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## Research Article

### A STUDY ON THE EFFECT OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS IN SPSR NELLORE DISTRICT

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#### ABSTRACT

The present study is an ardent effort to study the effect of school environment on the academic achievement of secondary school students. The purpose of the study was to determine the influence of demographic variables such as gender, locality, and medium, type of management, parental education, and parental occupation on academic achievement. The investigator used the constructed Opinionaire by Manjuvani (1964) was administered to assess the effect of school environment on the academic achievement of the subjects (N=240). To test the hypotheses, the collected data were analyzed using t-test, Chi-square test and ANOVA. Findings suggested that there is significant impact of demographic variables on academic achievement; it is found that there is no difference in the effect of school environment on the academic achievement under different locality, management and medium. But there is difference in the effect of school environment on the academic achievement under different Gender, Parental Education and Parental Occupation.

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#### INTRODUCTION

“Education is making life in harmony with existence”.-Tagore.

According to 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. The forces of environment begin to influence the growth and development of the individual right from the womb of the mother. Educational process of development occurs in physical, social cultural and psychological environment. A proper and adequate environment is very much necessary for fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning experience. The Child spends most of his time in school and here his environment is exerting a different influence on performance though curricula, teaching, techniques and relationship.

A Nation's assets are built up in so many ways of which the most fruitful and highly productive one is education. The progress and prosperity of a country depends upon the quality of its citizens. The critical measure of the quality of its citizens is the quality of education provided to its citizen. Education

rightly said, is the key to economic development of the nation. No investment is likely to yield greater returns than the investment on human resources, of which the most important component is education. Educational institutions are intimately linked with society at large. They are the temples of knowledge. They are the agents of Social Change and transformation. Therefore, the general condition of our schools, colleges and universities is a matter of the great concern to nation. Environment plays a vital role in the development of the personality of the students. As a student spends most of his/her life at school, the school environment is highly responsible for the inculcating of great values in him/her. The Kothari Commission (1964-66) has beautifully said. “The destiny of Indian is now being shaped in her classrooms.” As students are the backbones of the nation, it is important to maintain a healthy School Environment.

Education has been passing through a cross-fine of conflicting from the time immemorial. The old timers maintain that education should only perform traditional functions of advancing scholarship, polishing personality and building character. But the modern educationalists lay emphasis on the utilitarian aspect of education and insist that education should be job oriented, need based and production centered.

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### **School Environment**

All the problems of education are the direct result of several factors. Among them Psychological factors and Sociological factors are the most important ones. The above two such have strong influence upon the academic achievement of the students. Among the sociological factors school and home are the two powerful social institutions that influence the academic achievement of students. In modern time home is slowly escaping from the responsibility of the educating function, shifting it completely to the school. School Environment serves as a stimulating force for the learner. "School environment denotes the climatic condition of the school, class room, and relationship with teachers". Environment as a synonymous to organizational climate, the organizational and administrative factors are affecting the achievement of pupils. According to Dave (1963) "Educational environment consists of the conditions process and psychological stimuli, which have a direct bearing on the achievement of the child".

Zepeda (2004:37) defines school climate as the social atmosphere in which people interact with others and the school environment. It includes the perceptions that people have of various aspects of the internal environment (safety, high expectations, relationships with teachers, students, parents and administrators), as well as the aspects of the school that influence behavior the way people interact with one another. The climate metaphor focuses on the interpersonal life in schools.

### **Academic Achievement**

Academic achievement may be defined, the end-products of education accurately estimated, the physical, mental, scholastic and social growth of the pupils assessed from time to time, reordering made in the proper manner and the reporting done to the parents, employers and high authorities. School Environment may be defined as the conditions, process and psychological stimuli, which have a direct bearing on the academic achievement of the child. The climatic conditions of the school, classroom relationship with teachers are denoted as the school environment.

Over the past few decades research findings showed that pupil's perception towards the gender, locality, and medium, type of management, parental education, and parental occupation has got considerable influence over academic achievement. Keeping in this view, the present study is focused to examine the impact of School Environment, gender, locality, and medium, type of management, parental education, and parental occupation of the Secondary School Students on academic achievement. The following objectives are formulated for the present study.

### **Objectives**

- To study the relationship between boys and girls about the effect of school environment on the academic achievement.
- To study the influence of school environment on the academic achievement of Secondary School Students belonging to Rural and Urban areas.
- To study the influence of school environment on the academic achievement of students belonging to different media.

- To study the influence of school environment on the academic achievement of students belonging to different managements (Govt./Private/Local bodies).
- To study the effect of school environment on the academic achievement of Secondary School Students to influence the Parental Education (Above Bachelor Degree/Below Bachelor Degree)
- To study the influence of Parental Occupation (Profession/Agriculture/ Business) on the effect of school environment on the academic achievement.
- To study the significant association between School Environment Categories and Academic Achievement Categories of Secondary School students.

### **Hypotheses**

- There will be significant difference between the students in their academic achievement keeping the gender in to consideration.
- There will be significant difference between rural and urban students in the effect of school environment on the academic achievement.
- There will be significant difference among the students under different managements (Govt./Private/Local bodies) in the effect of school environment on academic achievement.
- There will be significant difference among the students in the effect of school environment on academic achievement keeping the medium Telugu and English in to consideration.
- There will be significant difference between parental educations (Above Bachelor Degree/Below Bachelor Degree) in the effect of school environment on the academic achievement.
- There will be significant difference between parental occupations (Profession, Agriculture and Business) in the effect of school environment on the academic achievement.
- There will be significant association between school environment Categories and Academic Achievement Categories of Secondary School students.

### **TOOL AND METHODOLOGY**

A bio-data sheet was prepared seeking information about the student's gender, locality, medium, type of school management; parental education and parental occupation are taken into consideration. In order to collect relevant data, the investigator used the constructed Opinionnaire by Manjuvani (1964) which contains 40 items divided into four areas. The Opinionnaire is set on a three –point scale with three choices. Before each statement, three alternatives were given viz., Always (A), Sometimes (S), and Never (N). The responses of the subjects on different items of the Opinionnaire are quantified duly assigning numerical values 3, 2 and 1 for 'A' 'S' and 'N' respectively in case of positive items and they are reversed in the case of negative items. The sample of the present investigation consisted of 240 Secondary School Students studying class 9 and the schools were selected randomly under different managements in SPSR Nellore District of Andhra Pradesh and the sample included gender, medium and locality in equal. The test administered to the

subjects and the collected data was subjected into statistical analysis. The t-test, ANOVA and Chi-square test were employed to compare the groups and the results are presented in the following tables.

**RESULTS AND DISCUSSION**

**Table I** Significance of the difference between the Means for Gender, Locality, Medium and Parental education type on Academic Achievement of the Subjects (N=240).

Variable	Group	N	Mean	SD	Mean Difference	t-value	Level of Significance
Gender	Girls	120	57.21	17.908	4.41	1.871@	0.05
	Boys	120	61.62	18.585			
Locality	Rural	120	51.78	18.450	15.26	-7.073*	0.01
	Urban	120	67.04	14.768			
Medium	Telugu	120	56.25	17.224	6.33	-2.706*	0.01
	English	120	62.58	18.948			
Parental Education	Above Degree	69	59.48	18.101	0.09	0.928@	0.05
	Below Degree	171	59.39	18.495			

\*Significant @Not Significant

**Results presented in Table-I show**

- The obtained t-value (1.871) for Gender was not significant at 0.05 level; hence it is concluded that the gender of the high school students influence on the effect of school environment on the academic achievement.
- The obtained t-value (-7.073) for Locality was significant at 0.01 level; hence it is concluded that the locality of the high school students have no influence on the effect of school environment on the academic achievement.
- The obtained t-value (-2.706) for Medium was significant at 0.01 level; hence it is concluded that the medium of the high school students have no influence on the effect of school environment on the academic achievement.
- The obtained t-value for Parental Education (0.928) was not significant at 0.05 level; hence it is concluded that parental education of the secondary school students have influence on the levels of school environment on the academic achievement.

**Table II** Significance of the difference between the Means for School Management, Parental Occupation and School Environment on Academic Achievement of the Subjects (N=240).

Variable	Group	N	Mean	SD	ANOVA F value	Level of Significance
Management	Govt.	80	56.20	14.657	23.257*	0.01
	Private	80	69.66	19.307		
	Local Bodies	80	52.37	16.234		
Parental Occupation	Profession	54	60.81	18.567	2.293@	0.05
	Agriculture	145	57.55	18.295		
	Business	41	64.15	17.632		
School Environment	Poor	48	55.62	16.684	1.540@	0.05
	Moderate	140	60.89	18.634		
	Good	52	59.06	18.894		

\*Significant at or above 0.01 level @Not Significant

**Results presented in Table-II show**

- The obtained ‘F’ value (23.251) shows significant difference between the students in their school environment on the academic achievement with respect to management. Thus

from the above pertained mean values, it is very clear that the Private secondary school students maintained good achievement than Govt. and Local bodies.

The obtained ‘F’ value (2.293) was not significant at 0.05 level; hence it is concluded that the parental occupation of the

secondary school students have influence on the effect of school environment on the academic achievement.

The obtained ‘F’ value (1.540) was not significant; hence it is concluded that the type of school environment of the secondary school students have influence on the effect of school environment on the academic achievement.

**Table III** The difference in the School Environment on Academic Achievement of Secondary School Students

School Environment Category	Achievement Category			Total
	Less achievements	Average achievements	High achievements	
Poor School Environment	10	34	6	50
Moderate School Environment	24	79	37	140
Good School Environment	9	30	11	50
Total	43	143	54	240

  

<b>Pearson chi - square</b>	<b>4.414@</b>	<b>4</b>
N of valid cases	240	

@ Not Significant

**Results presented in Table-III show**

Pearson chi-square value (4.414) was not significant; hence it is concluded that the school environment categories and academic achievement categories have influence on the effect of school environment on the academic achievement of secondary school students.

**CONCLUSION**

The specific purpose of the present study is to find out the effect of school environment on the academic achievement of secondary school students. It is found that there is no difference in the effect of school environment on the academic achievement under different locality, management and medium. But, there is difference in the effect of school environment on the academic achievement under different Gender, Parental Education and Parental Occupation. There is significant association between School Environment Categories and Academic Achievement Categories of Secondary School students.

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