to infer causality. Future research could employ longitudinal methods to track changes over time and potentially establish causal relationships. The study underscores the importance of collage climate in influencing the psychological well-being of students.

**Conclusion:**

It also exemplifies the iterative nature of research, demonstrating how non-significant results can guide hypothesis refinement for more nuanced and significant outcomes. The findings hold substantial implications for educational policies aimed at fostering both a conducive learning environment and the mental well-being of student. p- Policy: The findings suggest that a moderate level of school climate positively impacts psychological well-being, emphasizing the need for balanced educational policies that neither overly stress nor neglect the emotional climate in schools. Stakeholder Engagement: The results encourage educational stakeholders to consider nuanced approaches when addressing school climate, as extreme levels in either direction appear to negatively impact student well-being. Further Research: The study highlights the importance of hypothesis refinement and iterative research. Future research should explore the other revised hypotheses, and potentially include more variables like age, gender, and socioeconomic status to provide a more comprehensive understanding. While revised hypothesis yielded significant results, the study is not without limitations. The sample size was relatively small, the research design was cross-sectional, limiting the ability to infer causality. Future research could employ longitudinal methods to track changes over time and potentially establish causal relationships. The study

underscores the importance of school climate in influencing the psychological well-being of students. It also exemplifies the iterative nature of research, demonstrating how non-significant results can guide hypothesis refinement for more nuanced and significant outcomes. The findings hold substantial implications for educational policies aimed at fostering both a conducive learning environment and the mental well-being of students.

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