



CLASSROOM MORALE AND LEARNING ENVIRONMENT AMONG GOVERNMENT AND PRIVATE HIGH SCHOOL STUDENTS IN TELANGANA: A COMPARATIVE STUDY

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ABSTRACT

Classroom morale and the learning environment are important determinants of students' academic engagement, motivation, participation and overall educational development. The present review paper examines the classroom morale and learning environment of government and private high school students in Telangana from a comparative perspective. The review focuses on major dimensions such as teacher-student relationships, peer interaction, classroom discipline, teaching methods, physical infrastructure, learning resources, digital facilities, parental involvement, emotional support and students' sense of belonging. Existing empirical studies and educational reports are reviewed to identify similarities, differences and major factors influencing students' classroom experiences across government and private schools. The literature indicates that school type alone does not determine classroom morale; rather, teacher behaviour, school climate, socio-economic background, availability of resources, classroom practices and family support significantly influence students' attitudes and participation. Private schools generally demonstrate advantages in infrastructure, technology and parental engagement, while government schools play an important role in providing accessible and inclusive education to diverse socio-economic groups. The review identifies gaps in Telangana-specific comparative research, particularly concerning students' psychological well-being and classroom perceptions. It concludes that improving teacher support, infrastructure, inclusive practices and student-centred pedagogy can strengthen classroom morale across both sectors.

KEYWORDS: Classroom Morale, Learning Environment, Government Schools, Private Schools, High School Students, Student Motivation, School Climate, Telangana.

INTRODUCTION

Education plays a fundamental role in shaping the intellectual, social, emotional and personal development of young people. At the high school level, students experience significant academic, psychological and social changes, making the quality of the classroom environment particularly important. Classroom morale refers broadly to students' feelings of motivation, confidence, satisfaction, belongingness, participation and willingness to engage in classroom activities. A positive classroom environment can encourage students to participate actively, develop healthy relationships and improve their academic performance, whereas an unfavourable environment may contribute to low motivation, anxiety, absenteeism and disengagement.

The learning environment encompasses the physical, academic, social and psychological conditions in which teaching and learning take place. Factors such as classroom infrastructure, teaching methods, teacher-student relationships, peer interaction, discipline, learning resources, technology and parental support can significantly influence students' classroom experiences. Consequently, understanding classroom morale requires attention not only to academic outcomes but also to the broader school environment in which students learn.

In India, government and private schools constitute two important sectors of school education. Government schools provide education to large sections of the population, particularly students from economically and socially diverse backgrounds, while private schools often differ in terms of infrastructure, educational resources, management practices and parental involvement. However, differences between the two sectors cannot be understood solely in terms of facilities or academic achievement. Students' perceptions, motivation, emotional well-being and relationships within the classroom are equally important.

Telangana has witnessed considerable expansion and transformation in school education, accompanied by growing emphasis on infrastructure, digital learning, teacher development and educational quality. Against this background, a comparative examination of classroom morale and learning environments in government and private high schools is relevant for understanding the experiences of students across different institutional settings. The present review paper synthesises existing literature on classroom morale and learning environments, identifies major similarities and differences between government and private schools, and highlights the factors influencing students' classroom experiences. It also identifies research gaps and suggests areas for improving supportive, inclusive and student-centred learning environments in Telangana.

Meaning and Importance of Classroom Morale

Classroom morale refers to the overall level of enthusiasm, motivation, confidence, satisfaction, belongingness and emotional well-being experienced by students within the classroom. It reflects how students perceive their teachers, classmates, learning activities,



classroom rules and the general atmosphere of the school. High classroom morale is associated with active participation, positive attitudes towards learning, better interpersonal relationships and greater willingness to undertake academic challenges. Conversely, low morale may be reflected in lack of interest, absenteeism, anxiety, poor participation and academic disengagement. For high school students, classroom morale is particularly important because it can influence their academic development as well as their social and emotional adjustment. A supportive teacher, respectful peer relationships, fair treatment, encouraging feedback and opportunities for participation can contribute substantially to positive classroom morale.

Concept of Learning Environment

The learning environment encompasses the physical, academic, social and psychological conditions in which teaching and learning occur. It includes classroom infrastructure, seating arrangements, lighting, ventilation, learning materials, teaching methods, technology, teacher–student relationships, peer interaction, discipline and opportunities for student participation. A favourable learning environment creates conditions in which students feel safe, respected and motivated to learn. The concept extends beyond physical facilities to include the quality of interactions and the emotional climate of the classroom. Therefore, government and private schools may differ not only in infrastructure and resources but also in teaching practices, classroom management and student experiences.

Role of Schools in Adolescent Development

Schools play a central role in the intellectual, social, emotional and behavioural development of adolescents. The high school period is a critical stage during which students develop their identity, values, interpersonal skills, independence and future aspirations. Schools provide opportunities for academic learning, social interaction, teamwork, leadership and participation in co-curricular activities. Teachers and peers can serve as important sources of guidance, encouragement and emotional support. A positive school environment can strengthen students' self-confidence, communication skills and sense of belonging. In contrast, excessive academic pressure, discrimination, bullying, unsupportive relationships and rigid classroom practices may negatively affect adolescent development. Thus, schools have responsibilities extending beyond academic instruction to creating safe, inclusive and supportive environments.

Importance of Positive Classroom Experience

A positive classroom experience contributes significantly to students' motivation, academic engagement, confidence and overall well-being. When students feel respected, included and supported, they are more likely to participate in discussions, ask questions, collaborate with peers and develop interest in learning. Positive experiences can also strengthen teacher–student relationships and encourage students to develop favourable attitudes towards school. A supportive classroom climate may reduce fear of failure and enable students to express their ideas freely. It can therefore contribute to improved attendance, classroom participation and academic achievement. For government and private schools in Telangana, creating positive classroom experiences is important for ensuring quality, inclusive and student-centred education, irrespective of differences in institutional resources or socio-economic backgrounds.

Classroom Morale among High School Students

Classroom morale refers to students' motivation, confidence, satisfaction, belongingness, enthusiasm and emotional security within the classroom. It reflects their perceptions of teachers, peers, learning activities, classroom rules and the overall learning atmosphere. Positive morale encourages active participation, confidence, cooperation and favourable attitudes towards education.

The high school stage is important for students' intellectual, emotional and social development. A supportive classroom helps students develop self-confidence, independence, cooperation and problem-solving skills. Teachers contribute significantly through encouragement, fair treatment, constructive feedback and effective communication.

Classroom morale is influenced by teacher–student relationships, peer interaction, teaching methods, discipline, assessment practices, workload, learning resources and digital facilities. Students' socio-economic background, gender, family support and school type may also affect their classroom experiences. Government and private schools may differ in infrastructure, resources, class size and parental involvement, but these differences alone do not determine classroom morale.

High classroom morale is associated with academic engagement, regular attendance, active participation, self-confidence and positive attitudes towards learning. Therefore, schools should promote supportive teacher–student relationships, inclusive practices, emotional support and student-centred teaching to create a positive classroom environment in which every student feels valued and motivated to learn.

Learning Environment

The learning environment refers to the physical, academic, social, emotional and psychological conditions in which teaching and learning occur. It significantly influences students' participation, confidence, motivation and educational development.



- The **physical environment** includes classrooms, seating, lighting, ventilation, cleanliness, sanitation, libraries, laboratories, playgrounds and digital facilities. Adequate infrastructure creates comfortable conditions for learning, while overcrowding and insufficient resources may hinder students' experiences.
- The **academic environment** covers curriculum, teaching methods, classroom activities, assessment practices and learning materials. Student-centred and participatory methods can promote critical thinking, creativity and engagement, while digital technologies provide additional learning opportunities.
- The **social environment** involves relationships among students, teachers, administrators and parents. Respectful teacher–student relationships and supportive peer interaction promote cooperation, confidence and belongingness, whereas bullying, discrimination and excessive competition may negatively affect learning.
- The **emotional and psychological environment** enables students to feel safe, respected and free to express their ideas. Excessive academic pressure, fear and lack of emotional support can reduce motivation and classroom morale.

In government and private high schools in Telangana, learning environments may differ in infrastructure, teacher availability, class size, resources and management practices. However, effective teaching, positive relationships, inclusive practices and active student participation are equally important. A supportive learning environment is therefore essential for improving academic engagement, classroom morale and the holistic development of students.

Government and Private School Context in India

The Indian school education system comprises government and private schools, serving students from diverse social, economic and geographical backgrounds. Government schools are primarily managed and funded by government authorities and provide affordable and accessible education, particularly to economically and socially disadvantaged communities. They benefit from programmes related to infrastructure, textbooks, scholarships, digital learning and student welfare, although some schools may face challenges involving infrastructure, teacher availability, class size, learning resources and parental involvement. Private schools, managed by organisations, trusts or societies, have expanded due to demand for English-medium education, better facilities and academic opportunities. Many provide comparatively stronger infrastructure, digital resources, regular assessment and parental communication, although considerable variation exists among private institutions. However, government and private schools should not simply be viewed as weaker and stronger institutions, as educational experiences also depend on teacher quality, school leadership, teaching methods, socio-economic background, class size and parental support. In comparing classroom morale and learning environments, attention should therefore be given to both material resources and factors such as motivation, participation, confidence, teacher–student relationships, emotional support and sense of belonging.

School Education Context in Telangana

School education in Telangana comprises government, government-aided and private schools serving students from diverse socio-economic, geographical and cultural backgrounds. The system includes primary, upper-primary, secondary and higher-secondary education, with high schools playing an important role in preparing students for higher education and employment. Government schools provide accessible education, particularly to rural and disadvantaged communities, while private schools have expanded due to demand for English-medium education, academic preparation and better facilities. A significant feature of Telangana's education system is the rural–urban divide. Urban schools generally have better access to infrastructure, trained teachers, transportation, digital facilities and supplementary learning opportunities, whereas rural schools may face challenges related to infrastructure, teacher availability, internet connectivity and socio-economic conditions. Socio-economic diversity also influences students' learning opportunities, parental involvement and academic aspirations. Government schools generally serve students from varied economic backgrounds, while private schools may have a higher proportion of families able to meet educational expenses. Digital learning and technological facilities, including smart classrooms, computers, internet, digital content and multimedia resources, are increasingly important; however, unequal access to devices, connectivity and digital skills can create a digital divide. Thus, school type, location, socio-economic background, infrastructure and technology collectively influence the learning environment and classroom morale of high school students in Telangana.

Conceptual Understanding of Classroom Morale

Classroom morale is a multidimensional concept referring to the psychological, emotional and social atmosphere experienced by students in the classroom. It includes their enthusiasm, motivation, confidence, satisfaction, sense of belonging and willingness to participate in learning. Positive classroom morale is reflected in active participation, mutual respect, cooperation, confidence and interest in learning, while low morale may result in boredom, fear, absenteeism and academic disengagement.

Several factors influence classroom morale, particularly teacher–student relationships, teaching methods, peer interaction, classroom discipline, assessment practices, academic workload and opportunities for participation. Supportive and fair teachers can make students feel valued, while interactive and student-centred teaching can increase motivation and engagement. Positive peer relationships further promote cooperation and belongingness.



The psychological dimension is equally important. Students are more likely to develop positive morale when they feel emotionally safe, respected and free to express their ideas and individual differences. Socio-economic background, gender, family support and school characteristics may also influence classroom perceptions.

In comparing government and private high schools, classroom morale should therefore be assessed through multiple dimensions rather than academic performance alone. While infrastructure and learning resources contribute to the learning experience, effective teaching, supportive relationships, inclusive practices and student participation are equally important. Thus, classroom morale provides a broader understanding of educational quality by recognising students' emotional, social and academic experiences.

Meaning and Definitions of Classroom Morale

Classroom morale refers to the overall enthusiasm, confidence, motivation, satisfaction and emotional well-being experienced by students in the classroom. It reflects their attitudes towards learning, teachers, classmates and the general classroom atmosphere. In simple terms, it indicates whether students feel comfortable, valued, encouraged and interested in participating in learning activities. In an educational context, classroom morale represents the collective spirit and psychological climate of students, reflected through cooperation, participation, belongingness and positive attitudes towards learning. High morale is associated with enthusiasm, confidence, regular participation and willingness to face academic challenges, whereas low morale may result in boredom, dissatisfaction, fear, withdrawal, absenteeism and academic disengagement.

Classroom morale includes several interconnected dimensions such as student motivation, teacher–student relationships, peer interaction, classroom satisfaction, emotional security and sense of belonging. It is influenced by teaching practices, classroom management, assessment methods, physical facilities and the overall social and psychological environment.

For high school students, classroom morale is particularly important because adolescence involves significant intellectual, emotional and social development. A supportive classroom can strengthen self-confidence, academic motivation and social adjustment. Therefore, classroom morale should not be understood merely as students' happiness or satisfaction; rather, it represents the broader emotional and social quality of the classroom environment that supports effective learning, positive relationships and holistic student development.

Factors Influencing Classroom Morale

Classroom morale among high school students is influenced by a combination of academic, social, psychological, institutional and family-related factors. The teacher–student relationship is particularly important, as supportive, fair and encouraging teachers can improve students' confidence, motivation and participation. Interactive and student-centred teaching methods can further strengthen interest in learning. Peer relationships also play a significant role; cooperation, friendship and mutual respect promote belongingness, while bullying, discrimination and unhealthy competition may reduce morale. Classroom discipline and management affect emotional security, with fair and consistent rules creating a positive atmosphere. The physical learning environment, including classroom space, lighting, ventilation, cleanliness, furniture, libraries, laboratories and digital facilities, influences students' comfort and concentration. Academic workload and assessment practices may either motivate students or create stress and fear of failure. In addition, parental encouragement, socio-economic conditions, financial stability, gender, rural–urban location, class size, school management and extracurricular opportunities can shape students' classroom experiences. Thus, classroom morale results from the interaction of multiple factors, rather than school type alone.

Learning Environment in High Schools

The learning environment in high schools refers to the physical, academic, social, emotional and psychological conditions that influence students' learning experiences. A supportive environment is particularly important during adolescence, when students require academic guidance, encouragement, emotional security and opportunities for social interaction. The physical environment includes classroom infrastructure, seating, lighting, ventilation, cleanliness, sanitation, libraries, laboratories, playgrounds and digital facilities, which influence students' comfort, concentration and participation. The academic environment encompasses curriculum, teaching methods, classroom activities, assessment practices and learning materials that promote critical thinking and problem-solving. The social environment is shaped by teacher–student and peer relationships, where respectful communication, cooperation and inclusion strengthen belongingness and motivation. A positive psychological environment enables students to express their views, ask questions and learn without fear, while emotional support enhances confidence and well-being. Learning environments may differ between government and private schools due to variations in infrastructure, resources, teacher availability, class size, management and parental involvement. However, material facilities alone do not determine learning quality; effective teaching, supportive relationships, fair classroom management and active student participation are equally important for improving classroom morale, academic engagement, well-being and overall student development.



Physical Learning Environment

The physical learning environment refers to the material and infrastructural conditions in which teaching and learning take place and significantly influences students' comfort, concentration, participation and overall classroom experience. Important elements include classroom size, seating arrangements, lighting, ventilation, temperature, cleanliness, noise levels, drinking water, sanitation and hygienic toilets. Adequate space and proper facilities create comfortable conditions for learning, while overcrowding and poor infrastructure may negatively affect students' concentration and health. Facilities such as libraries, laboratories, computer rooms, playgrounds, teaching aids and digital infrastructure further enrich learning opportunities by providing access to textbooks, computers, internet connectivity and multimedia resources. In government and private high schools, the availability and quality of physical facilities may vary according to funding, management, location and socio-economic conditions. Some government schools, particularly in rural areas, may face infrastructural limitations, while many private schools invest more in physical and technological facilities; however, considerable variation exists within both sectors. Therefore, a positive physical learning environment should be safe, accessible, hygienic, inclusive and conducive to learning, as improved infrastructure and educational resources can strengthen students' classroom morale, engagement and academic participation.

Academic Learning Environment

The academic learning environment refers to the teaching, learning, assessment and instructional conditions that influence students' educational experiences and academic development. It includes the curriculum, teaching methods, classroom activities, learning materials, assessment practices, teacher support and opportunities to develop knowledge and skills. A positive academic environment promotes **curiosity**, participation, critical thinking and independent learning. Student-centred approaches such as discussions, group work, project-based learning, experiential activities and problem-solving encourage active participation, while excessive dependence on lecture-based and rote-learning methods may limit interaction and creativity. The availability of textbooks, reference materials, laboratories, digital resources and internet access further enriches learning. Assessment and feedback are also important, as regular and constructive evaluation helps students identify their strengths and areas for improvement, whereas excessive examination pressure may reduce motivation and classroom morale. Teacher competence and support are equally significant; teachers who explain concepts clearly, encourage questions, recognise individual differences and provide constructive feedback create a supportive academic environment. In government and private high schools, variations in resources, class size, teacher availability and instructional practices may influence the academic environment. Nevertheless, effective pedagogy, supportive teachers, appropriate assessment and active student participation are essential for improving motivation, classroom morale, academic achievement and overall student development.

Social Learning Environment

The social learning environment refers to the quality of relationships, interactions and communication among students, teachers, school administrators, parents and the wider community. It is an important dimension of education because students learn through observation, cooperation and social interaction as well as formal instruction. A positive social environment promotes belongingness, mutual respect, cooperation and active participation. The teacher-student relationship is particularly important, as approachable, fair and supportive teachers can build trust and encourage students to express their opinions and seek academic assistance. Positive peer relationships promote friendship, teamwork, cooperation and knowledge sharing, while group and collaborative activities strengthen communication and interpersonal skills. An inclusive environment should ensure equal treatment irrespective of gender, caste, religion, socio-economic background or academic ability. Conversely, bullying, discrimination, exclusion and unhealthy competition may negatively affect confidence, emotional well-being and participation. Fair classroom discipline and consistent rules encourage responsible behaviour, whereas excessive punishment may create fear and weaken relationships. Sports, cultural programmes, clubs and other co-curricular activities also provide opportunities for social interaction. In government and private high schools, differences in student composition, school culture, class size and management may influence the social environment. A positive social environment therefore strengthens classroom morale, motivation, communication, cooperation and academic engagement, making it essential for effective secondary education.

Psychological Learning Environment

The psychological learning environment refers to the emotional, mental and psychological conditions that influence students' experiences in the classroom and school. It determines whether students feel safe, respected, confident, supported and comfortable during learning. This is particularly important for high school students because adolescence involves significant emotional and social development. Emotional safety enables students to ask questions, express opinions and make mistakes without fear of humiliation or excessive punishment. Teachers who demonstrate empathy, patience, encouragement and fairness can strengthen students' confidence, self-esteem and motivation. The psychological environment is also influenced by academic pressure, examination stress, competition and workload; excessive expectations may create anxiety, whereas reasonable expectations, supportive guidance and opportunities for independent learning can promote motivation and resilience. Peer acceptance and freedom from bullying and discrimination are equally important for emotional well-being. A strong sense of belongingness and inclusion encourages students to participate actively and develop positive attitudes towards school. In government and private high schools, psychological experiences may vary according to school culture, teaching practices, parental expectations, socio-economic



background and academic demands. However, supportive teachers, positive peer relationships, fair treatment and counselling opportunities can promote a healthy psychological environment. Ultimately, a positive psychological learning environment strengthens classroom morale, student engagement, self-confidence, academic motivation and overall well-being.

Government and Private High Schools: Comparative Perspective

Government and private high schools constitute the two major institutional sectors of secondary education in India and Telangana. Although both aim to provide quality education and promote students' academic and personal development, they differ in terms of management, funding, infrastructure, teaching practices, student composition and availability of educational resources. A comparative perspective is therefore useful for understanding how institutional conditions influence classroom morale and the learning environment.

Government high schools are primarily managed and financed by government authorities and generally provide education at relatively low or no direct cost to students. They play an important role in providing educational opportunities to students from economically weaker and socially diverse communities. Government schools have benefited from public programmes relating to infrastructure, textbooks, scholarships, digital learning and student welfare. However, some schools, particularly in rural and economically disadvantaged areas, may face challenges related to infrastructure, teacher availability, class size, learning materials and parental involvement.

Private high schools, in contrast, are managed by private organisations, trusts, societies or educational institutions. Many private schools provide comparatively better infrastructure, including laboratories, libraries, computer facilities, transportation and digital learning resources. They may also emphasise English-medium instruction, regular assessments, discipline and parental communication. However, private schools vary considerably in their fee structures, facilities, teacher quality and educational standards, and therefore cannot be treated as a uniform category.

From the perspective of classroom morale, school type may influence students' experiences through differences in resources, academic expectations, teacher support and management practices. Private school students may benefit from greater access to learning materials and technology, while government school students may experience greater social and economic diversity and access to welfare-oriented educational programmes. Nevertheless, infrastructure alone does not determine students' morale. Teacher-student relationships, peer interaction, teaching methods, emotional support and classroom management are equally significant.

A meaningful comparison should therefore consider both material and non-material dimensions of schooling. The quality of teaching, inclusiveness, student participation, emotional security and sense of belonging should be examined alongside infrastructure and academic resources. Such a comprehensive perspective can provide a better understanding of differences and similarities in the classroom morale and learning environments of government and private high school students in Telangana.

Comparative Analysis: Government vs Private Schools

The comparison between government and private high schools is important for understanding differences in students' classroom morale and learning environments. The two sectors operate under different administrative, financial and organisational conditions, which may influence the availability of resources, teaching practices, school culture and students' educational experiences. However, school type alone cannot fully explain differences in classroom morale or student outcomes.

Government high schools generally provide accessible and affordable education to students from diverse socio-economic backgrounds. They often implement government programmes related to textbooks, scholarships, uniforms, nutrition, digital education and student welfare. Their student population may include considerable social and economic diversity, which can provide opportunities for interaction among students from different backgrounds. However, some government schools, particularly in rural areas, may face challenges relating to infrastructure, classroom size, learning materials, teacher shortages and parental involvement. Such factors can affect students' perceptions of the learning environment.

Private high schools often have greater flexibility in management and may provide comparatively better infrastructure, digital resources, laboratories, libraries and extracurricular facilities. Many private schools also emphasise regular assessment, academic monitoring, discipline and communication with parents. These features can contribute to a structured learning environment and may positively influence students' academic motivation. At the same time, private schools may involve higher educational costs and greater academic expectations, which can create pressure for some students.

In terms of classroom morale, both sectors can demonstrate strengths and limitations. Government school students may benefit from supportive welfare measures, social diversity and community-oriented educational programmes, while private school students may



have greater access to technological and educational resources. Nevertheless, teacher–student relationships, peer support, teaching methods, classroom management and emotional security are crucial determinants of morale in both sectors.

The comparison should therefore extend beyond infrastructure and academic achievement to include student participation, motivation, satisfaction, confidence, belongingness and psychological well-being. Differences between government and private schools may also vary according to rural or urban location, socio-economic background, gender and school management.

Overall, a balanced comparative approach suggests that improving classroom morale requires attention to both material and human dimensions of education. Strengthening infrastructure and learning resources in government schools while ensuring supportive, inclusive and psychologically healthy environments across both sectors can contribute to better educational experiences for high school students in Telangana.

Suggestions and Educational Implications

The review of classroom morale and learning environments among government and private high school students indicates the need for student-centred, inclusive and supportive educational practices across both sectors. The following suggestions may help improve students' classroom experiences and educational outcomes.

First, schools should strengthen teacher–student relationships by promoting respectful communication, empathy, fairness and regular constructive feedback. Teachers should be encouraged to recognise individual differences and provide additional academic and emotional support to students who require it.

Second, student-centred teaching methods such as group discussions, project-based learning, experiential activities and collaborative learning should be promoted to increase participation, motivation and confidence. Classroom assessment should focus not only on academic performance but also on students' progress and learning needs.

Third, government schools should receive continued attention to infrastructure and learning resources, including libraries, laboratories, digital facilities, sanitation and adequate classroom space. Private schools should similarly ensure that technological and academic resources are used effectively without creating excessive academic pressure.

Schools should also establish mechanisms for counselling, emotional support and prevention of bullying and discrimination. Students should feel safe and respected irrespective of gender, caste, socio-economic background or academic ability.

Greater parental and community participation can further strengthen the learning environment. Regular interaction between teachers and parents can help identify students' academic and emotional needs.

Finally, schools should periodically assess classroom morale and student perceptions through feedback and surveys. Educational authorities in Telangana can use such evidence to develop targeted interventions. Overall, improving teacher support, infrastructure, inclusion, emotional well-being and participatory learning can enhance classroom morale and promote better student outcomes in both government and private schools.

CONCLUSION

Classroom morale and the learning environment are important components of quality secondary education because they influence students' motivation, participation, academic engagement and overall well-being. This review has examined the major dimensions of classroom morale and learning environments among government and private high school students, with particular reference to the Telangana context. The literature indicates that students' classroom experiences are shaped by a combination of physical, academic, social and psychological factors rather than by school type alone.

Government and private schools possess different institutional characteristics and may vary in infrastructure, learning resources, teaching practices, class size and parental involvement. However, positive teacher–student relationships, supportive peer interaction, fair classroom management, effective teaching methods and emotional security are fundamental to classroom morale in both sectors. While adequate infrastructure and digital resources can improve learning opportunities, they cannot substitute for supportive and inclusive classroom relationships.

The review also highlights the need for greater Telangana-specific comparative research examining students' perceptions, motivation, classroom participation and psychological well-being. Schools should therefore adopt student-centred teaching, strengthen teacher support, improve infrastructure, encourage parental participation and provide appropriate emotional and counselling support. Regular assessment of students' classroom experiences can assist educational authorities in identifying areas requiring improvement. Ultimately, creating safe, inclusive, motivating and supportive learning environments is essential for



enhancing classroom morale and promoting the holistic development of high school students across government and private schools in Telangana.

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