

Impact Of School Environment On The Academic Achievement Of Senior Secondary School Students Of Patiala



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ABSTRACT

School develops in each individual the knowledge, interest, idle, attitude, habits and power where by he may find his right place in the social order and use that position to shape himself an the society both towards higher and nobler end. It plays a major role in molding the ideas, habits and attitudes of the children with a view to producing well balance personalities, physically strong, mentally alert, emotionally stable, culturally sound and socially efficient. The attainment of given objectives hinge upon proper education environment. A simplified balanced and creative environment can contribute much in bestowing and providing prestige to the school.

Introduction

Education is as old as the human race it is a never ending process of inner growth and development and its period stretches from cradle to the grave Education, in real sense is to humanize humanity and to make the life progressive, cultured and civilized. It is through education that man develops his thinking and reasoning, problem solving and creativity. Man learns something everyday and every moment. Education is a continuous and dynamic process. The word 'Education' can be used in two senses, in a broad sense to designate all the influences to which everyone is continually subjected by the physical, biological and social environments, which the lives and in the more usual narrow sense to designate the special influences organized and devised teachers in schools and places of further education.

Education is a process which takes place in the society by the society and for the society so education is a social process and man is a social living being. If he is a member of any social institution he takes active part in it and as a result he is also affected by the society. In order to make educational process dynamic and effective, the organizations and groups which work, we give: then the name of 'Agencies' of education. The meaning of educational agencies is such social groups or organizations that provide education to the children and adult citizens directly or indirectly. The task of imparity education has now been exclusively given to the school. Today, no society is

considered to be completer without a school. It is here that the development of the personality of the child is brought about by imparity instructions uncertain subjects and also training him in other walks of life. It is a school which is a place and institution for the younger generation to be trained into certain types of activities that from part of society. School develops in each individual the knowledge, interest, idle, attitude, habits and power where by he may find his right place in the social order and use that position to shape himself an the society both towards higher and nobler end. It plays a major role in molding the ideas, habits and attitudes of the children with a view to producing well balance personalities, physically strong, mentally alert, emotionally stable, culturally sound and socially efficient. The attainment of given objectives hinge upon proper education environment. A simplified balanced and creative environment can contribute much in bestowing and providing prestige to the school.

Justification Of The Study

The environment, even apart from verbal directions and regulations, is an important aspect of education and contributes to the satisfaction of the pupils needs, the development of his attitudes and to the nature of the learning that takes place that the educational environment of an individual institution is of serious importance to the students who lives and grow in that atmosphere as well as to the authorities who are responsible for their administration and the teaching staff who is to

maintain the atmosphere. So, immediate attention is indispensable to identify the role of the school environment towards the pupils, teachers and the administrations.

Statement Of The Problem

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Objectives Of The Study

- To study the relationship between school environment and academic achievement of urban senior secondary school students of Patiala.
- To study the relationship between school environment and academic achievement of rural senior secondary school students of Patiala.
- To study the relationship between school environment and academic achievement of senior secondary school students of Patiala.
- To find out the significance difference between academic achievement and school environment of rural and urban senior secondary school students of Patiala.

Hypothesis Of Study

- There is no significant difference between school environment and academic achievement belonging to urban area.
- There is no significant difference between school environment and academic achievement belonging to rural students of senior secondary school of Patiala.
- There is significant relationship between the school environment and academic achievement.
- There is no significant different between school environment and academic achievement belonging to urban ad rural senior secondary school students of Patiala.

Delimitation Of The Study

- Selection of the sample was delimited to the population of students of 10+1 standards from various senior secondary schools of Patiala.
- Both male and female students belonging to rural as well as urban areas were taken in the sample.
- Impact of the school environment was studied in relation to academic achievement scores of the students obtained in 10th standard examina-

tion.

Research Methodology

The methodology used in the present study was survey method.

The Sample

Keeping in view the limited resources of time, money and practical difficulty, a sample consisted of 200 students of 10+1 class of different senior secondary schools of Patiala.

Tools Used

Hindi adaptation of school-environment inventory (by Dr. K.S. Mishra, 1984) which assess school environment as perceived by students, was used to assess the environment of the school.

Statistical Techniques Used

- * Mean and Standard Deviation
- * Two way analysis of variance technique
- * Co-relation

Tables Showing The Findings

Effect of school environment and academic achievement of rural and urban secondary school students

Table - A Mean academic achievement score of the students in relation to creative stimulation (CRS) rural and urban

	High	Average	Low
Urban	376.16	354.46	368.89
Rural	320.15	313.67	303.29

Source of Variance	df	Sum of Squares	Mean square	F-ratio	Level of significance
Table - B Summary Of Anova					
CRS (A)	2	13643.59	6821.80	0.20	n.s.
Area (B)	1	219564.86	219564.86	6.28	P<0.5
AXB	2	6225.46	3112.73	0.09	n.s.
Within	194	10271961.88	34938.60		

TABLE - C Mean academic achievement score of the students in relation to cognitive encouragement (COE)

	High	Average	Low
Urban	370.19	362.58	373.59
Rural	329.56	330.13	338.29

Main Findings

* There existed significant difference between the rural and urban students academic achievement in relation to the sex dimensions of school environment. It means that in different types of school

TABLE - D SUMMARY OF ANOVA

Source of Variance	df	Sum of Square	Mean square variance	F-ratio	Level of significance
COE (A)	2	142583.62	71291.81	2.02	n.s.
Area (B)	1	205936.68	205936.68	5.86	P<0.5
AXB	2	7235.35	3617.79	0.10	n.s.
Within	194	10328587.83	35131.05		

TABLE - E Mean academic achievement score of the students in relation to acceptance (ACC)

	High	Average	Low
Urban	372.56	379.62	386.89
Rural	335.28	328.76	327.19

Table - F Summary Of Anova

Source of Variance	df	Sum of Square	Mean square variance	F-ratio	Level of significance
ACC (A)	2	2484.31	1242.16	3.56	n.s.
Area (B)	1	1817.87	1817.87	5.21	P<0.5
AXB	2	1139.04	569.52	1.63	n.s.
Within	194	102589.25	348.92		

TABLE - G Mean academic achievement score of the students in relation the permissiveness (PER)

	High	Average	Low
Urban	363.23	375.25	365.28
Rural	335.20	323.65	334.25

Table - H Summary Of Anova

Source of Variance	df	Sum of Square	Mean square variance	F-ratio	Level of significance
PER (A)	2	206839.83	206839.83	5.87	n.s.
Area (B)	1	146829.85	73414.93	2.08	P<0.5
AXB	2	8835.23	4417.62	0.13	n.s.
Within	194	10352639.82	35213.06		

TABLE - I Mean academic achievement score of the students in relation to rejection (REJ)

	High	Average	Low
Urban	373.25	365.83	374.28
Rural	336.20	330.28	329.28

Table - J Summary Of Anova

Source of Variance	df	Sum of Square	Mean square variance	F-ratio	Level of significance
REJ (A)	2	18253.35	9126.68	0.25	n.s.
Area (B)	1	216325.81	216325.81	5.98	P<0.5
AXB	2	9235.32	4617.66	0.13	n.s.
Within	194	10632881.38	36166.26		

TABLE - K Mean academic achievement score of the students in relation to control (CON)

	High	Average	Low
Urban	376.25	368.28	373.63
Rural	339.28	328.35	330.86

Table - L Summary Of Anova

Source of Variance	df	Sum of Square	Mean square variance	F-ratio	Level of significance
CON (A)	2	199821.39	99910.69	2.83	n.s.
Area (B)	1	213658.85	213658.85	6.04	P<0.5
AXB	2	8935.28	4467.64	0.13	n.s.
Within	194	10393538.88	35348.77		

environment urban student have high academic achievement scores in comparison to the rural students.

- There existed no significant difference between urban and rural students academic achievement in relation to their school environment.
- There exists two factors interaction effect of acceptance and permissiveness type of school environment on student's academic achievement. It shows that out of the six dimensions of school environment, the above-mentioned two dimensions have significant effect on student's academic achievement.

Educational Implications

The present study has its implication for parents, teachers, educational policy makers, administrators and guidance workers. It has its implication for parents. They should identify the potentialities of their children become they are first who came in contact with the children in the family. They should create such an atmosphere in the

home, so that the children will face the problem for adjusting in the school environment.

The study has implications for the teachers. Today the education is child centered and it becomes duty of the teacher to devote himself fully for the all round emotional, social and educational environment in the classroom as well as in the school in order to drawing out innate qualities of the children. It is true that they are regularly confronted with the development of potentialities and academic abilities of the students even they have to create environment conducive for growth of curiosity and interest

Suggestion For Further Study

- The study may be extended to a large sample to get better results.
- The present study was confirmed to some schools of Patiala; similar studies can be conducted in other area also.
- Perception of school climate can be studied in relation to gender, grade, caste, disabilities etc.

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