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## A STUDY OF INFLUENCE OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF BALASORE DISTRICT OF ODISHA

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### ABSTRACT

Education is a dynamic process which transmits knowledge; give rise to interests and inquisitiveness, implant desirable attitudes and values and developing essential skills among the learners. The environment has influences on the academic achievement of the learners, the investigator attempts to find out the influence of the school environment on academic achievement. The survey method was employed for the present study. The investigator has used a stratified random sampling technique for selecting the sample from the Balasore District. The sample consists of 160 students. For the present study data were collected using the School environment Inventory developed by Dr. K.S. Mishra. For analyzing data *t*- test and Pearson's product-moment co-efficient of correlation were used. The result of the present study reveals that there is a positive relationship between the school environment and the academic achievement of secondary school students. To make the academic achievement of pupils to a high level, efforts should undertake to strengthen the school environment. So that, the environment boosts up not only the academic achievement of pupils but their social ability, healthy status and moral values also. The government should take necessary initiatives to strengthen the library, laboratory facility, and co-curricular activities. Schools should attempt to develop better study habits among rural area students. Relevant and adequate practical as well as project works should be inculcated within the syllabus.



**KEYWORDS:** School Environment, Academic achievement, Secondary school Students

### INTRODUCTION

Education is a dynamic process which transmits knowledge, develops interests and inquisitiveness, implant desirable attitudes and values and developing essential skills among the learners. It is critical for enabling students to be competent enough and socially useful citizens and leads to the development of all those capacities in the individual, which enables him to control his environment and fulfil his responsibilities.

Jawaharlal Nehru rightly said "If all were well with our educational institutions, all would be well with the nation". Educational institutions are intimately attached with society at large. They are the

agents of social change and transformation. Therefore, the general situation of our schools, colleges and universities is a matter of great concern to the nation. The unique responsibility of the educational institutions is to help children for the acquisition of scholastic skills of the several factors influencing academic achievement.

Environment plays a vital role in the evolution of the personality of the students. As a student spends most of his life at school, the school environment is largely responsible for the inculcation of great values in him. The Kothari Commission (1964-66) has beautifully said, "The destiny of India is now being shaped in her classrooms" (p.2). The forces of environment begin to influence the development of the individual right from the womb of the mother. A proper environment is very much necessary for the learning of the child. Especially the home and the school provide the necessary stimulus for learning experience.

As students are the backbones of the nation it is very important to maintain a healthy school environment. It is observed that if a child supported with inputs from home and school then, he will be better in all walks of life and his development will be harmonious. School Environment means the extent to which school settings promote student safety and student 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 (Zais, M., 2011). School environment plays a significant role in the academic achievement of school students.

Academic achievement has always been a crucial point and centre of Educational Research. Academic development of the pupil is the primary concern as well as the most important goal of education. It is the unique responsibility of all educational institutions established by the society to promote a holistic development of pupil. Academic achievement of an individual is so far considered to be influenced by his ability to adjust to his environment, special abilities, intelligence and aptitude which are integral parts of his personality and also by the intensity of drives and motives which serve as the impelling force for his activities.

**Lawrence, A.S., & Vimala, A. (2012).** Conducted a study on "School Environment and Academic Achievement of Standard IX Students" found that there is no significant relationship between the school environment and academic achievement of standard IX students. **Gietz, C., & McIntosh, K. (2014).** Conducted a study on "Relations between student perceptions of their school environment and academic achievement" and found that perception of the school environment was significantly associated with academic success, above and beyond effects of school-level poverty and district. **Odeh, R. C., Oguiche, O. A., & Ivagher, E. D. (2015).** Conducted a study on the Influence of School Environment on Academic Achievement of Students in Secondary Schools in Zone. " Senatorial District Of Benue State Nigeria" and found that school climate physical facilities, and discipline had significant influence on academic achievement of secondary school students in zone a Senatorial district of Benue state. **Rao, M. D. V. J., & Reddy, S. V. (2016).** Conducted a study on "Impact of school environment, home environment, and mental health status on achievement motivation among high school students" and found that students with good school environment, good home environment and good mental health have secured high mean score and students with poor school environment, poor home environment and poor mental health have secured low mean score on achievement motivation. **Harinarayanan, S., & Pazhanivelu, G. (2018).** Conducted a study on "Impact of School Environment on Academic Achievement of Secondary School Students at Vellore Educational District" and found that secondary students have a high level of the school environment. It is found out that there is a positive relationship between the school environment and academic achievement. To achieve a high level, efforts must be taken to strengthen the school environment.

### SIGNIFICANCE OF THE STUDY

In this ever-growing competitive world, everybody needs a high level of achievement as the mark of their performance. The entire system of education is centered on the academic achievement of students, making it a fertile ground for research work. Learning takes place effectively and efficiently

only when a proper and congenial environment is provided for children in the classroom. Their learning environment plays an inherent role in molding the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. The education of a child and his achievement is determined to a large extent by the varied and dynamic role of teachers and the facilities provided by them for the child's education. Since the environment influences the academic achievement of the students, the investigator tries to seek out the influence of school environment factors on the academic achievement.

### STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is "Influence of School Environment on Academic Achievement of Secondary School Students."

### OBJECTIVES

- To compare mean score of school environment of boys and girls of secondary school
- To compare mean scores of school environment of rural and urban secondary school students
- To compare mean scores of school environment of government and private secondary school students
- To compare mean scores academic achievement of boys and girls of secondary school
- To compare mean scores of academic achievement of rural and urban secondary school students
- To compare mean scores of academic achievement of government and private secondary school students
- To study correlation between school environment and academic achievement of secondary school students

### Hypothesis

H<sub>01</sub> There is no significant difference between mean score of school environment of boys and girls of secondary school.

H<sub>02</sub> There is no significant difference between mean scores of school environment of rural and urban secondary school students

H<sub>03</sub> There is no significant difference between mean scores of school environment of government and private secondary school students

H<sub>04</sub> There is no significant difference between mean scores academic achievement of boys and girls of secondary school students.

H<sub>05</sub> There is no significant difference between mean scores of academic achievement of rural and urban secondary school students

H<sub>06</sub> There is no significant difference between mean scores of academic achievement of government and private secondary school students

H<sub>07</sub> There is no significant correlation between school environment and academic achievement of secondary school students

### Delimitation of the study

- The investigation of the study is limited to the students of secondary schools of Balasore District.
- In this study, the achievement of secondary school students is measured regarding marks obtained by the students in the half yearly examination conducted by the school.
- The present study is confined to class IX students only.

### Methods used for the study

The investigator has adopted a survey method of research to study the influence school environment on the academic achievement of secondary school students.

**Population of the study**

Population for the present study consists of the secondary school students of Balasore District.

**Sample**

The investigator has used stratified random sampling technique for selecting a sample from the population. The investigator selected 160 students from different schools in Balasore District as sample for the present study.

**Tools Used**

School Environment Inventory (SEI) by Dr. Karuna Shankar Mishra was adapted by the investigator for the present study. This standardized inventory is designed to measure the psycho-social climate of schools as perceived by the pupils. It provides a piece of qualitative and quantitative information about the cognitive, emotional, and social support that has been available to the students during their school life in terms of teacher -pupil interactions.

**Data Collection:**

The investigator visited the selected schools for the collection of data and tests were administered to the students. While administering the tests, instructions were read out by the investigator, and illustrative examples were explained to the students when required. It was made sure that all the students had understood the instruction fully regarding the answering of the tests and then they were asked to respond to the tests. The marks obtained by the students in their previous examination (i.e. Half yearly) conducted by School were collected. These marks were used as data for academic achievement.

**Statistical Techniques Used**

Investigator used mean, standard deviation, t-test, Pearson's product- moment co-efficient of Correlation for analysis and interpretation of the data to test the hypothesis and variables.

**Data Analysis and Interpretation**

**Objective:-1**

To compare mean score of school environment of boys and girls of secondary school

H<sub>0</sub>1 There is no significant difference between mean score of school environment of boys and girls of secondary school.

**Table No.1.1: Gender wise M, SD, N, and t-values of school environment of secondary students**

Gender	M	SD	N	t-value	Remark
Boys	135.1	13.47	80	1.53	Not Significant
Girls	139.8	13.93	80		

From the table no.1.1, it is evident that the t-value is 1.53 which is not significant. It shows that mean score of school environment of boys and girls did not differ significantly. Thus the null hypothesis is not rejected. It may, therefore, be said that boys and girls of secondary school were found to have school environment to a same extend. .

**Objective:-2**

To compare mean scores of school environment of rural and urban secondary school students

H<sub>0</sub>2 There is no significant difference between mean scores of school environment of rural and urban secondary school students

**Table No.1.2: Locality wise M, SD, N, and t-values of school environment of secondary students**

Locality of the school	M	SD	N	t-value	Remark
Urban	137.56	13.58	80	4.32	P<0.01
Rural	129.25	10.52	80		

From the table no 1.2, it is evident that that the t-value is 4.32 which is significant at 0.01 level with df

= 158. It shows that mean score of school environment of rural and urban students differ significantly. Thus the null hypothesis is rejected. Further the mean score of school environment of urban secondary students is 137.56 which is significantly higher than that of rural secondary students whose mean score of school environment is 129.25.

### Objective:-3

To compare mean scores of school environment of government and private secondary school students

H<sub>03</sub> There is no significant difference between mean scores of school environment of government and private secondary school students

Table No.1.3: Management wise M, SD, N, and t-values of school environment of secondary students

Management of the school	M	SD	N	t-value	Remark
Government	133.49	13.96	80	2.32	P<0.05
Private	138.37	12.57	80		

From the table no.1.3, it is evident that that the t-value is 2.32 which is significant at 0.05 level with df

= 158. It shows that mean score of school environment of government and private secondary students differ significantly. Thus the null hypothesis is rejected. Further the mean score of school environment of private secondary students is 138.37 which is significantly higher than that of government secondary students whose mean score of school environment is 133.49.

### Objective:-4

To compare mean scores academic achievement of boys and girls of secondary school.

H<sub>04</sub> There is no significant difference between mean scores academic achievement of boys and girls of secondary school.

**Table No.1.4: Gender wise M, SD, N, and t-values of academic achievement of secondary students**

Gender	M	SD	N	t-value	Remark
Boys	237.65	68.35	80	2.41	P<0.05
Girls	265.34	76.24	80		

From the table no. 1.4, it is evident that that the t-value is 2.41 which is significant at 0.05 level with df = 158. It shows that mean score of academic achievement of male and female students differ significantly. Thus the null hypothesis is rejected. Further the mean score of academic achievement of

girls is 265.34 which is significantly higher than that of boys whose mean score of school environment is 237.65.

**Objective:-5**

To compare mean scores of academic achievement of rural and urban secondary school students

H<sub>05</sub> There is no significant difference between mean scores of academic achievement of rural and urban secondary school students

**Table No.1.5: Locale wise M, SD, N, and t-values of academic achievement of secondary students**

Gender	M	SD	N	t-value	Remark
Urban	256.38	63.47	80	2.21	p < 0.05
rural	237.51	42.38	80		

From the table no. 1.5, it is evident that that the t-value is 2.21 which is significant at 0.05 level with df = 158. It shows that mean score of academic achievement rural and urban students differ significantly. Thus the null hypothesis is rejected. Further the mean score of academic achievement of urban secondary students is 256.38 which is significantly higher than that off rural secondary students whose mean score of school environment is 237.51.

**Objective:-6**

To compare mean scores of academic achievement of government and private secondary school students

H<sub>06</sub> There is no significant difference between mean scores of academic achievement of government and private secondary school students

**Table No.1.6: Management wise M, SD, N, and t-values of academic achievement of secondary students**

Gender	M	SD	N	t-value	Remark
Government	238.87	63.64	80	0.40	Not significant
Private	235.36	47.69	80		

From the table no.1.6, it is evident that that the t-value is 0.40 which is not significant. It shows that mean score of academic achievement of government and private students did not differ significantly. Thus the null hypothesis is not rejected. It may, therefore, be said that government and private secondary students were found to have academic achievement to a same extend.

**Objective:-7**

To study correlation between school environment and academic achievement of secondary school students

H<sub>07</sub> There is no significant correlation between school environment and academic achievement of secondary school students

**Table No.1.7: Correlation coefficient between school environment and academic achievement of secondary school students**

Variables	Coefficient of Correlation	Remark
school environment	0.293	p > 0.01
academic achievement		

From the table no. 1.7, -it is evident that the coefficient of correlation between school environment and academic achievement is 0.293 which is positive and significant at 0.01 level with df = 158.it shows that school environment and academic achievement were positively and significantly correlated. Thus, the null hypothesis is rejected.

### MAJOR FINDINGS AND CONCLUSION

Based on the analysis of data the investigators conclude the finding that there is no significant difference in the school environment of secondary students in terms of gender. At the same time, there is significant difference in the school environment of secondary school students in terms of locality of school and management of school. Moreover, the urban students have better school environment than that of the rural students. This may be due to the fact that urban students are having very stressful environment in their life because they are living in the mechanical driven society. Also, the investigator found the private school students have better school environment than that of Government schools. This may be due to the fact that private schools pay more attention toward a better learning environment. So, they feel school environment is very convenient for their learning.

Furthermore, there is no significant difference in the school environment of secondary students in terms of management of school. But there is significant difference in academic achievement of secondary school students in terms of their gender and locality of the school. The urban students have better academic achievement than that of rural students. This may be due to the fact that urban schools have adequate numbers of teachers and good teaching learning environment. Girls have better academic achievement than that of boys. This may be due to the fact that girls concentrate more on studies as compared to boys.

It is found that there is a positive relationship between school environment and academic achievement of secondary school students. This may be due to the fact that the school environment has a great influence on the academic achievement of the students. So in order to have high academic achievement, the school environment has to be strengthened. To make the academic achievement of pupils to a high level, efforts should undertake to strengthen the school environment. So that, the environment boosts up not only the academic achievement of pupils but their social ability, healthy status and moral values also. The government should take necessary initiatives to strengthen the library and laboratory facilities, co-curricular activities should be encouraged, schools should attempt to develop better study habits among rural area students, relevant and adequate practical as well as project works should be inculcated within the syllabus.

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