



## COMPARISON OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LOCALITY AND TYPES OF SCHOOL

**Vikas Sharma**

(Assistant professor), Pt. Sita Ram Shastri B.Ed Training College ,Bhiwani

### Abstract

*In the present paper an attempt has been made to find out the comparison of school environment on academic achievement of senior secondary school students in relation to their locality and types of school. A sample of 600 senior secondary school students was taken on the basis of random sampling method. school environment Scale developed by the sinha and sinha , while academic achievement score was taken from the previous annual results of the students. Mean, Standard Deviation and 't' test were used to analyse the data. It was found that private school students were found to have better school environment in comparison to government school students; further students studying in senior secondary schools have better school environment situated in urban areas than students situated in rural areas; and It is found that students studying in senior secondary schools having favourable school environment have better academic achievement than students studying in senior secondary schools having unfavourable school environment.*

**Keywords:** Academic achievement, school environment, Government, Private, Senior Secondary School Students, Rural and Urban.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### INTRODUCTION

Education may be defined as a systematic process of determining the extent to which instructional objectives are achieved" (Best, 1977). 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 fullest individual self realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990). Education of an individual human begins at birth and continues throughout life. Education is able to instill in child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society, of which he is an integral part. A well-educated person is known all over the region. He is able to meet the conflicting challenges and tide over all the difficulties which confront him in day to day living. Not only this,

education culturists' the individual and helps him in his needs all over the world. Thus, education develops the individual like a flower which distributes its fragrance all over the environment. In this sense, education is that conducive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects- physical, mental, emotional and social.

### **ACADEMIC ACHIEVEMENT**

Academic achievement is the resultant of diverse factors acting and interacting in a variety of ways. The variables like parental education and involvement, achievement motivation, self-efficacy, socio-economic status, intelligence, anxiety, aptitude etc. are considered to be the significant determinants of the scholastic achievement of the students. Various other organic and environment factors like gender, locality, type of institution, home & school environment, birth order etc. also determine the academic achievement of students. These cognitive and non-cognitive variables though basically and inevitably being a personal matter cannot be studied in isolation. Research studies shows that students' academic achievement depends on many factors such as learning facilities, gender and age differences, etc. that can affect student performance (Hansen, 2000). Karemera (2003) found that student's performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. According to Raychaudhuri, et. al (2010), numerous studies have been done to identify those factors which are affecting student's academic performance. The students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools. It has also been noticed that the academic achievement of a student is largely dependent on their own self. In view of the importance and relevance of academic achievement it has become a growing concern of many concerned in the process of 'Education.' In fact, the importance of scholastic and academic achievement in the present age of competition has raised several questions for education researchers. What are the factors which prompts achievement in students? How far do the different factors contribute toward academic achievement of a child etc. ?

Achievement tests are used to measure how much students have learnt as a result of formal or non-formal instructions. These tests measure the present level of performance of individuals or groups in academic learning. The scores of the tests are used to grade a student or to find what the areas of his strength and weaknesses are. Mostly the achievement tests are

used for evaluating, the course of study, efficiency of teaching, the teaching methods etc. The Trend Report of Research in correlates of achievement in the 4th Survey of Research in Education has revealed that a student is good in memorizing in certain facts, may not be so in practical calculations based on reasoning. It has been found that a student is good in memorizing in certain facts, may not be so in practical calculations based on reasoning. Sustained researches have to be carried out with reference to the different subjects of study separately. Such researches may be of great help to the teachers, school administrators, guidance counsellors and other counselling workers.

The academic achievement of the child depends upon the main factors namely child's interest, motivation, intelligence, conceptual learning, understanding in class, adjustment, school environment, home environment and reading interest. It further depends on numerous factors like child interest and motivation in the subject that they study, the devices and methods adopted by teachers in class, family set up and situational study habits of variables. It is pertinent to mention that economic, social and cultural factors make their contribution in the academic achievement (high or low) for the students.

### **School Environment:**

School Environment means the extent to which school settings promote students' safety and students' health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity. Kwesiga (2002) agrees that school has an effect on the academic performance of students but argued that school facilities determine the quality of the school, which in turn influences the achievements, and attainment of its pupils. Karemera (2003) found that student's performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution.

### **ACADEMIC ACHIEVEMENT AND SCHOOL ENVIRONMENT**

Many researchers lend support to a close link between school climate and academic achievement (Rice, 1968, Anderson, 1970, Agnew, 1981, Bredford, 1987) in abroad countries (Sharma, 1971, Bhasin, 1974, Rao, 1976 and Shah, 1981) in India. Kumar and Pandey (1981) concluded that an urban environment was more conducive to better achievement than rural. Misra (1982) and Upadhyaya (1982) found that school environment was significantly related to academic achievement. Doctor and Puri (1984) found significant effect of environment facility on both general academic achievement and achievement in English language.

Sarsawat (1988) discovered that all the basis of school climate was significant. Parida (2003) revealed a significant difference in academic achievement of the respondents due to school environment. Vazalwar and Yadav (2005) indicated that there existed a significant joint effect of school environment and other variables on reading comprehension in English. Sellstrom and Bremberg (2006) found that despite the different pupil outcomes and the variety of determinants used, a school effect was evident. Nigam and Devi (2008) revealed a relationship of school environment with the academic achievement. Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on academic achievement of young adolescents. Wang (2010) also depicted the relationships among middle school students' perceptions of school environment and academic achievement. Sayeed (2015) found that *there was no significant relationship between school environment and academic achievement of class IX students*. Torupere (2016) concluded aesthetic beauty of the school and infrastructural facilities significantly influence students' academic performance. Also, there is a significant influence of school equipment and instructional materials and school location on students' academic performance.

## REVIEW OF LITERATURE

- **Thakur and others (2005)** studied "School environment and development of moral values and judgment". **Objective:** Objective of this research was to find out the relationship of school environment with development of moral values and judgment in rural pre-adolescents. **Sample:** A sample of 200 children (100 male and 100 female) was drawn randomly from primary and middle schools located in the villages of Ludhiana district. **Result:** It was found that good socio-emotional climate of the school also played a vital in the development of positive moral values and judgment.
- **Dwivedi (2005)** studied "Influence of school environment and approval motive on academic achievement of students." **Objective:** The objective of the study was to compare the educational attainment of students belonging to different categories of schools according to their environment. **Sample:** A sample comprised of 400 Xth class students from sixteen different institutions. **Findings:** It found that students from schools with enriched environment had significantly better academic achievement than the students from poor school environment. Academic achievement of students of urban schools was significantly higher than that of students of rural schools. It was

also found that the students who were high approval seekers had significantly greater achievement than the students who were low approval seekers.

- **Este'vez et al. (2008)** examined “Adolescent aggression: Effects of gender and family and school environments”. **Aim:** The aim of this study was to examine the influence of family and classroom environments on the development of particular individual characteristics, including level of empathy, attitude to institutional authority and perceived social reputation, and the role these characteristics may in turn play in school aggression. **Sample:** Participants were 1319 adolescents aged 11–16 (47% male) drawn from state secondary schools in Valencia (Spain). **Results:** It was found that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for a positive classroom environment. This model accounted for 40% of the variance in aggression at school for boys and 35% for girls.

#### **STATEMENT OF THE PROBLEM**

**Comparison of School Environment on Academic Achievement of Senior Secondary School Students in relation their locality and types of school.**

#### **OBJECTIVES OF THE STUDY**

1. To compare the mean scores of school environment of students studying in Govt. & Private senior secondary schools.
2. To compare the mean scores of school environment of students studying in senior secondary schools situated in Rural & Urban areas.
3. To compare the mean scores of academic achievement of students studying in senior secondary schools belonging to favourable & Unfavourable school environment .

#### **HYPOTHESES**

1. There exists no significant difference between the mean scores of school environment of students studying in Govt. & Private senior secondary schools.
2. There exists no significant difference between the mean scores of school environment of students studying in senior secondary schools situated in Rural & Urban areas.
3. There exists no significant difference between the mean scores of academic achievement of students studying in senior secondary schools belonging to favourable & Unfavourable school environment.

## METHODOLOGY

The descriptive survey method has been used in the present investigation

## SAMPLE

In the present study Random sampling technique was used for the selection of the sample. The sample comprised 600 students of senior secondary schools of eight districts of Haryana.

## TOOLS USED

- School environment developed by the sinha and sinha was used to assess the school environment.
- Academic achievement scores have been taken from the last annual results of the students.

## STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and ‘t’ test were used to analyze the data.

## ANALYSIS OF RESULTS

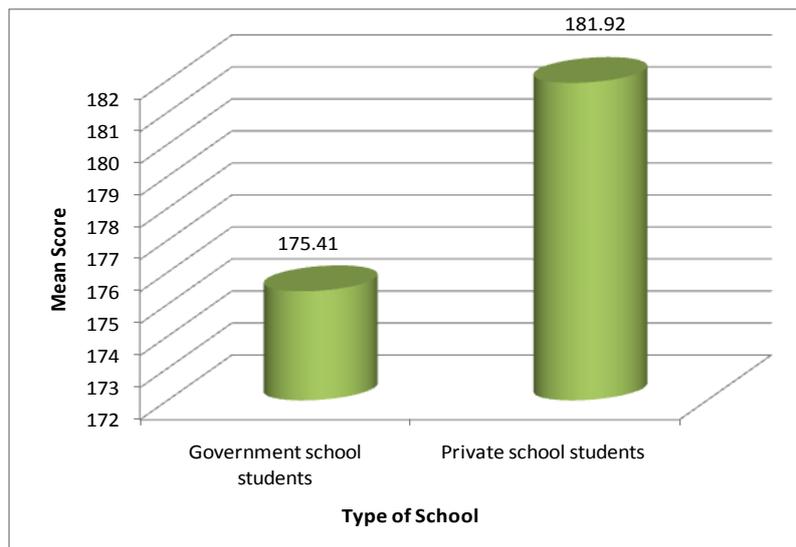
The assessment of the significant of the difference in academic achievement of senior secondary school students in relation to type of school and locality done by employing *Mean, Standard Deviation, t-test* given in Table no.1.

**TABLE 1**

**Mean, S.D. and ‘z’ score of school environment of students studying in government and private senior secondary schools**

Variable	Group	Mean Scores	D's M	'z' value	Level of Significance
School Environment	Government school students	0 175.41	.80	2.965	Significant at 0.01 level
	Private school students	0 181.92	.95		

From the Table 1, it is evident that ‘z’ value is 2.965 which is significant at 0.01 level of significance with 598 degree of freedom. Hence, there is a significant difference in mean scores of school environment of students studying in government and private senior secondary schools. Therefore, the hypothesis, “There exists no significant difference in mean scores of school environment of students studying in government and private senior secondary schools” is rejected.



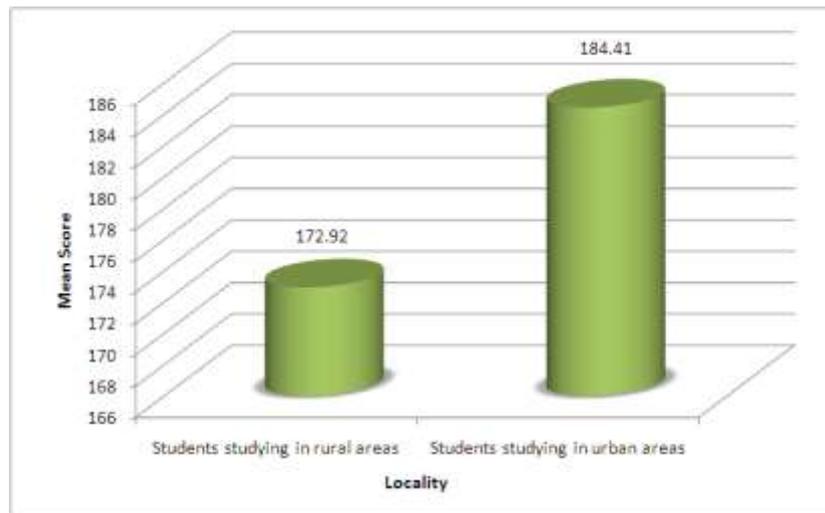
**Fig. 1: Mean scores of school environment of students studying in government and private senior secondary schools**

Further, the mean scores of school environment of students studying in private senior secondary school is 181.92 which is higher than that of students studying in the government senior secondary schools, which is 175.41, hence, it may be concluded that students studying in private senior secondary schools have more favourable school environment than the students studying in government senior secondary schools.

**TABLE 2 Mean, S.D. and ‘z’ score of school environment of students studying in senior secondary schools situated in rural and urban areas**

Variable	Group	N	Mean Scores	S.D's	EM	z' value	Level of Significance
School Environment	Students studying in rural areas	300	172.92	9.85	723	4.765	Significant at 0.01 level
	Students studying in urban areas	300	184.41	9.18			

From the Table 2, it is evident that ‘z’ value is 4.765 which is significant at 0.01 level of significance with 598 degree of freedom. Hence, there is a significant difference in mean scores of school environment of students studying in rural and urban senior secondary schools. Therefore, the hypothesis, “There exists no significant difference in mean scores of school environment of students studying in senior secondary schools situated in rural and urban areas” is rejected.



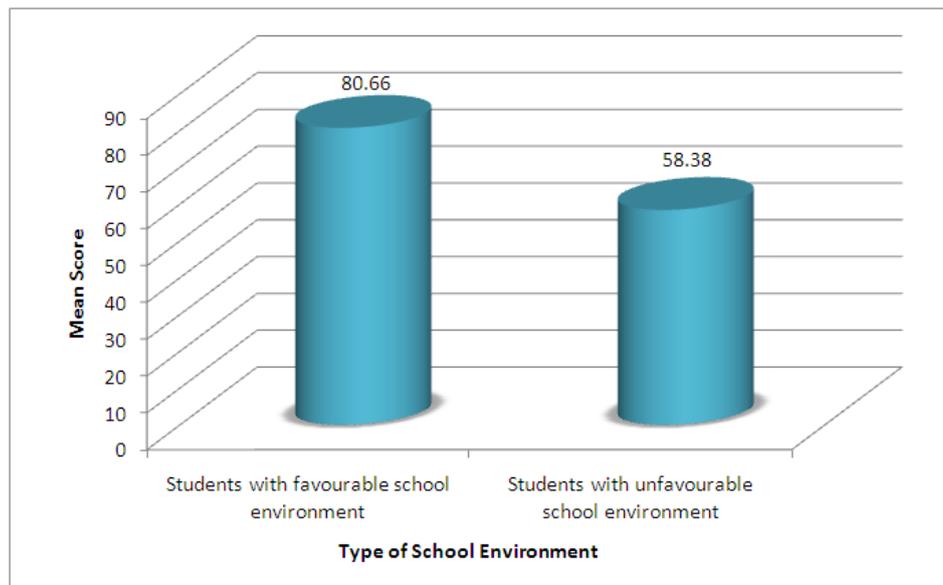
**Fig. 2: Mean scores of school environment of students studying in senior secondary schools situated in rural and urban areas**

Further, the mean scores of school environment of students studying in urban senior secondary school is 184.41 which is higher than that of students studying in the rural senior secondary schools, which is 172.92, hence, it may be concluded that students studying in senior secondary schools situated in urban areas have more favourable school environment than the students studying senior secondary schools situated in rural areas.

**TABLE 3 Mean, S.D. and ‘z’ score of academic achievement of senior secondary school students in relation to their school environment**

Variable	Group	N	Mean Scores	D's	SEM	'z' value	Level of Significance
Academic Achievement	Students with Favourable school environment	17	80.66	.71	0.388	20.472	significant at 0.01 level
	Students with unfavourable school environment	34	58.38	.61			

From the Table 3, it is evident that ‘z’ value is 20.472 which is significant at 0.01 level of significance with 299 degree of freedom. Hence, there is a significant difference in mean scores of academic achievement of senior secondary school students having favourable and unfavourable school environment. Therefore, the hypothesis, “There exists no significant difference in mean scores of academic achievement of students studying in senior secondary schools belonging to favourable and unfavourable school environment” is rejected.



**Fig.3: Mean scores of academic achievement of Senior Secondary School Students in relation to their school environment**

Further, the mean scores of academic achievement of senior secondary school students having favourable school environment is 80.66 which is higher than that of senior secondary school students having unfavourable school environment, which is 58.38, hence, it may be concluded that senior secondary school students having favourable school environment have more academic achievement than the senior secondary school students having unfavourable school environment

### **FINDINGS OF THE STUDY**

1. It is found that the students studying in private senior secondary schools have favourable school environment than students studying in government senior secondary schools.
2. It is found that the students studying in senior secondary schools situated in urban areas have favourable school environment than students studying in senior secondary schools situated in rural areas.
3. It is found that students studying in senior secondary schools having favourable school environment have better academic achievement than students studying in senior secondary schools having unfavourable school environment.

### **Conclusion and Implications**

From the results It may find out that the students having favourable school environment have better academic achievement than students having unfavourable school environment.

Again, by comparing school environment of students studying in senior secondary schools

on the basis of types of school & location of the school. It may be concluded that all these variables affect the school environment of the students. Consequently students belonging to private senior secondary schools have more favourable school environment than government senior secondary schools. Further, students studying in senior secondary schools situated in urban areas have favourable school environment than students studying in senior secondary schools situated in rural areas.

### **BIBLIOGRAPHY**

- Arul, L.A.S. and Deepa, T. (2013). *Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District. International Journal of Physical and Social Sciences*, 3(2), 101-107.
- Bruni, O., Ferini- Sterambi, L., Russo, P. M., Antignani, M., Innocenzi, M., and Ottaviano (2006). *Sleep Disturbances and Teacher Rating of School Achievement and Temperament in Children. Sleep Medicine*, 7(1), 43- 48.
- Anuradha & Bharti (2001). *Effect of T.V. viewing on academic achievement of elementary school children. Perspectives in education*, 18 (2).
- Arul Laurence, A.S. (2012). *School Environment & Academic Performance of Standard Six Students. Journal of Educational and Industrial Studies in the World*, 2(3).