

SCHOOL ENVIRONMENT IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN JAINTIA HILLS, MEGHALAYA

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ABSTRACT

School environment plays a very important role in developing in each individual the knowledge, interest, attitudes, habits and skills with a view of producing well-balanced personalities improve the all round development of the child. Students develop better if they get more congenial environment or atmosphere. Realizing the importance of school environment the investigators aim to investigate the school environment and academic achievement of Secondary School students in Jaintia Hills. The population of the study comprises of all the secondary school students of Jaintia Hills. Descriptive survey method was used in which data from 1204 students (499 male) and (705 female) studying in Secondary Schools were collected using School Environment Inventory (SEI) developed by K.S. Mishra. The analysis of data revealed that that the dimensions of school environment namely- Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Rejection and Control have no significant relationship with academic achievement of male students whereas the result further showed that there is a significant relationship between Cognitive Encouragement, Permissiveness, Acceptance, Rejection and Control and academic achievement except Creative Stimulation among the female students.

Keywords : School Environment, Academic Achievement

Introduction

School environment plays a pivotal role in the all round development of the child. It plays a very important role in developing in each individual the knowledge, interest, attitudes, habits and skills with a view of producing well-balanced personalities. Bloom (1968) regards this environment as a "shaping and reinforcing force which acts on the individual" (Sharma M. 1993, p. 29). The more congenial the school environment, better the development on the part of the student as every individual observes a unique climate, atmosphere, or personality is felt when he or she spend time with the teachers and peer groups of a particular school. A positive school environment went hand in hand with the atmosphere within the classroom, which can have an influence on the academic achievement of the students.

Need and Impartance of the Study

The investigator has found various interesting findings from several reviews of studies that have carried out in India as well as abroad. It was found that school environment plays a significant role in School in imparting and preparing a child to meet the challenges of life through life experiences. It is in school that the minds of the future citizens are shape and mould and their habits, attitudes and aptitudes are formed. Looking at the different factors such as school learning environment, aspiration level, teachers roles etc., which act as the motivating forces in academic performance of the students, there is a

felt need to conduct this study in Jaintia Hills. Therefore, the investigator thought that by taking up the study it will help to throw some light to how much school environment can contribute to the students' academic achievement.

Review of the Related Literature

The relationship between school environment and academic achievement was studied by various researchers and number of results show clear evidence from their study that school environment has an influenced on academic achievement of students. Cornell, Shukla and Konold (2016) revealed that an authoritative school climate is conducive to student academic success in middle and high schools. Korir and Kipkemboi (2014) found that school environment and peer influence made significant contribution to the students' academic achievement. Suleman and Hussain (2014) found that classroom favorable environment has a significant positive effect on the academic achievement scores of secondary school students. Teacher caring attitude for students' 'home work', students' attitude towards school and total school environment have significant predictive influence on academic achievement. Lawrence and Vimala (2012) reported that there was no significant relationship between school environment and academic achievement of standard IX students. (Saini, 2010) found that school environment does not affect academic achievement of students. But rejection dimension shows significant negative correlation with academic achievement. Creative stimulation dimension of school environment has positive effect on academic achievement. Rest of dimensions like cognitive encouragement, acceptance, rejection, control and permissiveness are not related significantly with academic achievement. It is concluded that various dimensions of school environment are not significantly related with academic achievement of girls. (Saha, 2005) reported that the school environment exerted positive influence on cognitive development of children.

The study throws some light on the relation between school environment and academic achievement. Thus, the study would enable to have a better insight about the influence of school environment on academic achievement of male and female students in Jaintia Hills. This would help to improve the school environment in a way it will help to enhance the academic achievement.

Objective

The following are the objectives of the study:-

1. To find out the relationship between school environment and academic achievement among male Class X students of Secondary Schools in Jaintia Hills.
2. To find out the relationship between school environment and academic achievement among female Class X students of Secondary Schools in Jaintia Hills.

Hypotheses

The following are the hypotheses formulated to achieve the objectives of the study

1. There is no significant relationship between school environment and academic achievement among male Class X students of Secondary Schools in Jaintia Hills.
2. There is no significant relationship between school environment and academic achievement among female Class X students of Secondary Schools in Jaintia Hills.

Methodology

Sample

The sample of the study consisted of 1204 (499 male and 705 female) secondary school students in Jaintia Hills. The stratified random sampling technique was used for data collection.

Tools used

School Environment Inventory (SEI) developed by Karuna Shankar Misra (2000) was used for data collection and for academic achievement the Secondary School Leaving Certificate (SSLC) of Meghalaya Board of School Education (MBOSE) result was used.

Statistical analysis

Pearson Coefficient of Correlation was used for the statistical analysis in the study.

Result and Discussion

Objective:1

To find out the relationship between school environment and academic achievement among male Class X students of Secondary Schools in Jaintia Hills

Hypothesis - There is no significant relationship between school environment and academic achievement among male Class X students of Secondary Schools in Jaintia Hills.

The data was analysed and interpreted using Pearson's correlation (r). To find out the significance of the relationship ' r ' was set up at 0.05 level of significance with $df= 497$ is .088. It is presented in Table below:

Table - 01
Relationship between School Environment and Academic Achievement among
male Class X students of Secondary Schools in Jaintia Hills

Dimensions of School Environment Vs Academic Achievement	N	r	Significance
Creative Stimulation Vs Academic Achievement	499	0.026	Not Significant
Cognitive Encouragement Vs Academic Achievement		-0.021	Not Significant
Permissiveness Vs Academic Achievement		-0.022	Not Significant
Acceptance Vs Academic Achievement		0.012	Not Significant
Rejection Vs Academic Achievement		-0.087	Not Significant
Control Vs Academic Achievement		0.001	Not Significant

From Table 1, it is observed that there is no significant relationship between Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Rejection, Control and Academic Achievement among male class X students in Jaintia Hills. From the result it can be seen that school environment does not influence the academic achievement of male students. This shows that other factors such as favourable home environment, parents' motivation and students' determination to perform better helped them to do well in their examination. Similar findings were found in studies conducted by Saini (2010) who revealed that cognitive encouragement, permissiveness, acceptance, rejection, control and academic achievement are not significantly related. Joshi (2012) reported that there is no significant relationship between control and academic achievement.

Objective:2

To find out the relationship between school environment and academic achievement among female Class X students of Secondary Schools in Jaintia Hills

Hypothesis- There is no significant relationship between school environment and academic achievement among female Class X students of Secondary Schools in Jaintia Hills.

The data was analysed and interpreted using Pearson's correlation (r). To find out the significance of the relationship ' r ' was set up at 0.05 level of significance with $df= 703$ is .062. It is presented in Table below:

Table -2
Relationship between School Environment and Academic Achievement among female Class X students of Secondary Schools in Jaintia Hills

Dimensions of School Environment Vs Academic Achievement	N	r	Significance
Creative Stimulation Vs Academic Achievement	705	0.055	Not Significant
Cognitive Encouragement Vs Academic Achievement		0.074	Significant at 0.05
Permissiveness Vs Academic Achievement		0.107	Significant at 0.05
Acceptance Vs Academic Achievement		0.071	Significant at 0.05
Rejection Vs Academic Achievement		0.070	Significant at 0.05
Control Vs Academic Achievement		0.103	Significant at 0.05

From Table 2 it could be observed that there is no significant relationship between Creative Stimulation and Academic Achievement among female class X in Jaintia Hills. This shows that creative stimulation is not the only factor which contributes to academic achievement of female class X in Jaintia Hills. The finding is in tune with the finding of Saini (2010) found that creative stimulation and academic achievement of Scheduled Caste girls are not significantly related.

Further, the finding showed that there is a significant relationship between cognitive encouragement, permissiveness, acceptance, rejection, control and academic achievement among female class X students in Jaintia Hills. Joshi (2012) reported that there exists a significant relationship between cognitive encouragement and academic achievement, where as it is contradicted with the study of Saini (2010) who found that there is no significant relationship between cognitive encouragement academic achievement of scheduled caste secondary school girls. Shabana & Ansari (2012) who found that teacher caring attitude for students' home work, students' attitude towards school and total school environment have significant predictive influence on academic achievement. The study also is in line with the study of Cornell, Shukla, & Konold (2016) who revealed that an authoritative school climate is conducive to student academic success in middle and high schools. Similar findings of Upadhaya (1984) shows that teacher control signifying the strictness of the teacher in implementing and enforcing rules and magnitude of punishment on violation of rules was positively correlated with academic achievement.

Conclusion

The study found that school environment does not influence the academic achievement of male students. This shows that apart from school environment there are number of factors that can promote or hinder student's academic performance. This point to the fact that home environment, parent's encouragement, student's willingness to put effort in their studies may help them to do well academically. Further, the study revealed that there is a significant relationship between various dimensions of school environment with academic achievement of female students. This implies that female students' perception of teacher's attitude towards them is likely to affect their school achievement (S.K.J, 1979). Therefore, teachers and administrators in school should create a positive and congenial school environment where positive teaching and learning can take place which will enhance the academic achievement of the students.

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