

EFFECT OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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Abstract

Schools are considered as life building place for everyone. Our society also looks towards the school environment and academic achievement level of the particular schools. Therefore, academic achievement has become an index for child's future particularly so in high competitive world. The present study focuses upon school environment on academic achievement of secondary school students of Tehsil Abohar. For this purpose, descriptive survey method was followed with the standardized tool 'School Environment Inventory' developed by Dr. K. S. Misra (Allahabad) for a sample of 100 students from four senior secondary schools. From each category of school 25 students including male and female of class (X) ten has been randomly selected for the study. The study revealed that there is no significant relationship between the school environment and academic achievement of senior secondary students. It is also concluded that there is no significant difference in school environment of male and female students of senior secondary schools but there is significant difference in academic achievement of male and female students of senior secondary schools.

Key Words : Academic Achievement, Environment,

INTRODUCTION

Children need safe healthy and stimulating environment in which to grow and learn. During the school year, children can spend 6 to 8 hours at the where the environment plays a significant/critical role in child development. More of the time is spent in the school yard or travelling to and from school. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance. The forces of the environment are being to influence growth and development of the individual right from the womb of his mother. The educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary stimulus for a fruitful learning of the child. The favorable school environment provides the necessary stimulus for learning experiences. The children spend most of their time in school, and this school environment is exerting influence on performance through curricular, teaching techniques and relationship.

ACADEMIC ENVIRONMENT

Academic achievement means growth of all aspects. Academic achievement is considered an important factor in life. It plays a very significant and vital role in the attainment of the idea of harmonious development of the child.

Good academic record and its proper development to certain extents predict the future of the child.

According to Good (1973) in the dictionary of education has defined academic achievement as the knowledge or skill developed in school subjects usually designed by test scores or mark assigned by teachers. All of the programs reviewed here are designed to improve academic achievement. Most of them target children and adolescents who are considered to be at risk of failing a grade or dropping out school because of factor such as low level of parental education, low socio economics status, minority race or ethnic background, living in a high poverty neighbourhood, and other factors. Academic achievement is a component rather than the sole focus of a program. Thus the emphasis on academic achievements varies, as do the type of academic activities. Such activities include homework completion and assistance, supplementary academic and remediation board games, one on one or group tutoring.

Other components, which may support both academic and other program goals, include recreational and arts crafts activities, social and human services, cultural enrichment activities and field trips, recreational computer games, nutrition and health promotion lesson or activities, community service, employment, life and social skills training mentoring, counselling, career preparation, parent work shop and career planning.

SCHOOL ENVIRONMENT

School environment is the sum total of all physical, social, emotional and mental factors that contributes to the total teaching learning situation. School environment can also be defined as those school-level variables that relate directly to the school environment, teacher, curriculum, coordinators, principals and also reflects policies created at the school, district or community level that impact the entire school faculty, parents and students. School environment can also be defined as a measure of the quality and quantity of cognitive emotional and social support that has been available to the students during the school life in terms of teacher-pupil interaction. School environment has very important role to impart right type of education to the children. School environment implies all the circumstances, people, things and events that are around the pupils at schools, which influence their lives.

Carter. V. Good (1945) defined School environment as the environment prescribed by students and it is measured on the environment scale.

REVIEW OF RELATED LITERATURE

Sunday (2012) revealed that there is a significant relationship between physical school environment and students' academic performance in senior secondary school physics. The result indicated that students with adequate laboratory facilities in physics perform better than those in school with less or without facilities, this simply because laboratory forms part of enrich the physical school environment. It was also discovered that poor facilities and

inadequate space, as well as the arrangement of items including seats in the classroom, library and laboratory, would affect the organisation of learning environment. Favorable school climate gives room for students to work hard and enhance their academic achievement.

Chukwuemeka (2013) examined the influence of environmental factors on the academic performance of students in Port Harcourt local government area of river state. The study concluded that performance of students is affected by environment. Further it was found that improper maintenance of fixtures led to lower than average student's performance and home background has effect on the academic performance of students. It was also exposed that the use of internet has made students to be lazy in their academic performance.

Karir and Kipkembai (2014) examined the impact of school environment and peer influence on the students' academic performance. The study established that school environment and peer influence made significant contribution to the students' academic performance.

Suleman and Hussain (2014) examined the effects of classroom physical environment on the academic achievement scores of secondary school students. After analysis it was concluded that classroom favorable environment has a significant positive secondary school students. The students of experimental group showed better performance as compared to the students of control group.

Odeh, Angelina and Dondo (2015) indicated school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students in zone "A" senatorial district of Benue state.

Karoye (2016) revealed that aesthetic beauty of the school and infrastructural facilities significantly influence student's academic performance. Also there is a significant influence of school equipment and instructional materials and school location on students' academic performance.

Anbalagan (2017) revealed that male students have better perception on school environment than the female students. The result also revealed that self-finance schools have better school environment than the aided and government school students. The result also indicated that boys' school students have better school environment than the boys and co-education students. Dahie, Mohamad and Mohamad (2017) found that academic performance had significant positive influence with three dimensions of independent variable. The result of regression analysis found that two constructs had statistically significant, positive and straight effects with academic performance.

SIGNIFICANCE OF THE PROBLEM

In this ever growing competitive world everyone desires a high level of achievement as the mark of one's performance. The whole system of education is centered on academic achievement of students, making it a fertile ground for research work. Learning takes places effectively only when proper and congenial environment is provides for children in classroom. Their learning environment plays an inherent role in molding the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. The education of the child and his achievement is determined to a large extent by the varied and dynamic role of teachers and the facilities provided by them for the child's education.

Since the environment influences on the academic achievement of the students, the investigator will try to find out the effect of school environment on academic achievement of students, hence the investigator selected the topic.

STATEMENT OF THE STUDY

Effect of School environment on academic achievement of senior secondary school students.

OBJECTIVES OF THE STUDY

1. To study the effect of School environment on academic achievement of senior secondary school students.
2. To study the difference of the school environment of male and female senior secondary school students.
3. To study the difference of the academic achievement of male and female senior secondary school students.

HYPOTHESES OF THE STUDY

1. There is no significance relationship between School environments on academic achievement of senior secondary school students.
2. There is no significance relationship between School environment of male and female senior secondary school students.
3. There is no significance relationship between academic achievement of male and female senior secondary school students.

DELIMITATIONS OF THE STUDY

1. The present study was delimited to senior secondary school students of Tehsil Abohar only.
2. Sample was delimited to 100 (50 male and 50 female) senior secondary school students only.

METHODOLOGY

SAMPLE

A sample of 100 senior secondary school students of Tehsil Abohar was selected randomly for the present study.

TOOLS USED

1. School Environment Inventory by Dr. Karuna Shankar Mishra was used for the investigation.
2. To assess the academic achievement, marks obtained by the students in their previous annual examination were taken.

ANALYSIS AND INTERPRETATION OF DATA

The results have been discussed in the light of hypotheses of the study.

Hypothesis-H₁

“There is no significant relationship between school environment and academic achievement of senior secondary school students.”

Table 1.1 given below provides the summary of statistical calculation for obtaining coefficient of correlation between school environment and academic achievement of senior secondary school students.

Table 1.1

Showing coefficient of correlation between school environment and academic achievement of senior secondary school students

Variables	N	df	r	Level of significance
School Environment	100	98	0.096	Not significant
Academic Achievement				

Pearson's product moment co-efficient of correlation is worked out to find out the effect of school environment on academic achievement of senior secondary school students of Tehsil, Abohar. Correlation was found to be 0.096 which is not significant at .05 (0.195) and .01 (0.245) levels. Hence our first hypothesis that there is no significant relationship between school environments on academic achievement of senior secondary school students is accepted.

Hypothesis-II

"There is no significant difference in school environment of male and female senior secondary school students."

Table 1.2 given below provides the summary of statistical calculation for obtaining t-ratio with regards to comparison of school environment of male and female senior secondary school students.

Table 1.2

Showing t-ratio of school environment of male and female students of senior secondary schools

Group	N	Mean	SD	SE _D	df	t-ratio	Level of significance at 0.05 & 0.01
Male	50	183.78	25.04	4.93	98	1.19	Not significant
Female	50	189.68	24.28				

Table 1.2 indicates that calculated t-ratio (1.19) is not significant at 0.05 (1.96) and 0.01 (2.56) level of significance. Therefore, from the table it may be concluded that there is no significant difference in school environment of senior secondary school students in relation to their gender. Hence, our second hypothesis that there is no significant difference in school environment of male and female senior secondary school students is accepted.

Hypothesis-III

“There is no significant relationship difference in academic achievement of male and female senior secondary school students.”

Table 1.3 given below provides the summery of statistical calculation for obtaining t-ratio with regards to comparison of academic achievement of male and female senior secondary school students.

Table 1.3
Showing t-ratio of academic achievement of male and female students of senior secondary schools

Group	N	Mean	SD	SE _D	df	t-ratio	Level of significance at 0.05 & 0.01
Male	50	442.72	89.03	16.07	98	3.89	Significance
Female	50	380.20	70.61				

Table 1.3 indicates that calculated t-ratio (3.89) is significant at 0.05 (1.96) and 0.01 (2.56) level of significance. Therefore, from the table it may be concluded that there is significant difference in academic achievement of senior secondary school students in relation to their gender. Hence, our third hypothesis that there is no significant difference in academic achievement of male and female senior secondary school students is not accepted.

FINDINGS

After making all kind of efforts for present investigation the investigator has achieved this target. Thus the investigator has found some major finding which has given below.

1. There exists no significant relationship between school environment and academic achievement of senior secondary school students.
2. There exists no significant difference in school environment of male and female students of senior secondary schools.
3. There exists significant difference in academic achievement of male and female students of senior secondary schools.

EDUCATIONAL IMPLICATIONS

For the sustainable development, environment is not only important but also urgent. A special care, supportive school environment, encourage, affection etc. helps the senior secondary school students for the development of their potentialities. Effective school environment is the

backbone of child's all round development. School environment is such a patent determinant of student's outcomes. It should not be ignored by those who wishing to improve the effectiveness of school. School environment is significantly correlated with academic achievement and it plays a vital role to choose the subject of their own choice to avoid the hardship they have been dealing during selection of the course.

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