

# Impact of School Environment on Academic Achievement of School Students

## Abstract

The present study is aimed at study of impact of school environment on academic achievement of secondary school students .For this purpose, a sample of 160 school students of class IX were taken from Moga district. School Environment inventory by Mishra was used. The aggregate marks obtained in previous class annual examination served as indicator of academic achievement. The statistical techniques such as Mean, Standard Deviation, and t–test and coefficient of correlation were employed.The result reveals that there is a significant difference in government and private school environments ,there is no significant difference in academic achievement of government and private school students and there is a significant positive relationship between school environment and academic achievement of secondary school students.

**Keywords:** School Environment, Academic Achievement, Secondary School Students.

## Introduction

Academic achievement is the major concern of educational policy makers, teachers and parents of every nation. It has been accepted that immediate environment of the child has a great influence on the academic achievement of the students. When a child reaches the age of five or six the school, apart from his home becomes the major agency in determining the cognitive and emotional development of a child. School environment is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. Positive school environment is fostered through a shared vision of respect and engagement across the educational system. The school environment includes the composition and size of the school community, the activity levels of parents, the background of the students, the support services of the school, the legislative and financial support, political and other pressure groups and many other influences which are unique to each individual system. The success or the failure of a student in such system is measured in terms of academic achievement. Assessment of academic achievement helps both the students and teachers to know where they stand. Crow and Crow (1969) defines Academic achievement is an extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him.

## Review of Literature

Namugaanyi, G. (2012) found that school infrastructure, instructional materials and teacher quality influence students' academic performance where as Lawrence and Vimala (2014) found no significant relationship between school environment and academic achievement of standard IX students.Odeh, Oguche, et al.(2015) concluded that school climate, physical facilities and discipline of teachers has significant influence on academic achievement of secondary school students in Senatorial district of Benue State, Nigeria.Usaini, Abubakar and Bichi (2015) concluded that students from a school with adequate facilities, good teachers and favorable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment. Simerjot (2017) in his study concluded that there is a significant and a positive relationship between school environment and academic achievement of Secondary School students. .



**Monika Verma**

Principal,  
Shukdeva Krishna College of  
Education for Girls,  
Moga

**Justification of the Study**

In this highly competitive world every person desires a high level of achievement as the mark of one's performance. The whole system of education is centered on academic achievement of learners. Learning takes place effectively only when proper and congenial environment is provided for children in classroom. Their learning environment plays an inherent role in moulding the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. The education of the 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 and school environment at a large. Though many studies have been conducted on variable of school environment and academic achievement, yet there is dearth of studies undertaken in Moga district, therefore the aforesaid problem has been selected by the investigator

**Objectives of the Study**

1. To compare the school environment of students studying in Government and Private Schools.
2. To compare the school environment of students studying in rural and urban Schools.
3. To study and compare the academic achievement of students studying in Government and Private Schools
4. To study and compare the academic achievement of students studying in rural and urban Schools.
5. To find out relationship between school environment and academic achievement of

**Analysis and Interpretation**

**Table 1**

Section	School Environment	N	Mean	S.D.	SE <sub>D</sub>	t-value	Level of significance
1.	Govt. Schools	80	177.73	46.53	6.435	6.91	Significant at both levels
	Private School	80	222.25	33.86			
2.	Rural School	80	198.37	52.16	7.38	0.19	Insignificant at 0.05 level
	Urban Schools	80	196.96	40.56			

Table 1 shows that the mean scores of school environment of students studying in government and private school are 177.73 and 222.25 respectively. SD of government and private group is 46.53 and 33.86 respectively. Obtained t-value, 6.91 is more than the table value and significant at both levels. Therefore, Hypothesis 1 is rejected.

Table 1.2 shows that the mean scores of

students studying in Government and Private Schools.

**Hypotheses**

1. There will be no significant difference in school environment of students studying in Government and Private Schools.
2. There will be no significant difference in the school environment of students studying in rural and urban Schools.
3. There will be no significant difference the academic achievement of students studying in Government and Private Schools
4. There will be no significant difference in the academic achievement of students studying in rural and urban Schools.
5. There will be no significant relationship between school environment and academic achievement of Secondary School students

**Method and Sample**

The present study is a descriptive study and Survey method was used to collect data. The sample was consisted of 160 IX class students from 10 different schools of Moga District.

**Tools used**

Following tools were employed::

1. School Environment Inventory by Mishra (2000)
2. The aggregate marks obtained in the previous class (VIII) annual examination served as indicator of Academic achievement.

**Statistical techniques used**

Mean, standard Deviation, t-ratio, co-efficient of correlation was computed.

adjustment of male and female students are 198.37 and 196.96respectively. SD of both groups is 52.16 and 40.56respectively. Obtained t-value,0.19 is less than table value and isinsignificant at 0.05 level. This indicates that rural and urban school students do not differ significantly in their school environment. Therefore, Hypothesis 2 is accepted.

**Table 2**

Section	Academic achievement	N	Mean	S.D.	SE <sub>D</sub>	t-value	Level of significance
1.	Govt. Schools	80	504	41.93	6.64	1.39	Insignificant at 0.05 level
	Private School	80	513	42.06			
2.	Rural School	80	519.01	34.77	6.52	2.97	Significant at both levels
	Urban Schools	80	499.62	46.86			

Table 2 shows that the mean scores of academic achievement of students studying in government and private school are 504 and 513 respectively. SD of govt. and private group is 41.93 and 42.06 respectively. Obtained t-value,1.39is less than table value. This indicates that there exists no significant difference between mean scores of the

variable of academic achievement of students studying in Government and Private Schools Therefore, Hypothesis 3 is accepted.

Table 2.2 Shows that the mean scores of academic achievement of rural and urban school students are 519.01 and 499.62 respectively. SD of govt. and private group is 34.77 and 46.86

respectively. Obtained t-value is 2.97 is more than table value and is significant at both levels. This signifies that rural and urban students differ significantly in their academic achievement. Therefore, Hypothesis 4 is rejected.

**Table 3**

Section	Group	Variable	N	'r'
1.	School students	School environment	0.55	Significant at .01 level
		Academic achievement		

Table 3 represents co-efficient of Correlation between School environment and Academic achievement of secondary school students. The value of 'r' is 0.55. This shows there is a significant and a positive relationship between School environment and Academic achievement secondary school students. Therefore, hypothesis 5 is rejected.

**Conclusion**

In the study undertaken, it was found that:

1. Private schools have more conducive environment than Government schools.
2. Rural and urban schools do not differ significantly in terms of environment.
3. Govt. and private schools students do not differ significantly in terms of academic achievement. Exhibit almost same range of scores.
4. Rural school students have higher academic achievement than urban school students.
5. There is a significant and a positive relationship between school environment and academic achievement of Secondary School students.

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