SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF STANDARD VII STUDENTS

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Abstract:

The present study School Environment and Academic Achievement of standard VII students was probed to find the relationship between School Environment and Academic Achievement of standard VII students. Data for the study were collected using self-made School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consists of 400 standard VII students. For analyzing data 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between School Environment and Academic Achievement of standard VII students.

Key Words: School Environment, Academic Achievement, standard VII students.

1. Introduction:

According to Dewey (1926) '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' (Y. K. Singh, P.22). 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. Jawaharlal Nehru declared that if all were well with our educational institutions, all would be well with the nation. 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. The Kothari Commission (1964-66) has beautifully said, "The destiny of India is now being shaped in her classrooms" (p.2). 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 cantered 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 VII students".

4. School Environment

The investigator adopted the following definitions for the terms used in this title. School Environment According to Mick Zais (2011), 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.

5. **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. Standard VII Students The education given in the school at 9th Standard.

6. **Objectives:**

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

7. **Null Hypotheses:**

1) There is no significant difference between standard VII boys and girls in their school environment.

2) There is no significant difference between standard VII English and Tamil medium students in their school environment.

3) There is no significant difference between standard VII rural and urban school students in their school environment.

4) There is no significant difference between standard VII boys and girls in their academic achievement.

5) There is no significant difference between standard VII English and Tamil medium students in their academic achievement.

6) There is no significant difference between standard VII rural and urban school students in their academic achievement.

7) There is no significant relationship between the school environment and academic achievement of standard VII students.

8. **Method:**

School Environment Scale was developed by the investigators were used for the collection of data. Item validity was found by the investigator in item-whole correlation method and reliability of the tools was found through test-retest method. The reliability of School Environment Scale was 0.74. 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 VII standard in high and higher secondary schools in Kalaburagi district. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 400 students studying VII standard. For analyzing data 't' test and Pearson's product moment correlation were used as the statistical techniques.

9. 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 VII Boys & Girls

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Locale	Male	150	115.01	10.18	6.31	Significant at 0.05
	Female	150	184.05	13.21		

From the Table -1, it is evident that 't' value is 6.31 which is significant at 0.01 level of significance with 298 degree of freedom. Hence, there is a significant difference in School environment scores of male and female 7th standard school students. Therefore, the hypothesis, "There exists no significant difference between the mean School environment scores of male and female 7th standard school students" is rejected.

Further, the mean scores of School environment of female 7th standard school students is 184.05 which is higher than that of male 7th standard school students, which is 115.01, hence, it may be concluded that students female 7th standard school students have more School environment than the male 7th standard school students.
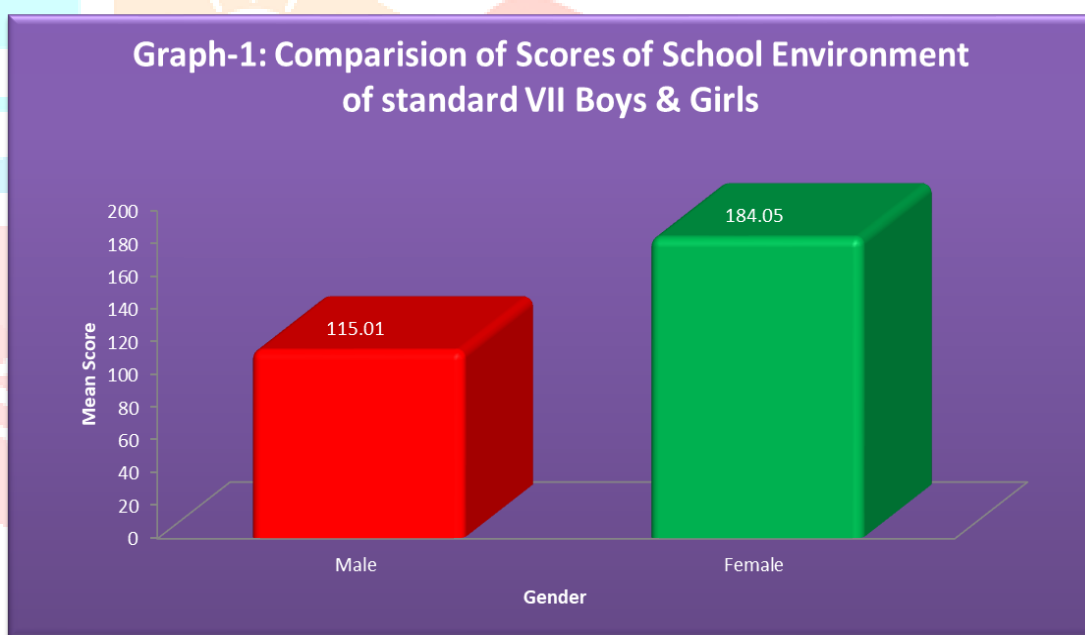

Graph-1: Comparision of Scores of School Environment of standard VII Boys & Girls

Table 2: Difference in the School Environment of Standard VII Urban and Rural Students

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Locale	Urban	150	168.23	13.12	4.58	Significant at 0.05
	Rural	150	123.15	12.89		

From the Table -2, it is evident that 't' value is 4.58 which is significant at 0.01 level of significance with 298 degree of freedom. Hence, there is a significant difference in School environment scores of Urban and Rural 7th standard school students. Therefore, the hypothesis, "There exists no significant difference between the mean School environment scores of Urban and Rural 7th standard school students" is rejected.

Further, the mean scores of School environment of Urban 7th standard school students is 168.23 which is higher than that of **Rural** 7th standard school students, which is 123.15, hence, it may

be concluded that students Urban 7th standard school students have more School environment than the Rural 7th standard school students.
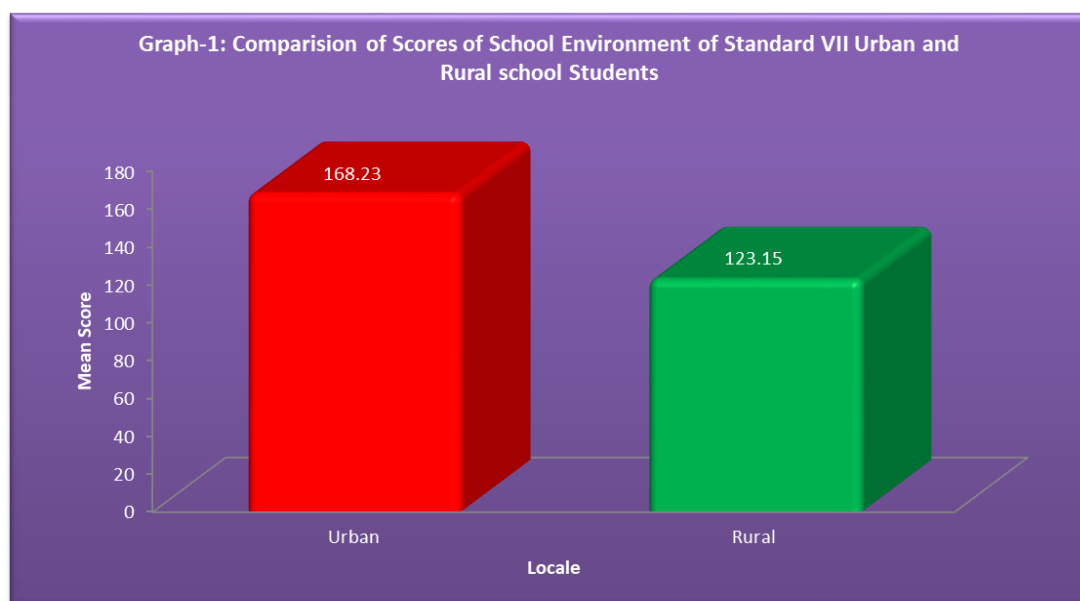

Graph-1: Comparision of Scores of School Environment of Standard VII Urban and Rural school Students

Table 3: Difference in the School Environment of Standard VII Co-education and Girls school students

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Type of school	Co-education	150	165.32	13.12	8.45	Significant at 0.05
	Girls school	150	140.12	12.01		

From the Table 4.18, it is evident that 't' value is -8.45 which is significant at 0.01 level of significance with 298 degree of freedom. Hence, there is a significant difference in School environment scores of Girls and Co - education 7th standard school students. Therefore, the hypothesis, "There exists no significant difference between the mean School environment scores of Girls and Co - education 7th standard school students" is rejected.

Further, the mean scores of School environment of Co - education 7th standard school students is 165.32 which is higher than that of Girls 7th standard school students, which is 140.12, hence, it may be concluded that students Co - education 7th standard school students have more School environment than the Girls 7th standard school students.
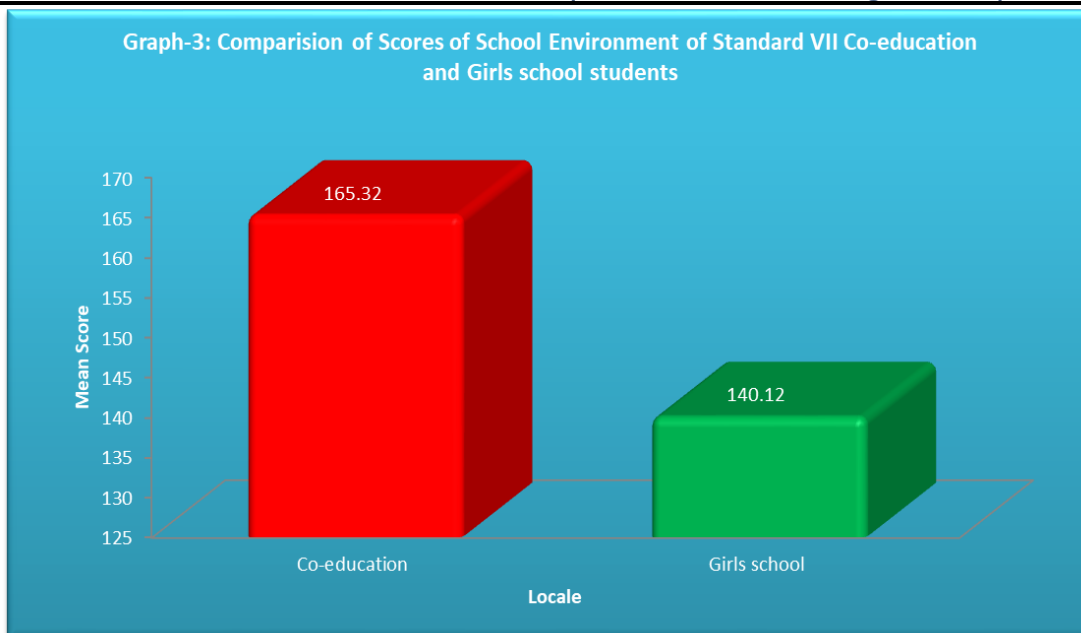
Graph-3: Comparision of Scores of School Environment of Standard VII Co-education and Girls school students

Table 4: Difference in the Academic Achievement of Standard VII Boys & Girls

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Gender	Boys	150	265.71	88.37	5.23	Significant at 0.05
	Girls	150	265.87	84.87		

From the Table-4, it is evident that 't' value is 5.23 which is significant at 0.01 level of significance with 298 degree of freedom. Hence, there is a significant difference in academic achievement scores of male and female 7th standard school students. Therefore, the hypothesis, "There exists no significant difference between the mean achievement scores of male and female 7th standard school students" is rejected.

Further, the mean scores of academic achievement of male 7th standard school students is 265.71 which is lessor than that of Female 7th standard school students, which is 265.87, hence, it may be concluded that students female 7th standard school students have more academic achievement than the male 7th standard school students.
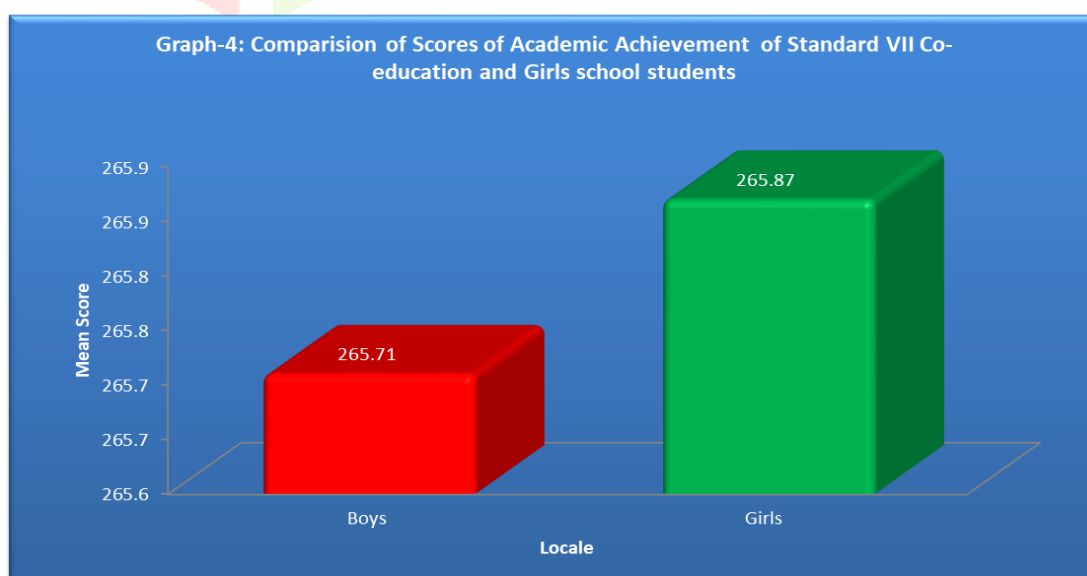

Graph-4: Comparision of Scores of Academic Achievement of Standard VII Co-education and Girls school students

Table 5: Difference in the Academic Achievement of Standard VII Urban & rural school Students

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Locale	Urban	150	251.15	14.25	3.98	Significant at 0.05
	Rural	150	220.15	11.89		

From the Table-5, it is evident that 't' value is 3.98 which is significant at 0.01 level of significance with 298 degree of freedom. Hence, there is a significant difference in academic achievement scores of Urban and Rural 7th standard school students. Therefore, the hypothesis, "There exists no significant difference between the mean achievement scores of Urban and Rural 7th standard school students" is rejected.

Further, the mean scores of academic achievement of Urban 7th standard school students is 251.15 which is higher than that of **Rural** 7th standard school students, which is 220.15, hence, it may be concluded that students Urban 7th standard school students have more academic achievement than the Rural 7th standard school students.
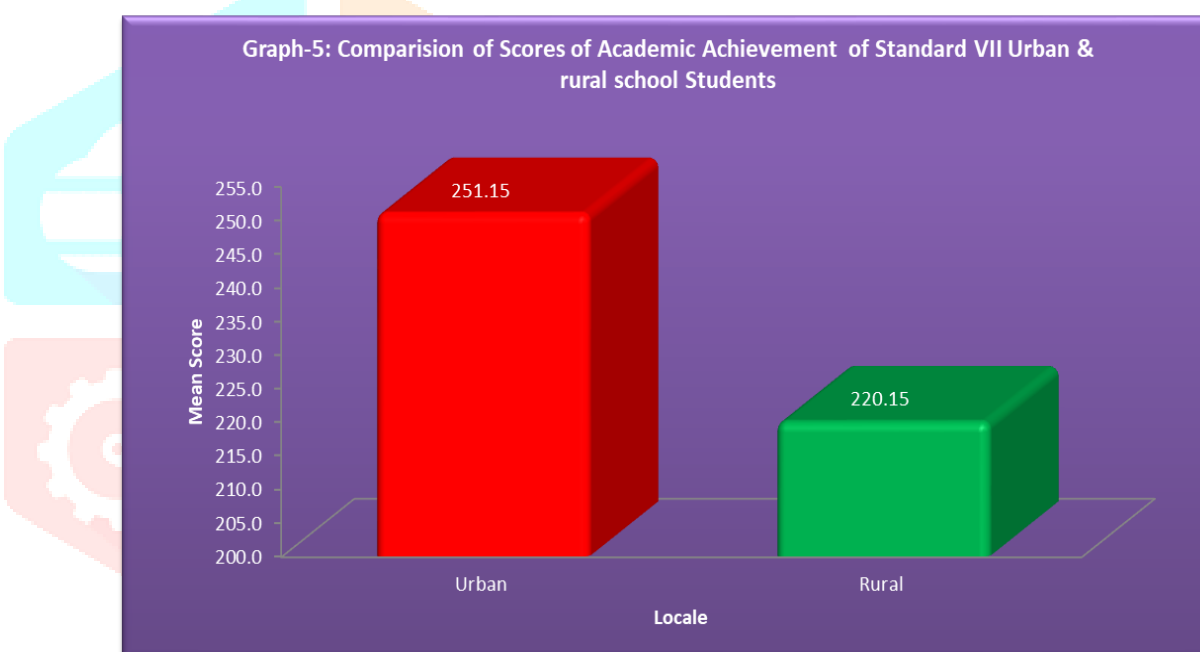

Graph-5: Comparision of Scores of Academic Achievement of Standard VII Urban & rural school Students

Table 6: Difference in the Academic Achievement Of Standard VII Co-education and Girls school Students

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Type of school	Co-education	150	245.25	12.15	4.85	Significant at 0.05
	Girls school	150	225.13	10.25		

From the Table-6, it is evident that 't' value is 4.85 which is significant at 0.01 level of significance with 298 degree of freedom. Hence, there is a significant difference in academic achievement scores of Girls and Co - education 7th standard school students. Therefore, the hypothesis, "There exists no significant difference between the mean achievement scores of Girls and Co - education 7th standard school students" is rejected.

Further, the mean scores of academic achievement of Co-education 7th standard school students is 245.25 which is higher than that of Girls 7th standard school students, which is 225.13,

hence, it may be concluded that students Co-education 7th standard school students have more academic achievement than the Girls 7th standard school students.
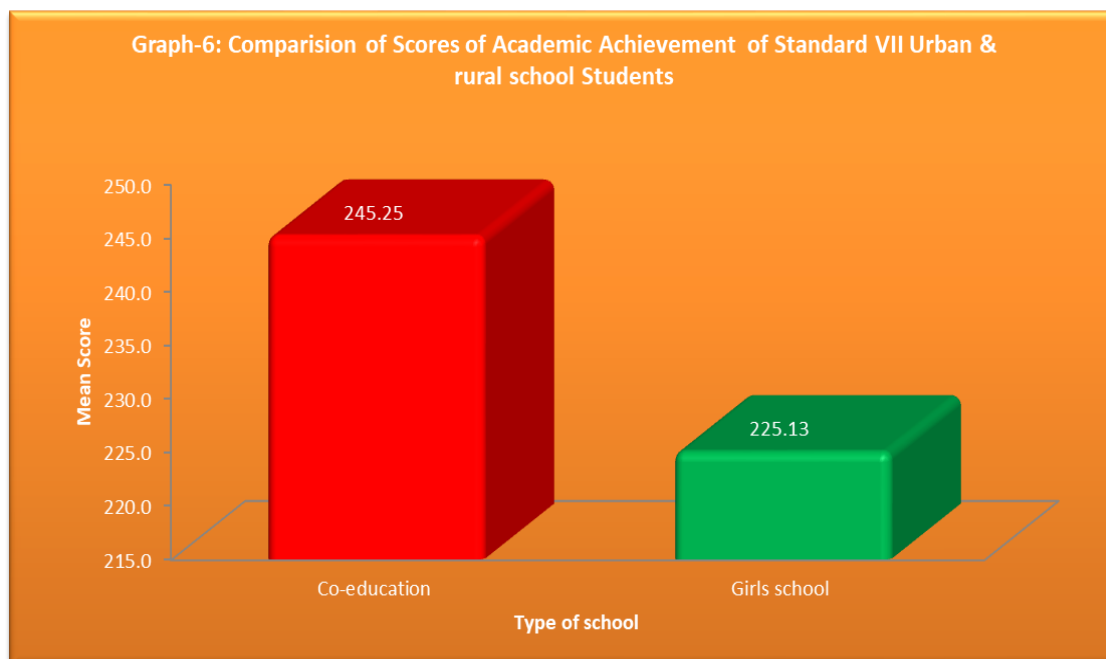

Graph-6: Comparision of Scores of Academic Achievement of Standard VII Urban & rural school Students

Table 7: Relationship between School Environment and Academic Achievement Of Standard VII Students

Variable	N	r-ratio	Significance
School Environment	300	0.899	Significant at 0.05
Academic Achievement	300		

Table 7 shows that there is a significant relationship between the school environment and academic achievement of standard VII students.

10. Conclusion:

Based on the analysis of data the investigators conclude the finding that there is no significant difference in the school environment of standard VII students in terms of gender, medium of instruction. At the same time, there is significant difference in the school environment of standard VII students in terms of locality of school. The urban students have better school environment than the rural students. This is due to the fact that urban students are having very much stressful environment in their day-to-day life because they are living in the mechanical and hurry burry life. So, they feel school environment is very convenient for their studies. There is a significant difference in the academic achievement of standard VII students in terms of gender. But, there is significant difference in the academic achievement of standard VII students in terms of type of school and locality of school. There is a significant relationship between the school environment and academic achievement of standard VII students. From the present study it is found that the school environment of standard VII students is low. It is found out that there is very high positive relationship between the school environment and academic achievement. To make the achievement to a still 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.

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