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School Environment and Academic Achievement A Study on Secondary School Students

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Abstract

The present empirical study aims to find relationship between school environment on academic achievement of Secondary school students in Tirunelveli district. In order to solve the problem the investigator had employed descriptive method using survey as a technique. A sample of 398 secondary school students was drawn through simple random sampling method from 9 blocks of Tirunelveli, each two secondary schools from every block. The School Environment Inventory and academic achievement test developed and validated by the investigator were used to collect data. The results revealed that there is significant difference between secondary school students in their perception of school environment with regard to type of school and location of school. There is a significant and positive relationship between school environment and academic achievement is observed by the investigator.

Key Terms: School Environment, Academic Achievement, Secondary School Students

Introduction

School environment is significant in contributing to the achievement of students apart from physical environment. School environment plays a vital role in the achievement of the child at school and home. Researchers have proved that more congenial the school environment, the better will be the achievement on the part of students. According to Singh, Shailendra (2015) academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Great emphasis is placed on achievement in school right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than ascription or equality (Mahmood Ahmad Khan, Nuzhat Jan 2010). The difference in the achievement of the students may be due to the rate at which the school environment, their mental ability, habits to be developed such as hard work, concentration in study and attention. Most of our classes are mixed in this sense that the children come from home having different socio-economic status, physical health and mental development and varying experiences. The school environment, which include the classrooms, libraries, teacher's quality, teaching methods, school management etc are variables that affect student's academic achievement. Fruitful learning of the child takes place only in proper and

adequate environment. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Arul Lawrence and Vimala 2012).

Background of the study

Harinarayanan, and Pazhanivelu (2018) found a significant positive relationship between school environment and academic achievement and suggested to improve school environment to enhance academic achievement. It is the development of all those capacities in the individual which enables him to control his environment and fulfil his possibilities (socialscience. blogspot.com). Environment plays a great role because it begins to influence the growth and development of the individual right from the womb of the mother. The physical, social, cultural and psychological environment that prevails in the educational environment influence the development process of the children in schools. Fruitful learning of the child depends on the proper and adequate environment which is very much necessary. The school should provide necessary stimulus for the learning experience. Since the children spend longer time in schools, every activity of the school tend to influence the knowledge, behaviour and skill of the children (Yuba Raj Parajuli 2021, Bhavana, Kumudini Achchi, 2018, Arul Lawrence and Vimala 2012).

Guihua Xie, Yangyang Zhang (2020) found that local community school has the average quality of school teachers and further academic practices did not correlate with school effectiveness. Tapia-Fonllem et al. (2020) investigated on a total of 405 students from four public elementary schools in northwestern Mexico selected to participate to find the relationships in this study, found out significant correlation between school environment and student well-being. Simranjit Kaur (2020) found a significant difference between the students of rural and urban schools in the school environment and its dimensions. Arshad, M. et al. (2019) found that most of the school buildings were not properly equipped with necessary physical facilities. Further it was concluded that students' achievement in English was not correlated with school environment at secondary level in Rawalpindi, Pakistan.

Barineka Lucky et al. (2018) concluded that school environment contributes to students' achievement when there is provision of the relevant facilities that encourage and develop curiosity in the mind of the students. He also recommended that favourable environment should be provided for adequate teaching and learning processes or procedures. Harinarayanan S., Pazhanivelu G.(2018) found that secondary students have a high level of the school environment and school environment and academic achievement had a positive significant relation. Sukhwinder Kaur (2017) attempted to compare the school environment as perceived by the boys and girls. Kurana Shankar Mishra's School Environment Inventory was administered on 75 boys and 75 girls studying at senior secondary level. The boys and girls significantly differ in their opinion on school environment. Jogeswara Rao M.D.V., Viswanatha Reddy S. (2016) research revealed that there is significant impact of the three variables on achievement motivation of the students. Hem Raj , Fatma Gausiya (2016) finding showed a significant relationship between school environment and academic achievement of 10th class students of government and private schools.

Significance of the Study

Children acquire their literacy, numeracy and scientific knowledge mostly from school. The academic performances are the base for entry to higher education and also employment. In this competitive world, high level of achievement is considered as the mark of one's performance. In India the whole system of education is centred on the academic achievement of students. Effective learning takes place when the environment is adequate and pleasant. Their school plays a major role in developing and enhancing the innate potential of the child. The education of the child and his achievement is largely decided by the dynamic role of teachers, the curriculum,

facilities provided by the school and the psycho-social conditions prevail in the campus. It is evident from the review literature that the academic achievement of the students is greatly influenced by the school environment; the investigator indented to find out school environment factors which impact on achievement. Hence the investigator selected the topic.

The result of the present research will help to find which components of school environment influences the academic performance. The findings will help the policy makers in evolving best planning, policies and programmes to improve school environment. The results of the study will help the head teachers of the schools to improve in planning for the school plant, the curricular and co-curricular activities, teacher-pupil relationship, the means of discipline and the strategies. The findings will enable the teachers to tailor their method of teaching, selection of audio visual materials and the techniques of evaluation. The result of the study will help the parents to select the best school for their wards.

Statement of Problem

Students' academic performance varies due to the effectiveness of schools. Besides the teaching method and the emotional touch of the teachers, several other factors can affect learning ability, including seating, light, noise, and even colour. Students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability (Ella Hendrix 2019). The present study indented to investigate which factors might affect school effectiveness in terms of academic achievement. So investigators focused their enquiry on the secondary schools environments' impact on academic achievement of the children in nineth and tenth classes.

Operational Definitions of Key Terms

School Environment

In this study the school environment means the physical and psychological environment which includes the emotional, aesthetic and social conditions that affect the well-being of students that are measured through school environment inventory. High score indicates the desirable environment.

Academic achievement

The score of achievement tests in all the subjects included in the curriculum is considered as academic achievement. Here, the achievement level of the student is judged by the marks that the students have scored in an achievement test conducted by the investigators.

Secondary school students

The students admitted in the secondary schools are meant as secondary school students. It includes students of 9^{th} & 10^{th} classes.

Objectives of the study

- To find out significant difference between students of secondary schools in perceiving school environment and academic achievement with regard to certain demographic variables
- To find out the relationship between school environment as perceived by students of secondary schools and academic achievement

Null Hypotheses

- There is no significant difference between secondary school students in their perception of school environment with regard to type of school and location of school.
- There is no significant difference between secondary school students in their academic achievement with regard to type of school and location of school.

- There is no significant correlation between perception of school environment and academic achievement of secondary school students.

Methodology

In order to solve the present problem the investigators found descriptive method of research was suitable. To collect data survey technique was used. The population of the study being secondary school students in Tirunelveli District, a sample of 398 students were drawn through simple random sampling method from 9 blocks of Tirunelveli, each two secondary schools from every block.

The School Environment Inventory was developed and validated by the investigators in 2018. The tool consisted of 35 statements. There are 22 positive statements and 3 negative statements. With three alternatives responses i.e Agree, Neutral and Disagree, the Likert scale was scored for positive statements 3, 2 and 1 and for negative statements as reverse. Content and face validity was established considering the feedback of experts in the field and test-retest method was used to establish the reliability of the tool. An achievement test was conducted which was developed and validated by the investigators and evaluated by two examiners in the respective schools and an average score of two evaluators was taken as academic achievement. Earlier the demographic information was also collected from the respondents. The collected data was subjected to analysis using mean, SD, 't' test, F ratio, Scheffe test and Karl Pearson's Product moment Correlation.

Analysis of Data

Table No.1

Significant Difference between the Mean scores of Perception of School Environment of Secondary School Students with respect to Type of School

Type of School	Count	Mean	SD	't' Value	Remarks
Govt.	94	98.31	3.62	3.57	S
Govt. Aided	304	99.75	2.78		

(At 0.05 level of significance the table value is 1.96)

It is evident from the table that the secondary school students significantly differ in their perception of school environment with regard to type of school. Comparing the mean scores the students of Govt. Aided schools perceived better than students of Government Schools.

Table No.2
Significant Difference between the Mean Scores of Academic Achievement of Secondary School Students with respect to Type of School

Type of School	Count	Mean	SD	't' Value	Remarks
Govt.	94	431.51	52.84	8.34	S
Govt. Aided	304	375.77	67.66		

(At 0.05 level of significance the table value is 1.96)

It is very clear that the secondary school students significantly differ in their academic achievement with regard to type of school. Comparing the mean scores the students of Government aid schools are better than students of Government schools in academic achievement.

Table No. 3

Significant Difference between the Mean scores of Perception of School Environment of Secondary School Students with respect to Location of School

Location of School	Count	Mean	SD	't' Value	Remarks
Urban	93	98.28	3.63	3.63	S
Rural	305	99.75	2.78		

(At 0.05 level of significance the table value is 1.96)

It is evident from the table that the secondary school students significantly differ in their perception of school environment with regard to location of school. Comparing the mean scores the students of rural schools perceived better than students of urban Schools.

Table No. 4

Significant difference between the Mean Scores of Academic Achievement of Secondary School Students with respect to Location of School

Location of School	Count	Mean	SD	't' Value	Remarks
Urban	93	431.51	52.84	8.34	S
Rural	305	375.77	67.66		

(At 0.05 level of significance the table value is 1.96)

It is very clear that the secondary school students significantly differ in their academic achievement with regard to location of school. Comparing the mean scores the students of rural schools are better than students of urban schools in academic achievement.

Table No. 5

Correlation between School Environment and Academic Achievement of Secondary School Students

Variables	Count	Calculation r	Table Value	Result
School Environment & Academic Achievement	398	0.217	0.088	S

(Tested at 0.05 level of significance)

The calculated r value is greater than the table value. Hence there is significant positive correlation between perception of school environment and academic achievement of secondary school students.

Conclusion

The secondary school students significantly differ in their perception of school environment and academic achievement with regard to type of school and location of school. The students of Government aided schools and rural schools perceived better school environment and academic achievement. The finding was confirmed by Ram Prakash Gupta (2013) observed that there is no significant difference between school environment of 10th class students studying in govt. school situated in rural and urban area. Similar finding was drawn by Faiza Masood, Iram Rubab, Ishtiaq Ahmad (2019). The study concludes that there is significant positive correlation between perception of school environment and academic achievement of secondary school students. The finding draws support from the previous researches Harinarayanan S., Pazhanivelu G. (2018), Barineka Lucky (2018), Abdulkadir Mohamud Dahie et al. (2017), Williams, Persaud, and Turner (2008).

Based on the results the investigator come out with educational implications. It was found that students who feel secured in a school environment, students who are supported in school and students with better socio-emotional health contribute to a high extent in the performance of students in school. It was recommended among others that government and proprietors of schools should provide adequate classroom buildings and also ensure that existing dilapidated physical facilities are renovated and maintained. Based on the above, the researcher recommends that schools should be provided with functional libraries, equipped with current reading materials to help enhance both the students' academic achievement and the teachers' effectiveness in academic activities in the school.

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