

School Environment And Academic Achievement Of Secondary School Students

V. MATHIALAHAN Research Scholar,

Dr. K. GOVINDARAJAN Research Supervisor, Department of Education, Alagappa University, Karaikudi, Tamilnadu

Abstract

The present study School Environment and Academic Achievement of secondary school students was probed to find the relationship between School Environment and Academic Achievement of standard IX and X students. Data for the study were collected using School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consists of 300 standard IX and X students. For analyzing data 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows From the that there is a high level of school environment and academic achievement of secondary school students. No significant differences found in school environment and academic achievement with respect to the variables gender, class, type of institutions, locality and medium of instruction. There is a significant relationship exists between school environment and academic achievement and its sub variables.

I INTRODUCTION

School environment, additionally called school climate, refers to the design and feel of a school. However students feel in school will influence how sure-fire they're. A school's setting is commonly tormented by its values, rules, safety, and discipline policies. a school setting is loosely characterised by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that have an effect on students. .Supportive school environments have a meaning influence on student outcomes.

Academic Achievement encompasses student ability and performance; it's multidimensional; it is elaborately associated with human growth

and psychological feature, emotional , social and physical development; it reflects the full child; it's not associated with one instance, however happens across time and levels, through a student's life publically and on into post secondary years and dealing life". (Steinberger, 1993) Merriam Webster defines action as "the quality and amount of a student's work." This second definition is that the one that additional or less applies to the present analysis, the previous being too thoroughgoing. What we want here is that the quality of the students' work; we need to calculate the mean of their overall grades throughout the primary semester of the present year.

Secondary school students are the students **listed during a** course of study within the school providing courses on top of primary level . It includes students of ninth & tenth only.

Impact of Environment on Academic achievement

According to Dewey (1926) 'Education may be a continuous process of experiencing and of redaction or non-revising experiences. it's the event of all those capacities in the individual that allows him to regulate his possibilities . The forces of surroundings begin to influence the expansion and development of the individual right from the female internal reproductive organ of the mother instructional process of development happen in physical , social cultural and psychological surroundings . A proper and adequate surroundings is incredibly abundant necessary for a fruitful learning of the kid particularly the house and the school ought to give the required input for learning expertise. The child spends mot of his time in class and here his environment is exerting a unique influence on performance through curricula , teaching techniques , relationship.

Significance of the study

In this ever-growing competitive world everybody needs a high level of feat because the mark of one's performance. the entire system of education is targeted on educational accomplishment of scholars, creating it a fertile ground for analysis work. Learning takes places effectively only correct and congenial atmosphere is provided for kids in schoolroom. Their learning atmosphere plays Associate in

Nursing inherent role in moulding the innate potentialities of the individual and school has perpetually been thought to be a very important think about the child's education. The education of the kid and his accomplishment is set to an oversized extent by the various and dynamic role of lecturers and also the facilities provided by them for the child's education. Since the atmosphere influences on the tutorial accomplishment of the scholars, the investigator tries to seek out out the impact of school atmosphere factors on accomplishment. Hence the investigator elite the subject.

II REVIEW OF RELATED LITERATURE

Felix Omemui (2018) School Climate and Student academic achievement in Edo State Public Secondary school International Journal of Scientific Research in Education , JUNE 2018, Vol. 11(2), 175-186 The study examined the impact of school climate on student academic achievement in Edo State public secondary School . The thought of school climate is explained because the psychological atmosphere or atmosphere that characterizes a selected organization or work place. The descriptive style was adopted for the study, the population of the study incorporates 100 and forty (140) schools in Edo South legislator district. The period of time sampling technique was utilized in choosing the schools, the sample size incorporates twenty-eight (28) School representing twenty you look after the population. the varsity was stratified per regime areas. 2 analysis instruments were used for the study; a form titled college Climate Questionnaire (SCQ) and a check list to assess students' tutorial action. the information obtained was collated with the employment of descriptive and inferential applied math strategies, mean and variance was accustomed answer the analysis queries whereas pearson product moment correlation and t-test was used for analysing the analysis hypotheses. it absolutely was ended that matters of school climate and students' tutorial action aren't constant in rural and concrete schools, mixed and single school massive and little school and recent and new School in Edo state public secondary schools. Recommendations like principal and workers should work along as a team to make an honest learning atmosphere.

Kiagus Muhammad Sobri, Farida Hanum, Hutkemri Zulnaidi, Abdul

Razaq Ahmadd Alfitri (2017) A comparative study of School atmosphere for students' skills development in Malaya and Republic of Indonesia|Dutch East Indies|country|state|land} as Ketsart Journal of Social Sciences The cultural support and school atmosphere for students' skills development in Malaya and Indonesia were examined. school atmosphere during this study consisted of cultural support and room activities in each countries. Students' skills during this analysis stated soft skills gained from daily experiences in School . the main target of this paper

was to gauge the amount of School environments and students' skills moreover because the variations in variables in each countries. In total, four hundred Indonesian students and 528 Malaysian students were concerned during this study. The instrument used was valid via a pilot study wherever the Cronbach alpha values showed that each one things had high reliableness and will be utilized in the particular study. information collected were analyzed that specialize in descriptive and inferential statistics. The results showed that overall, the varsity environments and student's skills were at the moderate level. this suggests that the varsity atmosphere in each countries needs strategic actions for promoting a high level of soppy skills. The inferential statistics incontestable that students in Malaya perceived to have higher support compared to Indonesian students. However, the results indicated that Indonesian students have higher soft skills than Malaysian students, particularly in leadership communication and cooperation. Students from each countries had similar levels of thinking, social, management, and ICT skills. The SEM information showed that students in Malaya were additional probably to possess higher soft skills as they need been absolutely supported by college and room activities. the information showed that room activities had an immediate impact on soft skills development among Indonesian students. supported these findings, specific coming up with is desperately required to produce holistic support to enhance college environments as how to push students' skills.

III a. STATEMENT OF THE PROBLEM:

In this highly competitive world, the achievement record of the student is much focused for the betterment of life. Academic achievement is not a single entity. It is being influenced by so many factors. Among those factors, the investigator has selected Home Environment of the students and finds which contribute itself to the Academic Achievement either individually or combination. The study is entitled as ***“Home Environment and Academic achievement of secondary school students”***.

b. OBJECTIVES OF THE STUDY:

1. To find out the level of Home Environment and Academic achievement of secondary school students.
2. To study the difference in Home Environment with respect to Gender, Class, Locality , Types of Institutions and Medium of Instructions
3. To study the difference in Academic Achievement with respect to Gender, Class, Locality , Types of Institutions and Medium of

4. To find out the relationship between Home Environment and Academic achievement of secondary school students
5. To find out the relationship between Home Environment and Academic achievement of secondary school students with respect to Gender, Class, Locality, Types of Institutions and Medium of Instructions

C. HYPOTHESES:

1. There is no significant difference in Home Environment of secondary school students with respect to Gender, class, Locality, Types of Institutions and Medium of Instructions
2. There is no significant difference in Academic Achievement of secondary school students with respect to Gender, class, Locality, Types of Institutions and Medium of Instructions
3. There is significant relationship between Home Environment and Academic Achievement of secondary school students.
4. There is significant relationship between Home Environment and Academic Achievement of secondary school students with respect to Gender, class, Locality, Types of Institutions and Medium of Instructions

d. METHODOLOGY OF RESEARCH:

The study will adopt a Normative Survey Method. The variables studied are the Home Environment, and Academic Achievement.

e. SAMPLE:

The sample consists of 300 IX and X standard students from both Government Aided and Unaided schools in Sivagangai Educational District.

f. TOOLS:

1. School Environment questionnaire developed and validated by the **Anik Justina** will be used for the study

2. Academic Achievement scores obtained from the school by the student is to be used for this study.

IV DATA ANALYSIS

i. DESCRIPTIVE ANALYSIS

Table 4.1

shows the Mean and SD of Variable Home Environment and its sub-variables

variable	No.	Mean	SD
Home Environment	300	97.65	9.18
Boys	112	95.92	8.9
Girls	118	98.69	9.21
Ix	233	97.49	9.38
X	67	98.22	8.45
Rural	200	97.38	8.98
Urban	100	98.2	9.58
Govt.	50	97.16	7.28
Aided	120	96.51	9.65
Unaided	130	98.9	9.28
Tamil	170	96.7	9.00
English	130	98.9	9.28

Figure 4.1

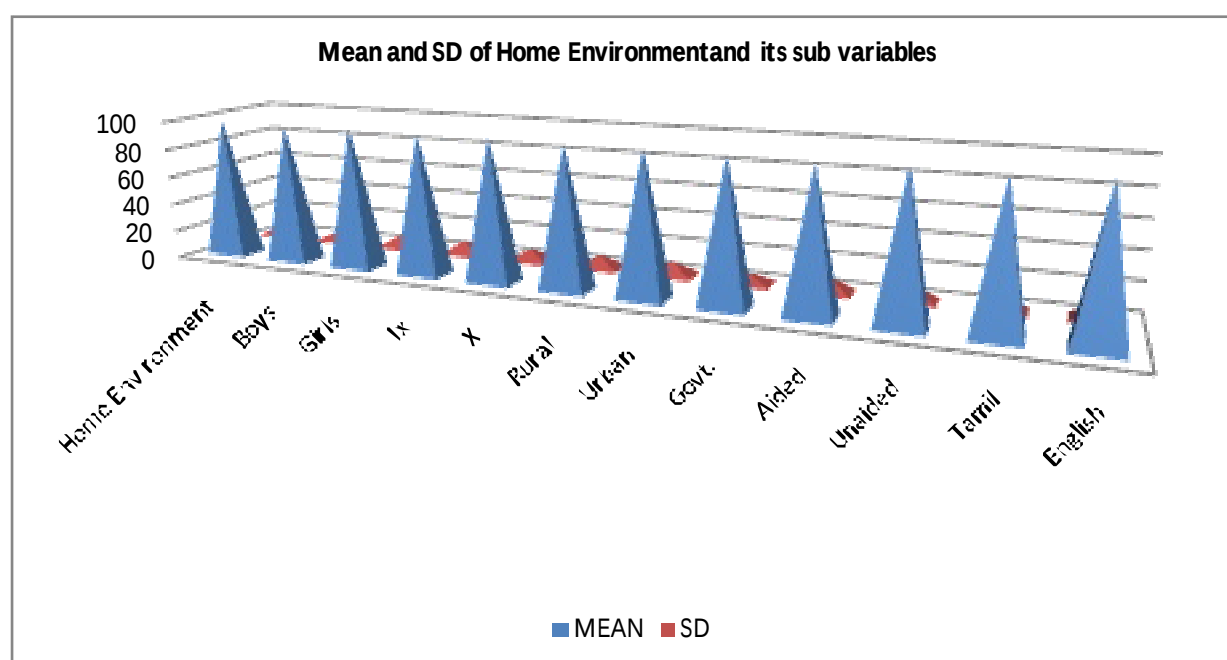
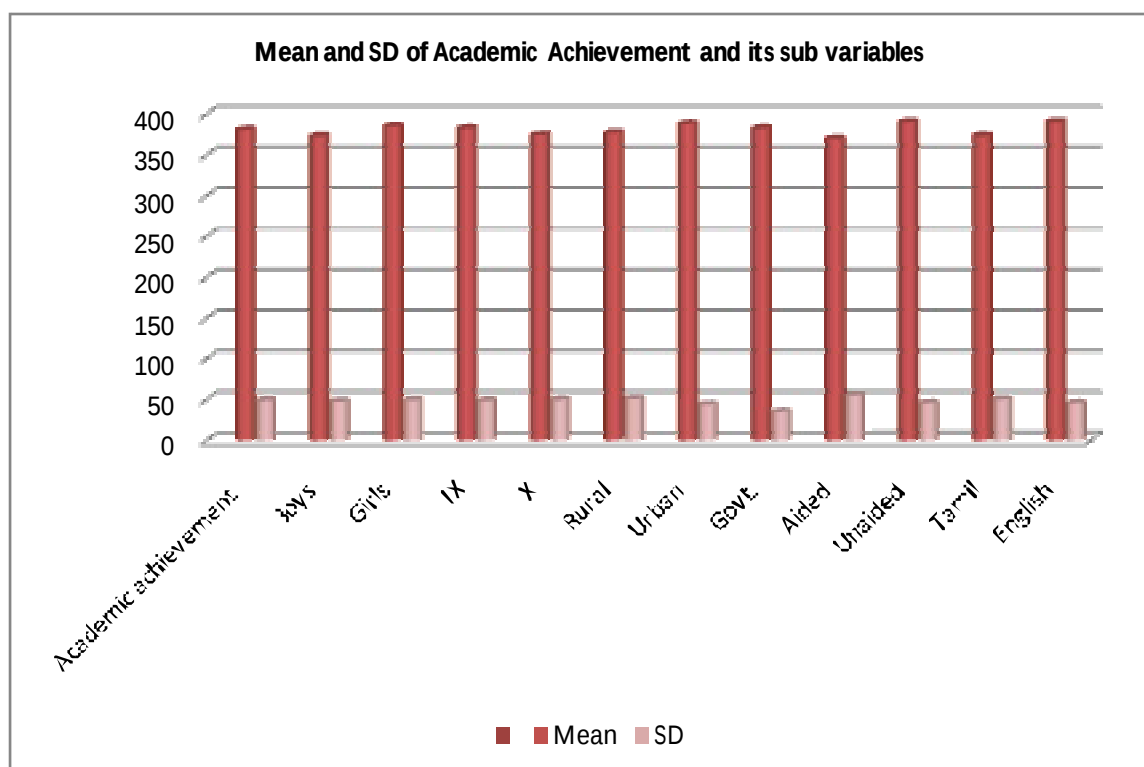


Table 4.2

shows the Mean and SD of Academic Achievement and its sub-variables

variable	No.	Mean	SD
Academic achievement	300	380.71	48.94
Boys	112	373.152	47.69
Girls	118	385.22	49.24
IX	233	382.47	48.64
X	67	374.61	49.84
Rural	200	377.09	51.02
Urban	100	387.96	43.84
Govt.	50	382.48	34.84
Aided	120	369.67	55.24
Unaided	130	390.23	45.48
Tamil	170	373.44	50.35
English	130	390.23	45.48

Figure 4.2



i DIFFERENTIAL ANALYSIS

Home Environment

Table 4.3

shows the Mean SD and 't' value of Home Environment and its sub-variables

variable	No.	Mean	SD	't'	S
Boys	112	95.92	8.9	0.011	NS
Girls	118	98.69	9.21		
IX	233	97.49	9.38	0.562	NS
X	67	98.22	8.45		
Rural	200	97.38	8.98	0.477	NS
Urban	100	98.2	9.58		
Govt.	50	97.16	7.28	0.457	NS
Aided	120	96.51	9.65		
Govt.	50	97.16	7.28	0.188	NS
Unaided	130	98.9	9.28		
Aided	120	96.51	9.65	0.047	NS
Unaided	130	98.9	9.28		
Tamil	170	96.7	9.00	0.041	NS
English	130	98.9	9.28		

Academic Achievement

Table 4.4

shows the Mean ,SD and 't' of Academic Achievement and its sub-variables

variable	No.	Mean	SD	't'	S
Boys	112	373.152	47.69	0.037	NS
Girls	118	385.22	49.24		
IX	233	382.47	48.64	0.256	NS
X	67	374.61	49.84		
Rural	200	377.09	51.02	0.057	NS
Urban	100	387.96	43.84		
Govt.	50	382.48	34.84	0.041	NS
Aided	120	369.67	55.24		
Govt.	50	382.48	34.84	0.224	NS
Unaided	130	390.23	45.48		
Aided	120	369.67	55.24	0.002	NS
Unaided	130	390.23	45.48		
Tamil	170	373.44	50.35	0.003	NS
English	130	390.23	45.48		

iii .CORRELATION ANALYSIS**Table 4.5**

Variable	No.	'r'	S
Home Environment and Academic Achievement	300	0.78	S
Boys	112	0.8	S
Girls	118	0.76	S
IX	233	0.79	S
X	67	0.73	S
Rural	200	0.75	S
Urban	100	0.85	S
Govt.	50	0.74	S
Aided	120	0.7	S
Unaided	130	0.87	S
Tamil	170	0.7	S
English	130	0.87	S

V FINDINGS**DESCRIPTIVE ANALYSIS****SCHOOL ENVIRONMENT**

- ❖ There is a high level of school environment of secondary school students.
- ❖ Mean score of Girls school Environment is higher than the boys school environment .
- ❖ The students studying in X std are at a higher level than the students studying in IX std. with respect to School Environment
- ❖ The students studying in Government schools are at a higher level than the students studying in Aided schools with respect to School Environment
- ❖ The students studying in unaided schools are at greater level of School Environment than the students studying in Government schools .

- ❖ The students studying in unaided schools are at a higher level than the students studying in aided schools with respect to School Environment
- ❖ Mean score of urban school students School Environment is higher than the rural schools students school environment
- ❖ Mean score of English medium school students School Environment greater than the Tamil medium schools students.

ACADEMIC ACHIEVEMENT

- ✓ The level of Academic Achievement of secondary school students seems to be high level.
- ✓ Mean score of Girls Academic Achievement is greater than the boys The students studying in IX std are at a higher level than the students studying in X std. with respect to Academic achievement students.
- ✓ The students studying in Government schools are at a higher level than the students studying in Aided schools with respect to Academic achievement
- ✓ The students studying in Unaided schools are at a higher level than the students studying in Government schools with respect to Academic achievement
- ✓ The students studying in unaided schools are highest level of students studying in aided schools with respect to Academic achievement
- ✓ Mean score of urban school students Academic Achievement is greater than the rural schools students.
- ✓ Mean score of English medium school students Academic Achievement is higher than the Tamil medium schools students.

DIFFERENTIAL ANALYSIS

SCHOOL ENVIRONMENT

- ❖ There is no significant difference between boys and girls with respect to School Environment among secondary school students.
- ❖ There is no significant difference between IX and X std. students with respect to School Environment among secondary school students.

- ❖ There is no significant difference between Government and Aided with respect to School Environment among secondary school students.
- ❖ There is no significant difference between Government and unaided with respect to School Environment among secondary school students
- ❖ There is no significant difference between Aided and unaided with respect to School Environment among secondary school students.
- ❖ There is no significant difference between rural and urban school with respect to School Environment among secondary school students.
- ❖ There is no significant difference between Tamil and English Medium school with respect to School Environment among secondary school students.

ACADEMIC ACHIEVEMENT

- ✓ There is no significant difference between boys and girls with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between IX and X std. students with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Government and Aided with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Government and unaided with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Aided and unaided with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between rural and urban school with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Tamil and English Medium school with respect to Academic Achievement among secondary school students.

CORRELATION ANALYSIS

- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students.
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to boys

- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to Girls.
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to class IX.
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to class X.
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to Government school.
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to aided school
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to rural school
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to urban school
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to Tamil Medium,.
- ✚ There is a significant relationship between School Environment and Academic achievement of secondary school students with respect to English Medium.

DELIMITATIONS OF THE STUDY

Certain delimitations of the study must be considered. They are listed below:

1. The study has been delimited to a sample of 300 students studying in IX and X standard.
2. The sample used was confined to Vallio
3. The data collected was self-reported and, therefore, subject re Educational district of Tamillnadu State to the limitations of that process.

SUGGESTIONS

- A study of achievement in relation to school factors can be conducted in branches of science like chemistry, physics, biology etc.
- The present study is conducted on secondary school students. A study can be done with higher secondary students.
- Scholastic achievement of students to relation in participation of students in co-curricular and extracurricular activities can be conducted.
- Impact of mass media on the academic performance of school students can be explored.

RECOMMENDATIONS

- ❖ The students from rural area may be given better opportunity in the school to develop better study habits.
- ❖ The government should take initiative to improve libraries and laboratories in all institutions.
- ❖ A full time librarian and lab assistance should be appointed in all schools.
- ❖ Co-curricular activities like discussion, seminar, and exhibitions should be organized in schools.
- ❖ Adequate and relevant practical works should be given.
- ❖ Guidance and counselling centres should be started in schools so that the students can be helped to solve their educational problems.
- ❖ Teachers should adopt effective methods of teaching so that the students may develop interest in the subject

CONCLUSION

From the above study the result showed that there is a high level of school environment and academic achievement of secondary school students. No significant differences found in school environment and academic achievement with respect to the variables gender, class, type of institutions, locality and medium of instruction. There is a

significant relationship exists between school environment and academic achievement and its sub variables.

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