



School Environment and Academic Achievement of Standard IX Students

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1. Introduction

Education is a continuous process of experiencing and of revising or non-revising experiences. It is the development of all those capacities in the individual, which enables him to control his environment and fulfill his possibilities. The forces of environment begin to influence the growth and development of the individual right from the womb of the mother. Educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning experience. The child spends most of his time in school and here his environment is exerting a different influence on performance through curricula, teaching techniques, relationship. Educational institutions are intimately linked with society at large. They are the temples of knowledge. They are the agents of social change and transformation. Therefore, the general condition of our schools, colleges and universities is a matter of great concern to the nation. Environment plays a vital role in the development of the personality of the students. As a student spends most of his life at school, the school environment is highly responsible for the inculcating of great values in him. As students are the backbones of the nation it is important to maintain a healthy school environment.

2. 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 centered 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. 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. Since the environment influences on the academic achievement of the students, the investigator tries to find out the impact of school environment factors on achievement. Hence the investigator selected the topic.

3. Statement of the Problem

Statement of the problem is entitled as “**School Environment and Academic Achievement of standard IX students**”. The investigator adopted the following definitions for the terms used in this title.

3.1 School Environment

School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

3.2 Academic Achievement

A measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the student is judged by the marks that the students have scored in the quarterly examinations.

4. Objective

To find the relationship between School Environment and Academic Achievement of standard IX students.

5. Null Hypotheses

Ho₁: There is no significant difference between standard IX boys and girls in their school environment.

Ho₁: There is no significant difference between standard IX boys and girls in their academic achievement.

Ho₁: There is no significant relationship between the school environment and academic achievement of standard IX students.

6. Method

School Environment Scale was developed by the investigators were used for the collection of data. The investigator has adopted survey method for this study. For academic achievement the investigator collected the quarterly marks of the students from their class teachers.

Population for this study was students studying IX standard in secondary schools in Banaskantha district. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 200 students studying IX standard. For analyzing data 't' test and Pearson's product moment correlation were used as the statistical techniques.

7. Data Analysis and Findings

Findings based on the hypotheses and followed by data analysis are given as follows;

Table 1: Difference in the School Environment of Standard IX Boys & Girls

| School Environment | Gender | N | Mean | SD | Calculated 't' Value | Table Value | Remark at 5% level of significance |
|--------------------|--------|-----|--------|-------|----------------------|-------------|------------------------------------|
| | Boys | 97 | 119.20 | 11.80 | 0.70 | 1.96 | Not Significant |
| | Girls | 103 | 118.36 | 12.35 | | | |

Table 1 shows that there is no significant difference between standard IX boys and girls in their school environment.

Table 2: Difference in the Academic Achievement of Standard IX Boys & Girls

| Academic Achievement | Gender | N | Mean | SD | Calculated 't' Value | Table Value | Remark at 5% level of significance |
|----------------------|--------|-----|--------|-------|----------------------|-------------|------------------------------------|
| | Boys | 97 | 265.71 | 88.37 | 0.02 | 1.96 | Not Significant |
| | Girls | 103 | 265.87 | 84.87 | | | |

Table 2 shows that there is no significant difference between standard IX boys and girls in their academic achievement.

Table 3: Relationship between School Environment and Academic Achievement of Standard IX Students

| School Environment and Academic Achievement | N | Calculated Value | Table Value | Remark at 5% level of significance |
|--|----------|-------------------------|--------------------|---|
| | 200 | 0.024 | 0.098 | NS |

Table 3 shows that there is no significant relationship between the school environment and academic achievement of standard IX students.

Conclusion

Based on the analysis of data the investigators conclude the finding that there is no significant difference in the school environment of standard IX students in terms of gender. There is no significant relationship between the school environment and academic achievement of standard IX students. From the present study it is found that the school environment of standard IX students is low. It is found out that there is very low positive relationship between the school environment and academic achievement. To make the achievement to a high level, efforts must be taken to strengthen the school environment. So that, the environment boosts up not only the achievement of students but their social ability, healthy status and moral values also.

References

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