Monthly Multidisciplinary Research Journal

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SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF 10th CLASS STUDENTS IN HIMACHAL PRADESH.

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ABSTRACT

The present study was done to find out the relationship between school environment and academic achievement of 10th class students. The study was conducted in the government and private schools locate in the urban and rural areas of Kangra district in Himachal Pradesh. The total sample consisted of 300 students of 10th class: 200 from government schools and 100 from private schools. Random sampling method was used for collecting the data. Scores obtained by students of class 10th in the final examination of previous class were taken for academic achievement and School environment inventory by Misra, K. S. (2002) was used. To analyze data't' test and Pearson product moment correlation were used. The findings show there is significant relationship between school environment and academic achievement of 10th class students.

KEYWORDS: School Environment, Academic Achievement, Students.

INTRODUCTION

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the self-realization in the individual. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic

advancement of human welfare (Verma & Sinha, 1990).

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. This desire for a high level of achievement exerts a lot of pressure on students, teachers, schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors (Ramaswamy, 1990).

The classroom environment is of great importance as far as academic achievement is concerns. It is difficult to establish a direct casual link between positive classroom environment and academic achievement because of the many variables involved. However there is a proven relationship between these two aspects of education. Numerous studies have clearly demonstrated that leaning environment has a social outcome at all grades (Fraser, 1994; McRobbie & Fraser, 1993).

SIGNIFICANCE OF THE STUDY

A school should have the environment in which students feel physically as well as intellectually safe. Students' learning is hindered if they fear that they might be bullied or beaten up. Students must feel that it is okay for them to take chances academically and to risk being wrong, this provide them intellectual security. Students must feel that they are supported in their efforts to learn. If a school is safe in these two ways, it will have a chance to be an effective school. Students and teachers must both feel safe and inspired in order to achieve great things. Safety includes physical safety as well as emotional safety – the ability to speak freely and without fear of shame or reprisal. School environments are social environments and the standard model of teaching and learning is an interactive model, so social skills are vital for students to successfully integrate into the setting. A school environment has broad influence on students' learning and growth, including major aspects of their social, emotional, and ethical development. This led the investigator to find out the relationship between the school environment and academic achievement of students.

STATEMENT OF THE PROBLEM

School Environment and Academic Achievement of 10th Class Students in Himachal Pradesh

School Environment

School Environment is the physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting. The psychological environment includes the physical, emotional, and social conditions that affect the well-being of students and staff.
In the present study school environment mean the score obtained on school environment inventory which is developed by Mishra, K.S. (2002).

Academic Achievement

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in behavior, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like.

The achievement level of the student is taken as the scores obtained by the students of class 10th in the previous class final examinations.

10th Class Students
The education given to class 10th students in the school.

OBJECTIVES
• To study the relationship between school environment and the academic achievement of 10th class students.
• To compare the school environment of govt. school and non govt. school of district Kangra.
• To compare the school environment of govt. school situated in rural and urban area.
• To compare the school environment of non govt. school situated in rural and urban area.

HYPOTHESES
• There is no significant relationship between school environment and academic achievement of 10th class students.
• There is no significant difference between school environment of govt. and non govt. school of Kangra district.
• There is no significant difference between school environment of govt. school situated in rural and urban area.
• There is no significant difference between school environment of non govt. school situated in rural and urban area.

DELIMITATION OF STUDY
The present study was delimited to the class 10th students of government and private schools in urban and rural areas of Kangra district in Himachal Pradesh.

METHOD
School environment inventory by Misra, K. S. (2002) was used for data collection. The academic achievement was taken as the scores of class 10th students obtained by them in the previous class final examination.

The present study used descriptive survey method. Population of the study consisted of the students of 10th class in government and private schools in urban and rural areas of Kangra district in Himachal Pradesh. Simple random sampling was used to collect the data from 300 students of 10th class from the six govt. schools (200 students) and three private schools (100 students) of Kangra district in Himachal Pradesh.

For analyzing data 't' test and Pearson's product moment correlation were used as the statistical techniques.

DATA ANALYSIS AND FINDINGS
Following are the findings after data analysis based on the hypothesis:

TABLE 1: Relationship between School Environment and Academic Achievement.

School Environment and Academic Achievement	Sample size (N)	Coefficient of correlation	Remark at 5% level of significance
	300	0.1431	Significant

In table 1 the coefficient of correlation shows there is significant relationship between school environment and academic achievement of 10th class students. This result is in congruence with the previous studies by Pierce (1994); Ramana (1997) that the performance of the students depends upon the classroom learning environment, as the classroom learning environment becomes better, the performance of the students also increases.

TABLE 2: Difference in the School Environment of Govt. & Private School

School Environment	Type of school	N	M	SD	Df	t-value	Remark at 5% level of significance
	Govt.	200	178.35	30.91	298	3.32	Significant
	Non Govt.	100	189.86	22.04			

Table 2 shows that there is significant difference between school environment of Govt. and non Govt. school of district Kangra. The result indicates that non government school (M=189.86) have better school environment than the government schools (M=178.35) in district Kangra.

TABLE 3: Difference in the School Environment of Urban and Rural Govt. Schools

School Environment	Govt. Schools	N	M	SD	df	t-value	Remarks at 5% level of significance
	Rural	94	173.91	31.82	198	1.97	Significant
	Urban	106	182.42	29.50			

Table 3 shows that there is significant difference between school environments of 10th class students studying in govt. school situated in rural and urban area. The finding indicates that government school in urban area (M=182.42) have better school environment than the government schools in rural area (173.91) of district Kangra. The present results are in congruence with the study by Verma (1984) that urban schools have a better classroom environment than the rural schools.

TABLE 4: Difference in the School Environment of Urban and Rural Non Govt. School

School Environment	Non Govt. Schools	N	M	SD	df	t-value	Remarks at 5% level of significance
	Rural	18	180.89	26.69	98	1.86	Not significant
	Urban	82	191.46	20.47			

Table 4 shows that there is no significant difference between school environment of 10th class students studying in non govt. school situated in rural and urban area. This suggests that the classroom environment in non govt. schools situated in urban and rural area is almost same.

CONCLUSION

The main conclusions drawn from the present study on "the effect of school environment on academic achievement of 10th class students of Kangra district in H.P" are following:

• There is significant relationship between school environment and the academic achievement of 10th class students.

• There is significant difference between school environment of Govt. and non Govt. school of district Kangra.

• There is significant difference between school environment of govt. school situated in rural and urban area.

• There is no significant difference between school environment of non govt. school situated in rural and urban area.

From finding it can be concluded that for better performance of the students, schools need to provide positive classroom environment as the two are related. It is evident that better the school environment, higher will be performance of the students. This lays the responsibility on the schools to provide good physical and aesthetic environment where proper psychological and social development of the students can take place. To improve the environment of the schools more and more activities should be organized in the school so that students take interest in the activities and their physical as well as mental health can be improved. Teacher should use innovative ideas and try to inculcate healthy habit among students by using new methods and techniques according to their age, interest, abilities and aptitude of the students. They should also have sympathetic and cooperative attitude towards students. So, better the school environment, better will be the academic performance of the student and also there will be proper development of the students.

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