

Relationship Between School Environment and Academic Achievement of Secondary School Students

Rachna Kumari¹

¹Research Scholar, Department of Education, Radha Govind University, Ramgarh, Jharkhand

¹rachnakumari.dnb@gmail.com

ABSTRACT

Education is a dynamic process, which involves imparting knowledge, generating interests and curiosity, inculcating desirable attitudes and values, and developing essential skills required for the independent study of students. The school environment influences the academic achievement of the students therefore, the researcher tries to find out the impact of school environment factors on the academic achievement of students. This study aims to explore the status of school environment of secondary school students and to analyze its impact on the academic achievement of the students. The Research Design for this study is descriptive survey method which is always concerned with finding, describing and interpreting what it is. It is not intended to examine new phenomena but is concerned with relation or condition that exists. Population consists of 400 students from ten Government and Private schools within Dhanbad District. The investigator has used a stratified random sampling technique for selecting a sample from the population. The tool used for this research is School Environment Inventory Scale (2012) developed by Dr. Karuna Shankar Mishra. It is an instrument designed to measure the psycho- social climate of schools as perceived by the pupils. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the students during their school life in terms of teacher-pupil interactions. It consists of 70 items belonging to six dimensions of the school environment. Primary data has been taken with the help of Interview Schedule in which structured questions has been asked by the students based on the six dimensions. Based on the data collection it underlined the positive and negative impact of the school environment on secondary school students academic achievement in making interventions has been both qualitative and quantitative accessed by the help of statistical tools and techniques (mean, co-relation, standard deviation and t-test) were used to analyze the data and



interpretation of the results. The study revealed that the percentage of School Environment with average status is relatively maximum and that of excellent is low. Students in private schools perceived higher control as compared to those in Govt. schools whereas Govt. schools perceived higher permissiveness as compared to private schools. It has been found that there is a positive relationship between the School Environment and the Academic Achievement. After analysis and the proper interpretation of results, findings and conclusions were drawn. To achieve a high-level effort has been taken to strengthen the School Environment.

KEYWORDS: Education, School Environment, Academic Achievement, secondary school students.

INTRODUCTION

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the self-realization in the individual..The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. This desire for a high level of achievement exerts a lot of pressure on students, teachers, schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system..The school environment is of great importance as far as academic achievement is concerns. It is difficult to establish a direct casual link between positive school environment and academic achievement because of the many variables involved. However there is a proven relationship between these two aspects of education.

Education is fundamental for producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. Attaining these qualities must be the goal of good educational institutions where every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical



infrastructure and appropriate resources conducive to learning are available to all students (National Education Policy 2020). Thus, school environment draws attention as it plays a crucial role in nurturing the potentialities of students and they lead to success in different walks of life. Academic achievement is one of the important goals of Education and has always been influenced by a number of factors including school environment. Not only the schools, but the peers, parents also have very high expectations from them with respect to their academics, as they believe that better academic results may lead to better career options and future security. Academic achievement refers to the knowledge attained and determined by marks, assigned by the teacher. In educational context, academic achievement is the goal to be achieved by a student, teacher or schools over a certain period and is assessed either by examinations or continuous assessments and the goal may differ from one individual or school to another. School environment has been a significant construct to assess because of its linkage to student psychological, social, and academic outcomes (Anderson, 1982; Koth, Bradshaw, & Leaf, 2008; Kuperminc, Leadbeater, Emmons, & Blatt, 1997). A positive school environment impacts students by encouraging positive relations among students, staff and faculty of the school (Tracey N. Sulak 2017). After the home, the school shares an important space in child's life and there exists distinctive combination between the two. There are various elements which contribute to the environment in an educational organization. School environment refers to the school psychological environment (Macchr and Midgley, 1991). It refers to the psycho-social climate of the school as perceived by the students. It provides the quantity and quality of emotional, social and cognitive support available to the students throughout their school life in terms of interaction between student and teacher (Mishra, 2012). School environment encompasses both the socio-psychological and physical dimensions, and both exercise a reciprocal effect on each other (Ames, 1992). It refers to the extent to which student safety and student health are supported by school settings and may include aspects as the physical plant, the scholastic environment, availability of supports and services for promoting well being of students and provision of fair and adequate disciplinary rules and regulations. (Zais, 2011). The school environment can play an active role in promoting the all round development of children. Healthy environment in the school helps the child in making social adjustment. Satisfaction of child with the behavior of class fellows, teachers, head of the institution, methods of teaching, time table, co-curricular



activities influence his performance in academics, adjustment in life and society. The child spends most of his time in school, and this environment exerts a different influence on his performance through curricula, teaching techniques and relationship between teacher and student. School environment had a significant influence on the academic achievement of students. (Makewa, Role, and Yegoh, 2011).

SIGNIFICANCE OF THE STUDY

A school should have the environment in which students feel physically as well as intellectually

safe. Students' learning is hindered if they fear that they might be bullied or beaten up. Students must feel that it is okay for them to take chances academically and to risk being wrong, this provide them intellectual security. Students must feel that they are supported in their efforts to learn. If a school is safe in these two ways, it will have a chance to be an effective school. Students and teachers must both feel safe and inspired in order to achieve great things. Safety includes physical safety as well as emotional safety, the ability to speak freely and without fear of shame. School environments are social environments and the standard model of teaching and learning is an interactive model, so social skills are vital for students to successfully integrate into the setting. A school environment has broad influence on students' learning and growth, including major aspects of their social, emotional, and ethical development. This led the investigator to find out the relationship between the school environment and academic achievement of students.

STATEMENT OF THE PROBLEM

In this highly competitive world, the academic achievement record of the student is much focused for the betterment of life. Academic achievement is not a single entity. It is influenced by so many factors. Among these factors, the investigator has selected school environment of the students which contribute itself to the academic achievement individually or combination.

School Environment

School Environment is the physical and aesthetic surroundings and the psychosocial climate



and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting. The psychological environment includes the physical, emotional, and social conditions that affect the well-being of students and staff. In the present study school environment mean the score obtained on School Environment Inventory Scale which is developed by Karuna Shankar Mishra (2012).

Academic Achievement

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in behavior, confidence, communication skills, punctuality, assertiveness, arts, culture, etc. Academic achievement is defined as the achievement in respect of a student's academic performance reflected in terms of their marks secured in examination.

OBJECTIVES

1. To explore the significant difference between the demographic variable of secondary school students and their academic achievement.
2. To study the difference in academic achievement with respect to gender, class, locality, type of institutions and medium of instruction.
3. To find relationship between school environment and academic achievement of secondary school students with respect to gender, class, locality, type of institutions and medium of instruction.
4. To find out the significant difference between school environment of Government school and Private school of Dhanbad District.
5. To compare the school environment of Government school students situated in rural and urban areas.
6. To compare the school environment of Private school students situated in rural and urban areas.

HYPOTHESIS

1. There is a significant difference between demographic variable of secondary school students and their academic achievement.
2. There is a significant difference between academic achievement with respect to gender, class, locality, type of institutions and medium of instruction.
3. There is a significant relationship between school environment and academic achievement of secondary school students with respect to gender, class, locality, type of institutions and medium of instruction.
4. There is a significant difference between school environment of Government and Private school of Dhanbad District.
5. There is a significant difference between school environment of Government school situated in rural and urban areas.
6. There is no significant difference between school environment of Private school situated in rural and urban areas.

DELIMITATION OF THE STUDY

1. The study has been delimited to secondary school students of Dhanbad District.
2. A sample of 400 students only has been selected from secondary school students. It included students of both sexes studying in Government and Private schools.
3. The study is further delimited to two variable ie. School Environment and Academic Achievement.
4. The data is to be collected by administering School Environment Inventory Scale (Developed by Dr.K.S.Mishra).

METHOD

The present study used descriptive survey method. Population of the study consisted of secondary school students from both government and private schools in urban and rural areas of Dhanbad district. Stratified random sampling technique was used to collect the data from 400 secondary school students from the five govt. schools (200 students) and five private schools (200 students). For analyzing data 't' test and Pearson's product moment correlation were used as the statistical techniques.

DATA ANALYSIS AND FINDINGS

Following are the findings after data analysis based on the hypothesis:

TABLE 1: Relationship between School Environment and Academic Achievement.

School Environment and Academic Achievement	Sample size (N)	Coefficient of correlation	Remark at 5% level of significance
	400	0.1431	Significant

In table 1 the coefficient of correlation shows there is significant relationship between school environment and academic achievement of secondary school students. The achievement of the students depends upon the school environment, as the school environment becomes better, the achievement of the students also increases.

TABLE 2: Difference in the School Environment of Govt. & Private School

School Environ - ment	Type of school	N	M	SD	Df	t-value	Remark at 5% level of significance
	Govt.	200	178.35	30.91	298	3.32	Significant
	Private	200	189.86	22.04			

Table 2 shows that there is significant difference between school environment of Govt. and private school of Dhanbad district. The result indicates that private school (M=189.86) have better school environment than the government schools (M=178.35) in Dhanbad district.

TABLE 3: Difference in the School Environment of Urban and Rural Govt. Schools

School Environ - ment	Govt. Schools	N	M	SD	Df	t-value	Remark at 5% level of significance
	Rural	94	173.91	31.82	198	1.97	Significant
	Urban	106	182.42	29.50			

Table 3 shows that there is significant difference between school environments of secondary school students studying in govt.school situated in rural and urban area. The finding indicates that government school in urban area (M=182.42) have better school environment

than the government schools in rural area (173.91) of Dhanbad district. The present results shows that urban schools have a better school environment than the rural schools.

TABLE 4: Difference in the School Environment of Urban and Rural Private School

School Environ - ment	Private Schools	N	M	SD	Df	t-value	Remark at 5% level of significance
	Rural	18	180.89	26.69	98	1.86	Significant
	Urban	82	191.46	20.47			

Table 4 shows that there is no significant difference between school environment of secondary school students studying in private school situated in rural and urban area. This suggests that the school environment in private schools situated in urban and rural area is almost same.

CONCLUSION

The main conclusions drawn from the present study are :

- There is significant relationship between school environment and the academic achievement of secondary school students.
- There is significant difference between school environment of Government and private school of Dhanbad district.
- There is significant difference between school environment of govt. school situated in rural and urban area.
- There is no significant difference between school environment of private school situated in rural and urban area.

From finding it can be concluded that for better performance of the students, schools need to provide positive school environment as the two are related. It is evident that better the school environment, higher will be achievement of the students. This lays the responsibility on the schools to provide good physical and aesthetic environment where proper psychological and social development of the students can take place. To improve the environment of the schools more and more activities should be organized in the school so that students take interest in the activities and their physical as well as mental health can be improved. Teacher should use



innovative ideas and try to inculcate healthy habit among students by using new methods and techniques according to their age, interest, abilities and aptitude of the students. They should also have sympathetic and cooperative attitude towards students. So, better the school environment, better will be the academic achievement of the student and also there will be proper development of the students.

DISCUSSION AND SUGGESTION

1. It will provide a highly desirable cost- effective and innovative outcome for the school environment and students academic achievement.
2. Future implications of this study is that it will bring a remarkable outcome in school study.

REFERENCES

1. Adam, E. (2004), Learning Styles and School Achievement: A case study of some schools in Nanjing, Beijing Congress Abstract, China.
2. Agarwal, A. (2002), Some Correlates of Academic Achievement, Indian Journal of Educational Research, Vol. 21(2), pp.75-76.
3. Asselin, S. B, and Mooney, M. (1996), Diverse Learners: Strategies for Success, Virginia Vocational Curriculum and Resource Center, Glen Allen VA
4. . Baruah, E. A. T. C. (1985), The English Teacher's Handbook, Sterling Publishers, New Delhi. Beverly, Y. M. (2007), Effects of Teaching and Learning Styles on Middle School Eighth Graders'
5. Reading Comprehension Skills, An Applied Dissertation Proposal for the Ph. D in Education, Nova Southeastern University. Brennan, P. (1984), An analysis of the relationships among hemispheric preference and analytic, cognitive style, two elements of learning style, method of instruction, gender, and mathematics achievement of tenth grade geometry students, Doctoral dissertation, St. John's University, Dissertation Abstracts International, Vol.45 (11).
6. Butler, J. S. (1996), Learning style across content areas: Student Learning styles and brain behavior, National Association of secondary School Principals, Reston, VA.



7. Chandvir (2009), Frustration, Self-Concept and Study Habits of Adolescents in relation to their Academic, Caste and Gender, Ph. D. Edu., M. D. University, Rohtak
8. Chaturvedi, M. (2009), School Environment, Achievement Motivation and Academic Achievement, Indian Journal of Social Science Researches, Vol.6(2), ISSN : 0974-9837, pp. 29- 37
9. . Cuaresma, J. (2008), Learning Style Preferences and Academic Performance of PHEM Majors at the University of the Cordilleras, Unpublished Undergraduate Thesis, University of the Cordilleras, Baguio City. 15 Dahar, M. A.,
10. Dahar, R. T. and Dahar, R. A. (2009), Impact of the Prior School Environment on Academic Achievement of Students at the Secondary Stage in Punjab, MPRA Paper, 28359 University Library of Munich, Germany.
11. Das, S. (1996), Psychosocial Environment of the Classroom and Learning, Indian Psychological Review, Vol.46, pp.226-231.
12. Dave, P. N. (1998), Pupils Achievement at the Primary Stage, Department of Preschool and Elementary Education, NCERT. Dave, P. N. and Anand, C. L. (1979), Correlates of Achievement-A Trend Report, Second Survey of Research in Education, Society for Educational Research and Development, Baroda.
13. Deb, M., Grewal, H. and Pal, H. (1990), Relationship Between Study Habits and Academic Achievement of Undergraduate Home Science Final year Students, Indian Educational Review, Vol. 25(3), pp.71-74.
14. Deshpande, S. W. and Lodhi, P. H. (1981), Academic Achievement and Some Psychological Variables, Journals of the Institute of Educational Research, Vol. 5(1), pp. 13-17.
15. Dhaliwal, A. S. (1989), A Study of Some Factors Contributing to Academic Success and Failure among High School Students and Study Habits as Correlates of Academic Overall Achievement, Ph.D., Edu., Agra Univ., Agra. 206
16. Dunn, R. and Dunn, K. (1992), Teaching Elementary Students through their Individual Learning Styles, Allyn and Bacon (Press), Boston.
17. Esposito, C. (1999), Learning in Urban Blight: School Climate and its Effect on the School Performance of Urban, Minority, and Low-income children, School Psychology Review, Vol.28 (3), pp.365-378.



18. Etsey K. (2005), Causes of Low Academic Performance of Primary School Pupils, Regional Conference on Education in West Africa Dakar, Senegal.
19. Felder, R. M. and Henriques, E. R. (1995), Learning and Teaching Styles in Foreign and Second Language, Foreign Language Annals, Vol.28(1), pp.21-31. 16
20. Freiberg, H. J. (1998), Measuring School Climate: Let me count the ways, Educational Leadership, Vol.56(1), pp.22-26.
21. Gakhar, M. (2006), Academic Achievement of Students in relation to their Preferred Learning, Thinking and Study Skills, Educator New Horizons, Vol. IV, pp.3-8.
22. Garg, M. and Gakhar, S. (2007), A Comparative Analysis of Study Habits and Achievement Motivation of Secondary Teacher Trainee in the Distance and Face-to-Face Mode of Education, Indian Journal of Distance Education, Panjab University, Chandigarh, Vol. IX, pp. 41-49.
23. Gupta, R. and Agrawal, A. K. (2008), A Study of Learning Styles of Students Studying at Senior Secondary Level in relation to Intelligence at Sonapat (Hr.), Educational Herald, Vol.37 (1), pp. 1-18.
24. Haynes, N. M. and Comer, J. P. (1993), The Yale School Development Program Process, Outcomes, and Policy Implications, Urban Education, Vol.28(2), pp. 166-199.
25. Hirunval, A. (1980), A Study of Pupil Self-concept, Academic Motivation, Class room Climate and Academic Performance, Ph. D . Edu., M. S. Univ.
26. Honigsfeld, A. and Dunn, R. (2003), High School Male and Female Learning Style Similarities and Differences in Diverse Nations, The Journal of Educational Psychology, Vol.96(4), pp. 195- 206.
27. Hunt, D. E. (1979), Learning Style and Students Needs: An Introduction to Conceptual Level, In student learning styles: Diagnosing and prescribing programmes. National Association of Secondary School Principals, Reston, VA, pp. 27-38. 209
28. Jagbir (1999), An Investigation in to Study Habits of English Medium and Hindi Medium Students and their Impact on their Academic Achievement, M.Phil Edu., M.D. Univ., Rohtak.
29. Kaltsounis, B. (1979), Evidence of Validity of Scale; Your Style of Learning and Thinking, Perceptual and Motor Skills, Vol.48, pp.177-178



30. N. J. Kolb, D. A. (1984), *Experiential Learning: Experience as the Source of Learning and Development*, Englewood Cliffs, Prentice-Hall, New Jersey. 17
31. Kothari, C. R. (2001), *Research Methodology: Methods and Techniques*, Wishwa Prakashan, New Delhi. Kulshrestha, P. K. (1992), *The Effect of School Environment on Adjustment, Study Habits and Achievement of High School Students*, Ph.D. Edu., Agra Univ., Agra.
32. Kumar, K. (1981), *Social Climate in School and Characteristics of Pupils*, Indian Journal of Clinical Psychological, Vol.2(2), pp. 163-172. Kumari, P. (2007), *A Study of Achievement in English of Male and Female High School Student in Relation to their Personality Adjustment and Study Habits*, Ph.D. Edu., Agra Univ., Agra
33. Mahashevta (2007), *A Study of Academic Achievement of Scheduled Caste Students in First and Second Languages in Relation to their Intelligence, Socio Economic Status and Self-Concept at High School Stage*, Ph.D. Edu., M.D. Univ. Rohtak. Primary and Internet Sources www.ijmra.us Internet Source baadalsg.inflibnet.ac.in manualzz.co citeseerx.ist.psu.edu.