SCHOOL ENVIRONMENT OF SENIOR SECONDARY STUDENTS IN RELATION TO ACHIEVEMENT WITH SPECIAL REFERENCE TO SCHOOL RELATED VARIABLES

Dr. R. Periasamy*, J. Rubella Jayarani**

*Assistant Professor, Department Of Education And Management, Tamil University, Thanjavur – 613010.
**Ph.D. Research Scholar, Department Of Education And Management, Tamil University, Thanjavur – 613010.

ABSTRACT

School environment describes the school psychological environment or what others have referred to as ‘the school ethos’, ‘school culture’ or ‘the school climate’. The physical environment of the school affects the behaviour and the development of both children and adults who function within it. Hence, school environment involves both the socio-psychological and physical dimensions and both exercise reciprocal effect on each other. The main objectives of the present study are to find out the school environment among senior secondary students; and find out the relationship between school environment and achievement among senior secondary students. The population for the present study has been identified as the among senior secondary students who are studying in various types and categories of schools in Medchal-malkajigiri and Medhak districts of Telangana state. Using simple random procedure from the list of schools the researcher collected 600 senior secondary students from Medchal-malkajigiri and Medhak districts of Telangana state. Differential study regarding school environment shows that significant differences are found among the sub groups of medium of instruction, type of school, stream of education and locality of school. Among the sub groups of gender and nature of school significant differences are not found. One of the significant findings of the study is the school environment is positively correlated with achievement of senior secondary students. The government and aided school senior secondary school students are poor in school environment and academic achievement than their counterparts, the students of private (self-financed) senior secondary school students. So, government policy makers, educationist, and teachers attempt to improvement the school environment and academic achievement level of those school students.

Keywords: School Environment, Achievement, Senior Secondary Students.

I. INTRODUCTION

School Environment

School condition might be characterized as psycho-social atmosphere of the school as seen by the students. It gives the quality and quantity of the subjective, passionate and social help available to the students during their school life in term of physical facilities, teaching methods and teacher-pupil interactions. The present study the school environment will be quoted here in terms of six dimensions namely, cognitive encouragement, creative encouragement, acceptance, permissiveness rejection and control.

The school is second home to the child and it influences the personality development of the child. School is the chief continuing and supplementing institution in which children develop positive learning and good adjustment behaviours. The teacher, besides the parents, has the greatest responsibility and opportunity to foster adjustment behaviours. The school substitutes home situations and often meets emotional needs that are neglected in the home. The school should provide experiences to develop the total individual through self-realization, human relationships, stimulate learning and develop good behavioural patterns. The experiences at school and school curriculum contribute to the child’s feeling of personal worth, social competence in winning acceptance from associates, physical satisfaction necessary to the wellbeing of the body, freedom to play and to accomplish tasks and to develop interests and activities providing social values. The teachers’ personality, school curriculum, methods of teaching and atmosphere in school are the factors to an
effective school environment. These factors influence the academic performance of the senior secondary school students.

Need and Significance of the Study
In this ever-growing competitive world, everyone desires a high level of achievement as the mark of one's performance. The whole system of education is focused on academic achievement of students, making it a fertile ground for research work. Learning takes places effectively only when proper and congenial environment is provided for children in classroom and school. 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. Recent researches show that school environment influence the scholastic achievement of students. School environment plays vital role in scholastic achievement of the student. Infrastructure, trained and devoted teachers, curriculum, use of modern technology, co-curricular activities, library facilities etc. are the main factors of the school environment. The school environment has tremendous influence in the quality of teaching students receives and the extent of attention they pay to lesson in school. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement. Good school environment helps students to enhance their scholastic achievement. Hence, the researcher selected the topic as “School Environment of Senior Secondary Students in Relation to Achievement with Special Reference to School Related Variables”.

Title of the Study
The title of the present study is entitled as “School Environment of Senior Secondary Students in Relation to Achievement with Special Reference to School Related Variables”.

Objectives of the Study
The following are the objectives of the study
1. To find out the significant difference between / among the various group of demographic variables of the senior secondary students in the mean scores of school environment.
2. To find out the correlation between school environment and achievement of senior secondary students.

Hypotheses of the Study
The following are the hypotheses of the study.
1. There is no significant difference between boys and girls of senior secondary students in the mean scores of school environment.
2. There is a significant difference among the various medium of instruction groups of senior secondary students in the mean scores of school environment.
3. There is a significant difference among the various type of school groups of senior secondary students in the mean scores of school environment.
4. There is no significant difference among the various nature of school groups of senior secondary students in the mean scores of school environment.
5. There is a significant difference among the various stream of education groups of senior secondary students in the mean scores of school environment.
6. There is a significant difference between rural and urban schools of senior secondary students in the mean scores of school environment.
7. There is a significant correlation between school environment and achievement of senior secondary students.

Limitation of the Study
There are several limitations on the scope of this study. The findings of the study are of limited generalizability in many respects with regard to the population generalizability. The subjects for the study are the senior
second school students studying in all types of schools of various districts in the state of Telangana, India. The findings are applicable to similar background. The temporal generalizability, the result of this study shall not be generalized in future. The data were collected from the senior secondary students during 2020 – 2021. In a near future, due to policy of the government the change may happen among the variables which had been included in the study. Hence these results might be invalid across time. The result is also limited to the specific psychological tests. Constraint of money and time the investigator limit the samples only in selected districts, using simple random sampling, consisting of 600 senior secondary students.

**Delimitations of the Study**

The study has been delimited to senior secondary school students of Medchal-malkajigiri and Medhak districts of Telangana state. A sample of 600 students only has been selected from senior secondary schools. The study was restricted to a particular region and the results may be different if the participants are selected from a larger population or in a multi-cultural context. Only school environment was considered to have a major influence on the achievement of senior secondary students was considered. Conclusions of the study may not be generalized beyond this population. The investigator conducted the study with only 6 variables such as gender, medium of instruction, type of school, nature of school, stream of education and locality of school.

**II. RESEARCH METHODOLOGY**

**Research Method**

The descriptive survey has been applied for the present study. The main objective of the present study is to investigate about the school environment and achievement among the senior secondary students. The investigator has adopted quantitative normative survey method in view of realizing the objectives of the study.

**Population of the Study**

In the present investigation population means all the students studying in senior secondary schools of Medchal-malkajigiri and Medhak districts of Telangana state. The process of using a part, as a basis of an estimate to the whole, is known as sampling. To gather the requisite information, the researcher utilized a proper sample to think about the concerned population, as it was unrealistic to cover the whole population. Generalizations are made and conclusions are drawn on the basis of sample.

**Sample and Sampling Technique**

In the present study, descriptive survey method was used to collect data on a sample of 600 senior secondary school students in the state of Telangana. Simple random sampling technique was used. The school sample was drawn from representative government, aided and self-finance schools from Medchal-malkajigiri and Medhak districts of Telangana state. The logical statistical inferences of random sampling were initially employed to satisfy the real effort in survey research.

**Tools Used for the Study**

The tool on school environment questionnaire was developed and standardized by Rubella Jayarani and Periasamy (2019) were selected and used by the investigator in the present study.

**Procedure of Data Collection**

The investigator received the responses from each unit of the sample in person. The investigator obtained permission from the principals of government, aided and self-finance senior secondary schools from Medchal-malkajigiri and Medhak districts of Telangana state for data collection from students. The investigator has selected 12 senior secondary schools and also established rapport with the respondents and assured them that their responses would be kept strictly confidential and would be utilized for the research purposes only. The investigator also assured them that under no circumstance information provided by them will be revealed to anybody individually. The report of the study will contain only summarized data. So, they were asked to provide information related to their personal information and school environment without any hesitation. The investigator also explained the purpose of the data collection to the subjects. After establishing rapport with the respondents, all four questionnaires were administered to subjects one by one in the class room settings. The data was collected in small groups. The investigator provided the school environment questionnaire along with the personal information sheet to the randomly selected students. The procedure for filling the
questionnaire was dictated and doubts were cleared. Thus, the data were collected. The collected data were properly tabulated and calculated using appropriate statistical technique.

**Statistical Techniques for Data Analysis**

The Statistical Package for the Social Sciences (SPSS) version 26.0 was used to analyse the collected data and all the hypotheses were tested at 0.05 and 0.01 levels of significance. The Mean, Standard Deviation, 't' test, 'F' test, and bivariate correlation statistical techniques were used for the analysis of the data.

### III. ANALYSIS AND INTERPRETATION OF DATA

**Null Hypothesis - 1**

There is no significant difference between boys and girls of the senior secondary students in the mean scores of school environment

**Table 1:** Test of significant difference between boys and girls of the senior secondary students in the mean scores of school environment

<table>
<thead>
<tr>
<th>Background Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t – value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>326</td>
<td>267.319</td>
<td>14.8248</td>
<td>0.391</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Girls</td>
<td>274</td>
<td>266.8431</td>
<td>14.8810</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 1, the obtained 't' value 0.391 is less than the table value (1.96) at 0.05 level. It is clear that there is no significant difference between the boys and girl’s senior secondary students in their school environment. Hence, the stated null hypothesis is retained. It is concluded that the mean scores of boys and girls do not differ in school environment. The mean scores of school environment of girl senior secondary students are higher than the boy students.

**Null Hypothesis - 2**

There is no significant difference in the mean score of school environment among the various groups of senior secondary students with respect to medium of instruction.

**Table 2:** Test of significant difference in the mean score of school environment among the various groups of senior secondary students with respect to medium of instruction

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4552.134</td>
<td>2</td>
<td>2276.067</td>
<td>10.669</td>
<td>Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>127362.664</td>
<td>597</td>
<td>213.338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>131914.798</td>
<td>599</td>
<td></td>
<td>10.669</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.7, indicates that the obtained 'F' is 10.669 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among Telugu medium, English medium and both medium of instruction senior secondary students in their school environment. Hence the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups of senior secondary students with reference to medium of instruction in their mean score of school environment. The group of senior secondary students with Telugu medium possesses the highest level of mean score in school environment. Other groups such as English medium and Telugu and English medium of instruction have lesser mean scores.

**Null Hypothesis - 3**

There is no significant difference in the mean scores of school environment among the various groups of senior secondary students with respect to type of school.
Table 3: Test of significant difference in the mean score of school environment among the various groups of senior secondary students with respect to type of school

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4584.488</td>
<td>2</td>
<td>2292.244</td>
<td>10.747</td>
<td>Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>127330.310</td>
<td>597</td>
<td>213.284</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>131914.798</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 3, indicates that the obtained ‘F’ is 10.747 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among government school, aided school and self – finance senior secondary school students in their school environment. Hence the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups of senior secondary students with reference to type of school in their mean score of school environment. The group of self-finance senior secondary students possesses the highest level of mean score in school environment. Other groups such as government and aided senior secondary school students have lesser mean scores.

Null Hypothesis - 4
There is no significant difference in the mean scores of school environment among the various groups of senior secondary students with respect to nature of school.

Table 4: Test of significant difference in the mean score of school environment among the various groups of senior secondary students with respect to nature of school

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>789.219</td>
<td>2</td>
<td>394.609</td>
<td>1.797</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>131125.580</td>
<td>597</td>
<td>219.641</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>131914.798</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4, indicates that the obtained 'F' is 1.797 which is less than the critical value (3.03) at 0.05 level. It is concluded that there is no significant variance among boys only, girls only and co - education school students in their school environment. Hence the stated null hypothesis is retained. It is inferred that there is a significant difference among the groups with reference to nature of school in their mean score of school environment. The group of co-education senior secondary students possesses the highest level of mean score in school environment. Other groups such as girls’ school and boys’ senior secondary students have lesser mean scores.

Null Hypothesis - 5
There is no significant difference in the mean scores of school environment among the various groups of senior secondary students with respect to stream of education.

Table 5: Test of significant difference in the mean score of school environment among the various groups of senior secondary students with respect to stream of education

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>5916.904</td>
<td>2</td>
<td>2958.452</td>
<td>14.018</td>
<td>Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>125997.894</td>
<td>597</td>
<td>211.052</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>131914.798</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 5, indicates that the obtained ‘F’ is 14.018 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among academic, arts and vocational streams school
students in their school environment. Hence the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups of senior secondary students with reference to stream of education in their mean score of school environment. The group of academic stream senior secondary students possesses the highest level of mean score in school environment. Other groups such as arts stream and vocational stream senior secondary students have lesser mean scores.

**Null Hypothesis - 6**

There is no significant difference in the mean scores of school environment between the groups of senior secondary students with respect to locality of school.

**Table 6**: Test of significant difference in the mean score of school environment between the groups of senior secondary students with respect to locality of school

<table>
<thead>
<tr>
<th>Background Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>254</td>
<td>268.5551</td>
<td>13.73647</td>
<td>2.100</td>
<td>Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>346</td>
<td>266.0347</td>
<td>15.53356</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 6 the obtained ‘t’ value 2.100 is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the rural school and urban senior secondary school students in their school environment. Hence, the stated null hypothesis “There is no significant difference in the mean scores of school environment between the groups of senior secondary students with respect to locality of school” is not retained. It is concluded that the mean scores of rural school and urban school groups differ in school environment. The mean scores of school environment of rural senior secondary students are higher than the urban senior secondary school students.

**Null Hypothesis - 7**

There is no significant correlation between school environment and achievement of senior secondary students.

**Table 7**: Test of significant correlation between school environment and achievement of senior secondary students

<table>
<thead>
<tr>
<th>Background Variables</th>
<th>School Environment</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>600</td>
</tr>
</tbody>
</table>

The above table 7 shows that there is a positive correlation between school environment and achievement. Hence the stated null hypothesis is not retained. It means the school environment influences the academic achievement of senior secondary students. The school education administrators to improve the school environment for students’ scholastic achievement.

**Major Findings of the Study**

Following are the major findings of the study.

1. There is no significant difference between boys and girls of senior secondary students in the mean scores of school environment.
2. There is a significant difference among the various medium of instruction groups of senior secondary students in the mean scores of school environment.
3. There is a significant difference among the various type of school groups of senior secondary students in the mean scores of school environment.

4. There is no significant difference among the various nature of school groups of senior secondary students in the mean scores of school environment.

5. There is a significant difference among the various stream of education groups of senior secondary students in the mean scores of school environment.

6. There is a significant difference between rural and urban schools of senior secondary students in the mean scores of school environment.

7. There is a significant correlation between school environment and achievement of senior secondary students.

**Recommendations of the Study**

The investigator prescribes the following recommendations based on the findings. The study has stressed upon the fact that there is a terrible need to accept that along with analytical, creative and practical use of knowledge is an integral part of academic achievement. A conscious effort needs to be undertaken to provide intervention for developing all the three higher order thinking abilities - analytical, practical and creative among the students. If these students are disadvantaged of the opportunities to develop successful intelligence, they will be deprived of reaching the level of achievement which they actually deserve. Therefore, in order to participate effectively and successfully in the modern global community, the education has to be based on three folded capabilities- analytical, practical and creative.

Students should be given such an environment in schools in which they are allowed to take risks and to make mistakes as it is coming out of these risks and mistakes that they will gain the vital learning opportunities. Teachers should give a message of nothing ventured, nothing gained to students. Teachers should encourage the memory for facts among students with an ability to use those facts. Facts should be explained by highlighting their utility and should be explained by relating them to real life. Classroom teaching should be a balance between analytical, practical and creative skills. Teacher should involve the students in such exercises which develop their abilities to analyze, judge, compare, evaluate, assess, create, discover, imagine, predict, apply and implement.

To enhance academic achievement among students of government schools located in rural areas, it is recommended that rural areas should also be equipped with modern, update infrastructure and technological teaching aids. Special seminars and workshops should be organized in these areas to create awareness among the general public that the benefit of entire society lies in giving good quality education to children. There is a dearth of competitive teachers in government schools located in rural areas. To compensate with this shortcoming, special facilities and allowances should be provided to those teachers who are appointed in rural areas. It should be the duty of teachers to create favourable attitude towards students so that healthy teacher- taught relationship can take place. This would help the teacher to understand the intellectual and emotional level of students. In this way, he can better guide the students to achieve success in all fields of life.

In the light of present study, it was found that school environment plays a significant role in the achievement of senior secondary students. School environment played a significant role in bringing all round development of senior secondary school students. If a child has exposed to the good and conducive school environment, he or she can achieve high performance. On the other hand, if a child has given the poor and unfavourable school environment, all his or her development will get slower comparatively.

**IV. CONCLUSION**

It is concluded from the study that there was a strong significant positive correlation between school environment and achievement of senior secondary students. This study giving practical guidelines for developing such abilities and capacities that help them to be successful in life. Based on the findings of this study, the researchers recommended among others that appropriate school authorities should enable to provide a conducive school environment that has good climate for effective teaching and learning. Such
environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are a part of the school.

V. REFERENCES


