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TITLE – SCHOOL ENVIRANMENT ON  
RELATION TO ACADEMIC  
ACHIEVEMENT)

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## *School Environment in Relation to Academic Achievement*

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### **Abstract**

*Present study is intended to find out the relationship between school environment and academic achievement. Sample consists of 200 high school (class10<sup>th</sup>) students from Lalitpur (U.P.) city. School Environment Inventory (SEI) was administered to gather information about school environment. Measurement of student's academic achievement includes their marks in IX class. The result revealed that school environment is positively and significantly correlated with academic achievement. Three variables of school environment namely creative stimulation, cognitive encouragement and acceptance are positively and significantly correlated with academic achievement. Rejection is negatively and significantly correlated with academic achievement.*

**Keywords:-** School environment and academic achievement.

### **1. INTRODUCTION**

Academic Achievement is the extent to which a student achieves his/her academic goals. It refers to what the students have learned or what skills the students have learned and is usually measured through the assessments like - standardized tests, performance assessments and portfolio assessments (Santrock, 2006).

Learning and performance both does not occurs in a vacuum. Both are determined by the experiences and influenced by the environment in which they take place. Among environmental factors school is very important factor. School is considered as a second home as students spend a large proportion of their day in school or pursuing school-related activities. When the child enters the school arena, he/she is presented with new opportunities in terms of socialization and cognitive development. School provides the platform where students learn to perform. The school influences the student through its policies and programs, teachers and the physical and social environment of the school.

School environment refers to psycho-social climate of school. In this climate, a number of teachers having different personality traits, values and dispositions have to work together for the harmonious development of the children's abilities, attitudes, and the personality as a whole. The fellow peers also have an important impact on students. Interaction goes on among the teachers and between the principal and the teachers, weaves an intricate and delicate web of the school climate. School environment includes all the conditions, resources and their integrated and interrelated activities which directly or indirectly affect functioning of the school. The school environment is a source of socialization of the child as it inevitably produces a degree of conformity through control, discipline, nourishment and nurture.

Rich school atmosphere serve as a stimulating force for the learner. Bloom (1968) regarded the environment as providing a network of forces and factors which surround, engulf, and play on the individual. He explains the environment as a shaping and reinforcing force which acts on the individual. Differences in achievements as well as pupil behaviour can be explained by school factors such as quality of school life, values held at school, management style of teachers and responsibilities given to children.

Positive relationship with teachers motivate students to learn, participate more in class, or engage in other behavior related to academic achievement. Teacher's support helps students psychologically. Students who feel that they have supportive, caring teachers are more strongly

time to respond to all the tests. Before accepting the tests back, the investigator checked the tests and the responses to it to ensure complete response. Every respondent were thanked for their considered cooperation.

The test responses were scored according to the prescription of the test manual. Carl Pearson product moment correlation was performed to find out the nature and extent of relationship between the different aspects of school environment and academic achievement.

### 8. RESULTS AND DISCUSSION

Carl Pearson's product moment correlation was performed to find out the nature and extent of relationship of various aspects of school environment and academic achievement. The results obtained in the analyses are presented in the tables given below. Table-1 shows descriptive statistics and Table-2 shows Pearson Correlation between school environment and academic achievement:-

**Table 1:- Descriptive statistics**

	Mean	Std. Deviation	N
Creative stimulation	49.08	9.767	200
Cognitive encouragement	27.87	5.466	200
Acceptance	25.41	5.445	200
Permissiveness	22.87	4.820	200
Rejection	16.61	5.268	200
Control	24.26	4.721	200
Total	166.08	20.553	200
Marks obtained in 9 <sup>th</sup> class	59.80	8.316	200

**Table 2:- Pearson's correlations between School environment and academic achievement**

S.No.	Predictor Variables	Correlation
1	Creative Stimulation	0.374**
2	Cognitive Encouragement	0.217**
3	Acceptance	0.208**
4	Permissiveness	0.024
5	Rejection	-0.173*
6	Control	-0.124
7	Total	.224**

\*\* significant at 0.01 level

\* significant at 0.05 level

The results shown in Table 2 indicate that overall school environment is positively and significantly correlated with academic achievement. Four variables of school environment-creative stimulation, cognitive encouragement, acceptance and permissiveness are positively correlated with academic achievement but correlation with permissiveness is not significant. Two variables of school environment- rejection and control are negatively correlated with academic achievement but correlation with control is not significant.

Creative stimulation is positively and significantly correlated with academic achievement. Creative stimulation refers to teacher's activities to provide conditions and opportunities to stimulate creative thinking (Misra, 2002). A positive relationship between the classroom climate and school achievement, has been found in a considerable number of studies (Galluzi et al., 1980; Fraser and Fisher, 1982; Nelson, 1984; Ryan and Grolnick, 1986). Chaturvedi (2009) has found a positive effect of creative stimulation on academic achievement,

although it was not statistically significant. Availability of adequate materials, new techniques of teaching and especially trained teachers can always help in enhancement of motivational level in an adolescent. Lack of stimulus and opportunity for learning can result in the failure of young minds to develop.

In the study cognitive encouragement is positively correlated with academic achievement. "Cognitive encouragement implies teacher's behaviour to stimulate cognitive development of student by encouraging his actions or behaviours" (Misra, 2002). Findings of the study indicate that by providing better cognitive encouragement school environment can enhance academic achievement.

Acceptance is positively correlated with academic achievement. "Acceptance implies a measure of teacher's unconditional love, recognizing that students have the right to express feelings, to uniqueness, and to be autonomous individuals. Teachers accept the feelings of students in a non threatening manner." (Misra, 2002).

Rejection is negatively correlated with academic achievement. "Rejection refers to a school climate in which teachers do not accord to student's right to deviate, act freely and be autonomous persons." (Misra, 2002).

## 9. RECOMMENDATIONS

The investigator has studied the relationship between school environment and academic achievement. From the findings, to improve the academic achievement of students, the following suggestions are recommended:-

1. School authority should create an environment that focus on creative stimulation and cognitive encouragement of students.
2. Teacher should create lesson plan and activity plan in such a way that stimulates students creatively.
3. Teachers should show unconditional love and acceptance for the students.
4. Teachers should avoid any kind of discrimination and rejection of students.

## 10. SUGGESTIONS FOR FURTHER RESEARCH

1. School environment is a broad concept. Other factors of school environment like school climate, features of school, style of administration etc. should be included in the study.
2. Present study was conducted on secondary school students. A study should be done on higher secondary students also.
3. In the present study, only student's perceived school environment was assessed. To understand a comprehensive view of school environment parents and teachers observation should also be ased.
4. In the present study, quantitative data was used. For better understanding of school environment qualitative study is also required.

## 11. CONCLUSION

Conclusion of the study is that over all school environments along with creative stimulation, cognitive encouragement and acceptance is positively and significantly correlated with academic achievement of 10<sup>th</sup> class students. Rejection is negatively and significantly correlated with academic achievement of 10<sup>th</sup> class students. So a school environment that offers cognitive encouragement, creative stimulation and acceptance with less rejection policy to its students contributes in better academic achievement of students.

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