

A Study of the School Environment Contributing the Achievement of the Students of Private and Government Higher Secondary Schools

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Abstract

The present study School Environment and Academic Achievement of higher secondary students was probed to find the relationship between School Environment and Academic Achievement of students in higher secondary schools. Data for the study were collected using self-made School Environment Scale. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 80 students of class 11th studying government and private school of Damoh City. For analyzing data 't' test technique was used. Finding shows there was no significant relationship between School Environment and Academic Achievement of higher secondary school students.

Key words: Student achievement, School environment

Introduction

Dewey (1926) said '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 importance of school environment for the students in secondary schools today in particular cannot be underestimated. This is because, school environment has tremendous influence in the quality of teaching students receives and the extent of attention they pay to lesson in school. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement.

There have been studies done considering that how school environment contributes towards the achievement of students. Comparative studies have been done taking different subjects, sex ratio, learning environment of the schools, socio economic background of students, parental motivation and teacher effectiveness and so on. There have been always said that private schools are better than government schools in terms of school environment, and there has always been a charm for parents to take their children to a private school. This situation not only prevails in big cities but also in small cities and towns.

So, the question arises how school environment contributing the achievement of the students of secondary level of different types of schools, category wise as Private and Government Schools.

Definition of Key words

Student achievement

"Academic achievement" is also known as Academic performance. It can be defined as the extent to which a student, teacher or institution has attained their short or long-term educational goals. In other words, student achievement means improving academic outcomes for all students to ensure their success in school and life. Academic achievement is commonly measured through examinations or continuous assessments.

School environment

There are many factors that affect the academic achievement of student at school. These factors play a major role to make the success path of a learner. Learners are at their best when the physical environment of a school is comfortable, accessible, hygienic, safe, and cognitively stimulating. Properly maintained and designed schools can affect learning positively by focusing on issues such as: size of classrooms, location, building materials, lighting, ventilation, noise level, sanitation, furniture. The basic infrastructure of the school and the built atmosphere is a powerful support for learning.

Review of related Literature

Many researchers have studied the relationship between study habits and academic achievement. Most of them prove there is a significant relationship between them and some of them prove that there is no significant relationship between them. Here the investigator supports the second one based on his findings that there is no significant relationship between study habits and academic achievement of higher secondary schools students. Some researchers are listed here to have an insight about the work done in field. Firstly, *Dubey D., (1989)*. Studied on Effect of School environment and approval motive on memory and achievement and the main effects of all the three treatments, i.e. School location, School environment and approval motive were found to be significant on academic achievements of arts students. Similarly, *Makkar,N., (2010)* studied on educational aspirations and school adjustment of students in relation to organizational climate. Significant positive relationship found between educational aspirations and school adjustment among secondary school students in terms of school organizational climate on the dimensions of creative stimulation, cognitive encouragement, permissiveness, acceptance,

rejection and control. In his paper on a correlational study of academic achievement and study habits: issues and concerns *Anwar, E., (2013)* investigated the degree of relationship between study habits and academic achievement of senior secondary school the study found that students result also shows that the academic achievement of the students having good study habits is higher as compared to the students having poor study habits. *Lawrence, A., (2014)* did a research paper on relationship between study habits and academic achievement of higher secondary school students the investigator found that there is no significant relationship between study habits and academic achievement. Thus we can conclude that academic achievement can be encouraged through environment of a school and Learning takes place in an effective environment in schools.

Significance of the Study

In this competitive world one and all desires an elevated level of achievement as the mark of one's performance. The whole system of education is centered on academic achievement of students, creating an area for research. Since the environment influences on the academic achievement of the students, the investigator tries to find out the impact of school environment factors on achievement. Hence the investigator selected the topic

Methodology

This research is a Descriptive study as it will describe the situation of school environment of different types of secondary schools classified as, private and Government schools to draw answers of research questions. For this study, higher secondary schools of Damoh City have been classified and divided as Government and Private schools.

Inventory has been developed by the researcher. Inventory targeted the information related to physical environment, classroom organization, organization of co-curricular activities and accessibilities of lab facilities to students of the specific school. This inventory includes the items on creation of opportunities inside the classroom, providing the students with opportunities, creating an environment for self-learning and allowing cooperative learning for better achievement of learning goals. This investigates the impact of school environment on achievement of learners in government and private school students. The study does not provide comparative data of both kinds of schools but tries to find out the specific achievements in relation to their explicit goals.

Objectives of the Study

1. To compare school environment of different types of secondary schools in Damoh city of Madhya Pradesh state.
2. To study of the influence of physical facilities of the schools on academic achievement of secondary school students.

Research questions

R1- What is the influence of school environment on the academic achievement of secondary school students in Damoh city of Madhya Pradesh state?

R2 - What is the influence of physical facilities of school on academic achievement of secondary school students?

Hypothesis

1. School environment has no significant influence on academic achievement of secondary school students in Damoh city of Madhya Pradesh State.
2. There is no significant difference in educational achievement of secondary school students studying in different types of schools.

Researcher has taken the samples from Damoh city to perform the study. There are 10 Government, 5 private higher secondary schools in Damoh city recognized by MP Board. Researcher selected two private and two government higher secondary schools randomly from all the Damoh city of Madhya Pradesh. The sample unity for this study will be class 11th students. Forty students from each school will be taken randomly

Data Analysis and Result

Hypotheses-1: School environment has no significant influence on academic achievement of secondary school students in Damoh city of Madhya Pradesh State.

Academic achieveme	N	M	SD	t-value	p-value
Government School	40	16.9750	4.70944	-1.192**	.237
Private School	39	18.0256	2.94232		

**0.01 & 0.05 level of significance

From the above table it is evident that, the obtained p value is ($p > .05$) higher than the .05 level of significance. Hence, the null hypotheses are accepted. Which means, there is no significant difference between academic achievement of students of government ($M = 16.9750$, $SD = 4.70944$) and private school ($M = 18.0256$, $SD = 2.94232$) at .05 level of significance, $t(77) = -1.192$, $p = .237$. Therefore, it is found to be equally suitable for government and private school. Thus, environment has no significant influence intervention.

Hypotheses-2: There is no significant difference in educational achievement of secondary school students studying in different types of schools.

Academic achievement	N	M	SD	t-value	p-value
Government School	39	12.2051	2.39714	-11.179**	0.000
Private School	39	18.0256	2.94232		

**0.01 & 0.05 level of significance

From table 4.32, it is evident that, they obtained p value is less than the .01 level of significance. Hence, the null hypotheses are rejected and alternative hypotheses are accepted. Which means, there is a significant difference between Govt. ($M = 12.2051$, $SD = 2.39714$) and Private School students ($M = 18.0256$, $SD = 2.94232$) mean scores of academic achievement of students of private school at .01 level of significance, $t(38) = -11.179$, $p = .000$. It can also be seen that, there is no significant difference in educational achievement of secondary school students studying in different types of schools.

Conclusion

Based on the analysis of data the investigators conclude the finding that there is no significant difference on academic achievement of school environment of govt. and private school students This is due to the fact that urban students are having very much stressful environment in their day-to-day life because they are living in the mechanical life. So, they feel school environment is very convenient for their studies.

There is no significant difference in the academic achievement of students in terms of school type.

From the present study it is found that the school environment of senior secondary students is low. It is found out that there is very low positive relationship between the school environment and academic achievement. To make the achievement to a high level, efforts must be taken to strengthen the social ability, healthy status and moral values of students. Student achievement is an important aspect of

education nowadays, it has increased the accountability of teachers for teaching learning process. For the teacher it is his/her ultimate goal to improve the ability level and prepare students for life. The factors that determine the student achievement are very critical to improve the quality of a teacher.

Suggestions

1. A study of achievement in relation to school factors can be conducted in branches of science like chemistry, physics, biology etc.
2. The present study is conducted on secondary school students. A study can be done with primary or secondary school students.
3. Scholastic achievement of students to relation in participation of students in co-curricular and extracurricular activities can be conducted.

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