

## Academic achievement of senior secondary school students in relation to their school environment

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### Abstract

The present study the relationship between academic achievement and dimensions of school environment of senior secondary school students. Data for the study were collected using Karuna Shanker Mishra's School Environment Inventory (2012). The investigator used random sampling technique for selecting the sample. The sample consists of 264 senior secondary school students. For analyzing data Pearson's product moment co-efficient were the statistical techniques used. The main finding of the study that there was no significant relationship between academic achievement and dimensions of school environment of senior secondary school students.

**Keywords:** Academic Achievement, School Environment, Senior Secondary School Students

### Introduction

Dewey (1926) 'Education is a continuous process of experiencing and of revising or non-revising experiences It is the development of all those capacities in the individual, which enables him to control his environment and fulfill his possibilities.' Academic achievement is an important instrument of personal progress, which helps to the child his goal and makes all round development. It helps in fulfillment of parent's desire that their children climb the ladder of success. The achievement of the child depends upon his / her conceptual learning and understanding in class. It is pertinent to mention that economic, social and cultural factors also make the contribution in academic achievement high or low for the students. It further depends on numerous factors like individual interest, aptitude, capacity and motivation in the subject that they study; the methods and approaches adopted by teachers in class, family environment and situational study habits and mental makeup, personality factors and social surroundings do also play an important role in shaping the performance of students. "Accomplishment or proficiency of performance in a given skill or body of knowledge" Good (1959).

Academic Achievement is the combination of ability and effort. The importance of motivation among different factors influencing academic performance is clearly marked by the anecdotal method. Heckausen (1967) pointed out that concentration and persistence in the pursuit of achieving goals increases from the age of four. Failures are tolerated better and more frequent attempts are made to overcome them. Academic achievement determines the pupil's progress by providing information of pupil's efficiency and growth. The emphasis in the kind of information needed about pupils and the most appropriate methods of obtaining have been varied and modified over time. The present trend is to make use of a variety of types of examination such as oral, objective, essay examination and certain standardized tests to evaluate the several dimensions of pupil achievement.'

School is a primary setting for academic and social experiences. As Crandall *et al.* (1960) pointed out

"achievement is a behavior directed towards the attainment of approval or the avoidance of disapproval for competence of performance in situations to which standards of excellence are relevant." Mudslinger (1975) "Academic achievement of a student in his school is an important index of his performance in future, which labels him as high or low performer, or high or low achievers. All schools assign their students marks or grades and these are the sources of information, which let the pupil know how well he is doing in comparison with others in his class." The academic achievement of the students is affected by certain academic indicators like standardized scores, performance rate, home environment and circumstances etc. Systematic monitoring of these aspects can suggest how we can close these achievement gaps.

Many researcher's study conducted abroad lend support to a close link between school climate and academic achievement (some researchers in India also support their findings (Kumar 1992, Singh 2010, Lawrence 2013 and Archana *et al.* (2015). Learning is possible when social relationships between teachers and pupils are both formal and informal. School is institutional place, of communities of learners, including both students and teachers. It is significant to note that school occupies the first and the most significant place for the development of the child. Inadequate school environment is likely to cripple the personality of child from the point of his/her abilities and behavior disability.

The nature of the environment provides the necessary sensory inputs, stimulation and experimental basis for the development of perceptual skills and cognitive skills. A study by Bradley and Caldwell (1989) revealed that measures of specific aspects of the child's school environment such as teachers responsively and availability of stimulating play mates were more strongly related to child's development status than global measures of environment quality.

### Significance of the study

The school environment plays an important part in the development of a child. Harmonious development of the personality of the child is shaped in the school also. "The

destiny of India is now being shaped in her classrooms” The Kothari Commission (1964-66). As students are the backbones of the nation it is important to maintain a healthy school environment. The research findings suggest that the school environment which gives conducive and friendly atmosphere to the children has good effect on the development as successful adult. Communication either verbal or non-verbal helps for gaining learning experiences and language is required to express verbal ideas for understanding any concepts, therefore, the process of learning and understanding the ways an individual learns a language is the key to educational improvement. Further, good study habits of a learner in a consider school environment help to acquire and master the language skills. Achievement of students is affected by individual, social and environmental factors.

**Objective**

- To study the relationship between academic achievement and dimensions of school environment of senior secondary school students.

**Hypotheses**

- There is no significance difference between academic achievement and dimensions of school environment of senior secondary school students.

**Method**

For conducting the present investigation Survey Technique under Normative Method of Research” was used.

**Sample**

In the present study, a representative sample of 264 students studying in class 11th from Faridabad districts of Haryana and students were selected by adopting of random sampling.

**Variables**

1. Independent variable (School Environment)
2. Dependent variable (Academic Achievement)

**Research Tools**

- Karuna Shanker Mishra’s School Environment Inventory (2012).
- To measure the academic achievement, the marks of sampled students in their previous examination i.e. marks of class 11th were taken as their academic achievement score.

**Statistical Technique**

- Correlation

**Table 1:** Co-relation of Academic Achievement with Dimensions of School Environment (N=264)

S. No.	Variables	Mean	Coefficient of Correlation	Level of Significance
1.	Academic Achievement	277.34	-0.035	N.S
	Creative Stimulation	53.13		
2.	Academic Achievement	277.34	0.408	0.05
	Cognitive Encouragement	26.91		
3.	Academic Achievement	277.34	-0.060	N.S
	Permissiveness	29.71		
4.	Academic Achievement	277.34	0.006	N.S
	Acceptance	24.26		
5.	Academic Achievement	277.34	0.001	N.S
	Rejection	17.44		
6.	Academic Achievement	277.34	0.357	0.05
	Control	26.07		

\*N.S= Not Significant (at both 0.05 and 0.01 level of significant)

**Findings, Result and Discussion**

From the Table, it is evident that the value of ‘r’ is ‘-0.035’ between academic achievement and creative stimulation, value of ‘r’ is ‘-0.060’ between academic achievement and permissiveness. Both these values show negative correlations which are not significant.

**Creative Stimulation and Academic Achievement**

From the table, it is evident that creative stimulation dimension of school environment and academic achievement exhibits negative and negligible correlation as the value of ‘r’ is -0.035 which is not significant at both the levels of significance i.e. 0.05 and 0.01.

The null hypothesis that, “There is no significant relationship between creative stimulation dimension of school environment and academic achievement of senior secondary school students,” stands accepted. It means that creative stimulation

is negatively related to academic achievement of students, but it is accepted. Only opportunity provided by the teacher cannot affect academic achievement. But it is also important to see whether the conditions for creative stimulation are appropriate or not and yes the right guidance and covering the whole syllabus may lead to the best result.

**Cognitive Encouragement and Academic Achievement**

From the table, it is evident that cognitive stimulation dimension of school environment and academic achievement exhibits a positive correlation as the value of ‘r’ is 0.408 which is significant at 0.05 level of significance only. So the null hypothesis that, “There is no significant relationship between the cognitive encouragement dimension of school environment and academic achievement of senior secondary school students,” is rejected. It means that cognitive

encouragement is significantly related to the academic achievement of the students.

This can be interpreted as cognitive encouraging, i.e. teacher's behaviour to stimulate cognitive development of the student by encouraging his actions and behaviours is necessary to improve students' academic achievement. Although it is not highly correlated with academic achievement, yet it improves student's academic achievement. It is suggested that a teacher should enhance the school environment by encouraging students' actions and behaviours towards their cognitive development.

### **Permissiveness and Academic Achievement**

The table shows that permissiveness dimension of school environment and academic achievement exhibits a negative and a minor correlation as the value of 'r' is -0.060 which is not significant at both the levels of significance i.e. 0.05 and 0.01.

So the null hypothesis that, "There is no significant relationship between the permissiveness dimension of school environment and academic achievement of senior secondary school students," stands accepted. It means that permissiveness in the school environment is not significantly related to academic achievement. This can be interpreted that providing opportunities for students to express their views freely and act according to their desires with no interruption from teachers, may not be useful in each and every condition as students may be misguided or become deviated from their path in the absence of teachers, interruption gives a definite path to the students' views and actions. So we can say that permissiveness in the school environment should be less and controlled for better academic achievement.

### **Acceptance and Academic Achievement**

From the table, it is evident that acceptance dimension of school environment and academic achievement exhibits positive and negligible correlation as the value of 'r' is 0.006 and it is not significant at both the levels of significance i.e. 0.05 and 0.01.

So the null hypothesis that, "there is no significant relationship between the acceptance dimension of school environment and academic achievement of senior secondary school students," is accepted. This means that acceptable behaviour of a teacher does not always affect the academic achievement of students. These two variables show indifferent or negligible relationship. It may be interpreted that acceptance from the teacher of students' uniqueness, feelings and expression as an autonomous individual in a non-threatening manner is positively related but it is also necessary to control the student's behaviour and expression.

### **Rejection and Academic Achievement**

The result shown in the table shows the value of the correlation between rejection and academic achievement is '0.001', which is positive, but not significant at both the levels of significance 0.05 and 0.01. So the null hypothesis that, "there is no significant relationship between rejection dimension of school environment and academic achievement of senior secondary school students," is accepted. It means that rejection is positively related to academic achievement of senior secondary school students. It interprets that higher the rejection in the behavior of teachers, higher will be the

academic achievement, but still the results show that rejection is negligibly related to academic achievement. Although it is a dimension of the school environment, yet it does not play significant role in betterment of academic achievement.

### **Control and Academic Achievement**

The result presented in table reveals that correlation between control and academic achievement is '0.357' which is positive and significant at 0.05 level of confidence only. So the null hypothesis that, "There is no significant relationship between the control dimension of school environment and academic achievement of senior secondary school students," is 'rejected'. It means that the control is positively related to academic achievement of senior secondary students and significant at 0.05 level of significance. Further, it may conclude that teacher's autocratic or democratic behavior and such atmosphere in the school which imposes discipline on students significantly affects the performance of students in academics.

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