

Effect of school environment on academic achievement of students of secondary school of Haryana

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Abstract

During the past few decades School environment had been identified as being a contributing factor in a child's educational, cognitive and affective development. Researchers typically separate elements of the School environment into two major categories; social and physical. School is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at School. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of School experiences.

Keywords: environment, achievement, secondary school, Haryana

Introduction

The fulfillment of a child's basic psychological and physical needs is the primary responsibility of his or her family. The degree of successful adjustment achieved by the child in his family relationships depends on various factors of influence. Of these, special attention is diverted towards traditional parental attitudes toward child rearing (rigid versus permissive), emotional reactions of family members (emotionally stable versus disturbed), and the socioeconomic status of the School (middle and upper versus lower class).

The child reared in a rigid School tends to be submissive but resentful of restrictions on his freedom; the permissively reared child is likely to be aggressive and outgoing. The child of emotionally stable parents can be expected to exhibit well-controlled behavior reaction; the child of emotionally disturbed parents are of those who display inconsistent attitudes toward him may become a confused or frustrated individual, reflecting in his own behavior the personality defects to which he has been exposed. As a result of an eight year longitudinal study of adolescent character development, he concluded that the personality characteristics of the subjects of the study were "significantly related to the emotional relationships and the disciplinary patterns which they experienced in living with their parents."

A close emotional relationship between parents and the child affects the inculcation of effective emotional relationship. Rejection and broken Schools in the form of separation divorce, desertion, and death of a parent or denial of advantages of privileges, punishment, threats and humiliation, poor socioeconomic conditions also affect the social adjustment and behavior of the child.

Family life, in other words, is a general morale pattern, including satisfaction of parents with each other and with the School situation, but likely to involve also the inconsistency of discipline, differing standards by parents, quarrels between parents, etc. As family is a strong socializing agent, it becomes obvious that child takes on the roles of his family members i.e., the parents in particular. When we say that child acquires roles from his family then, it is evident that a low-morale School does not start him off on a favorable path.

Parents also influence their children through their own characteristics. Children come to conclusions about themselves, often incorrect, because they assume that since they are biological offspring of their mother and father, they possess some of the qualities that belong to their parents. This emotionally tinged belief is called identification, and it is the basis for national pride, loyalty to ethnic and religious groups. Thus, if a parent is perceived by her child as affectionate, just and talented, the child assumes that he or she, too, probably possesses one or more of these desirable traits and as a result, feels more confident than she has a right to given the evidence. By contrast, the child who perceives a parent who is rejecting, and without talent, feels shame because he assumes that he probably is in possession of some of these undesirable characteristics. Support for this claim is the fact that all children become upset if someone criticizes their family. The anxiety or anger that follows such criticism is strong because children assume, unconsciously, that criticism of their parents is also a criticism of them

School Environment

The environment of the School in which a child is reared can advance or hinder wholesome personality adjustment. Family relationships also determine in large measure the young person's developing attitudes toward School and family life. One of the most important influences upon the adolescent is the emotional climate of the family. Some families evidence a prevailing mood of gaiety, joy, optimism and happiness. Other families reflect a climate of fear, depression, cynicism, and hostility, which has a negative effect on children

The happier the parents and the more positive the School climate, the more beneficial is the effect on growing children. The best adjusted children are those who grow in happy Schools where adolescents and parents spend pleasurable time together. The environment of a family is affected by how happy the parents are with their relationship. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate. Conflict between the parents is likely to result in a generally unsatisfactory School environment. Fighting between parents is clearly unpleasant

for children, and in the long term, the consequences can be serious for them. Emery & O' Leary (1984) describe that conflict between parents is related to behavior problem in children and adolescents. There is evidence of low self-esteem, poor school performance and emotional problems in children from families high in conflict.

Significance of the study

Since the emergence of modern research methodologies in the field of education it has always been a matter of interest and importance to identify the factors that affect students' achievement. During different periods of history emphasis continued to change and shift from one aspect to the other and in this regard various factors have been identified during the last few decades. Literature review suggests that School environment is an important area of study in educational psychology. During the past several decades School environment has been identified as being a contributing factor in child's educational development. The School environment and family process provide a network of social, physical, and intellectual forces, which affect the students' learning.

This study by exploring the factors which influence the students' academic achievement and personality development will help the teachers, parent, administrators, curriculum planners and policy makers to coordinate in an effective way so that our students can have a sound personality and better academic achievement after completing their formal education.

Objectives of the study

1. To know about effect of School environment on students academic achievement
2. To find out the effect of teacher relations on students' Achievement.
3. To find out the effect of academic activities on students' Achievement
4. To know about the effect of physical facilities on academic achievement of the student

Hypotheses of the study

- There is no significant effect of School environment on students' achievement.
- There is no significant effect of teacher relations on students' Achievement.
- There is no significant effect of academic activities on students' Achievement
- There is no significant effect of physical facilities on students'

Delimitations of the study

1. The present study was delimited to the students of secondary school
2. The present study was delimited to the 100 teachers and 200 students only.

Research Methodology

The major purpose of the study was to evaluate the effect of School environment on the academic achievement of secondary school students. This chapter deals with the research methodology and the discussion has been divided into the following parts.

- Population of the study
- Sample

- Instrumentation
- Method of data collection
- Data Analysis

Population

In Haryana there were more than 1000 Secondary schools.

Sample

Out of the above-mentioned population following school were randomly selected as sample of the study.

Table 1: Schools included in the sample.

| | Schools | Teacher | Students |
|----|--------------------------------|---------|----------|
| 1 | Dadri public School, Ch. Dadri | 10 | 20 |
| 2 | Govt. Girls School, Ch. Dadri | 10 | 20 |
| 3 | Govt. School, Charkhi | 10 | 20 |
| 4 | S.E.D. School, Barsana | 10 | 20 |
| 5 | Adrash Sec. school ch. Dadri | 10 | 20 |
| 6 | Vaish High School, ch. Dadri | 10 | 20 |
| 7 | Shiv Sr. Sec School, Ch. Dadri | 10 | 20 |
| 8 | Aryan Model school, Ch. Dadri | 10 | 20 |
| 9 | Govt. School, Balkara | 10 | 20 |
| 10 | Govt. School, Mauri | 10 | 20 |
| | Total | 100 | 200 |

Research Instrumentation

Two questionnaires were used for data collection (Appendix Aand B). One questionnaire for teachers of Secondary Schools whiles the other for secondary school students. The last questionnaire was for the students studying in 10th class. A questionnaire was developed for the secondary school teachers to evaluate the following aspects

- Teachers' interest in teaching
- Teachers' behavior
- Teachers' competencies
- Parental attitude
- Teaching atmosphere
- School environment
- Class room management
- Communication
- Evaluation

Each item was to be responded to on a five-point Likert scale.

The Weight age given to each point was as below:

| | |
|-------------------------|---|
| Strongly Agreed (SA) | 5 |
| Agreed (A) | 4 |
| Undecided (UN) | 3 |
| Disagreed (d) | 2 |
| Strongly Disagreed (SD) | 1 |

Data Collection

The researcher had to visit 10 Schools again and again for this purpose. Their cooperation was commendable. Most of the teachers and students returned the properly filled in questionnaires on the same day. The researcher personally travelled through the target areas of charkha dadri, mauri, Balkaraand chirya etc. Due to time constraints, the researcher mailed some questionnaires to collect data. However all the sample was covered by the researcher? The response rate was hundred percent.

Data Analysis

Data collected through the above-mentioned research instruments were tabulated, analyzed and interpreted. For each

category of respondents, the responses were given in total on each item and were shown in tabular form. The responses of open-ended items were prioritized on the basis of frequency. The level of confidence used in the study was .05. For the statistical treatment of data, Chi Square was applied using the following formula: -

$$\chi^2 = \sum \frac{(fo-fe)^2}{fe}$$

Where

Σ = sum of

fo = frequency of occurrence of observed or experimentally determined facts

fe = expected frequency occurrence on some hypothesis

Findings, Conclusions and Suggestions

The primary data collected from the students and the teachers was analyzed extensively so as to provide a meaningful insight into the level of effect of school environment on academic achievement of the students. The application of Chi-square test to the data of present research inevitably leads to the following conclusions. The important findings of the study are interpreted below:

School Environment

- Majority of teachers are agreed that socio-cultural factors not effect the school environment.
- Majority of teachers are agreed that teachers can play effective role to make healthy environment in the school.
- Majority of teachers and students are agreed that laboratories are properly utilized.
- Majority of teachers are agreed that teacher competencies are effected the school environment
- Majority of teachers are agreed that relationship between teacher and taught should be cordial.
- Majority of teachers are agreed that Building of institution is well maintained
- Majority of teachers and students are disagreed that sufficient computer facilities are available.
- Majority of teachers and students are disagreed that transport facility is available for teachers.
- Majority of teachers and students are disagreed that hostel facilities are available.
- Majority of teachers and students are also disagreed that the latest books/journals are available in the library.
- Majority of teachers are disagreed that on line sufficient research/internet facility is available in the library.
- Majority of the students are agreed that co - curricular activities and academic activities are organized.
- Majority of the students are agreed that lecture method is used in the class room.
- Majority of teachers and students are disagreed that Principal and teachers are professionally and academically sound.
- Majority of teachers are agreed that teachers are abreast with modern teaching methodologies.
- Majority of teachers are agreed that Parents role helps to make healthy school environment.
- Majority of teachers are agreed that relationship of Head and teacher effect the school environment.
- Majority of teachers are agreed that Gender role effect the school environment
- Majority of the students are agreed that teachers are well prepared before delivery the lesson
- Majority of teachers are disagreed that guidance and counseling facilities are available in the teacher institutes.
- Majority of teachers are agreed that strict merit is observed in the admission policy.
- Majority of the students are agreed that coordination among the teaching staff is positive.
- Majority of the students are agreed that Political interference affects school environment
- Majority of the students are agreed that teachers are regular and punctual in the class.
- Majority of the students are agreed that class rooms are well equipped.
- Majority of teachers are agreed that present curricula help to develop the critical thinking among the teachers.
- Majority of teachers are disagreed that quality of training imparted to teachers is satisfactory.
- Majority of teachers and students are agreed that teachers are competent to use instructional facilities A.V. aids.
- Majority of teachers are agreed that teachers take interest in character building of teachers.
- Majority of teachers are agreed that improper monitoring is one of the basic causes of failure plan implementation in Haryana.
- Majority of teachers are agreed that educational policies are realistic and achievable.
- Majority of students are agreed that Co-curricular and academic activities are effected school environment
- Majority of students are agreed that Principal is well qualified and effect the academic achievement of the students.
- Majority of students are agreed that Physical facilities are adequate for teaching
- Majority of students are agreed that there is coordination among the teaching staff and make the school environment healthy manner.
- Majority of students are agreed that Library is modernized
- Majority of students are agreed that Lecture method is used in the class
- Majority of students are agreed that Latest books/journals are available in the library and create the academic environment in the school.
- Majority of students are agreed that A.V. aids are properly utilized in the class room and enhance the academic achievement of the students.
- Majority of students are agreed that Institution imparts quality education
- Majority of students are agreed that teachers are regular and punctual in taking classes and effect the school environment.
- Majority of students are agreed that teachers are well prepared before delivering the lecture
- Majority of students are agreed that Teachers give proper time for discussion in the class – room
- Majority of students are agreed that teaching staff in the institution is well qualified and enhance the academic achievement of the students.
- Majority of students are agreed that Class-rooms are well equipped and effect the school environment.
- Majority of students are agreed that Common rooms are available and effect the school environment.

Physical Facilities

- Buildings of schools are not well maintained in Haryana. All types of physical facilities are also available in the institutes. Library and computer labs are fully equipped and modernized. So that whole school environment was found good.
- Common rooms are available and class rooms are well maintained in the institutes

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