

# ROLE OF THE TEACHER'S IN DEVELOPING SCHOOL ENVIRONMENT AND ITS EFFECT ON THE ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS

Dr. Jaga M. Basantia

Head, Department of Education

Gangadharpur Mahavidyamandir, Howrah (W.B.), India

&

Guest Faculty, Department of Education, West Bengal State University, W.B., India

**Abstract:** Education is the most powerful instrument to change the values and attitude of the people and it creates in them the urge of necessary motivation to achieve social class ascendancy, social mobility, sound economic system, and maintain a healthy, happy and prosperous life. It is believed that good school environment has a positive influence on the all round development of the students. The present study was probe to find the role of teacher in developing school environment and the relationship between school environment and academic achievement of the rural secondary school students. Finding shows that the teacher plays a significant role in developing school environment and it was also found that there exists a positive and significant relationship between school environment and academic achievement of the students.

**Index Terms - School Environment, Secondary School Students, Academic Achievement, Teacher**

## Introduction

The most fundamental and general aim of teaching is not only to bring change in pupils behaviour but also to assist them in better life adjustment and assimilate and accommodate with their social environment. In other way, achievement is the end-product of all educational endeavours. The main concern of all educational process is to see the students' performance as high as possible. This desire for high level of achievement put a lot of pressure on students, teachers, parents, and in general the whole educational system.

Environmental factors are known to have a good deal of influence on the development of individual's inborn qualities. In this regard, the system theorists recognize that human development is the resultant of three major factors:-

- a) The person and what s(he) brings to a particular situation or stage of development(Experience).
- b) The environment or what is available to the individual in a particular situation or stage of life (Family, School, and Community).
- c) Interaction between the person and the environment.

The influence of environment on person's achievement was also admitted by researcher after exploring the cognitive, affective and psychomotor aspects of human behaviour. Besides home, the child spends most of his time in school. It has been accepted that the environment, both inside and outside the school, in which the child grows has a great influence on his or her academic performances.

It is generally believed that, the quality of the school environment directly or indirectly depends upon the administration of the school and qualities of the teacher. Teacher's behaviour and personality factors and many other factors contributed much in building a healthy environment in the school. Once Aristotle said that "*those who educate the children are more to be honoured than their parents because they (parents) give them life but those (teacher) the art of living*". If one goes through the ancient Indian literature can find the crucial role played by the teacher, where he was the sole maker of his students' fate, and where he himself was the institution. He was the spiritual and intellectual father of the taught, without his help no education was possible.

Teaching is a process where interactions are deep, direct and specific. The success and achievement of an educational system depends a great extent on the ideals that animate the teacher and the student, the nature of the relationship that exists between two. Today one can see students, unrest and violence which affect the learning outcomes. In this cybernetic age, why students could not maintain a peaceful life? Why the society could not taste the expected outcomes? Realising this problems the researcher has conducted a study on "*Impact of the Teacher's in Developing School Environment and its Effect on the Academic Achievement of the Secondary School Students*".

The researcher reviewed a good number of research studies on the school environment and academic achievement. No specific organizational climate was found to differentiate between the high and low achieving schools was pointed out by Deshpande (1984). Rao's (1988) study revealed that schools having comparatively better facilities and staff, consequently obtain a higher overall school excellence score and subscribe to higher academic performance by students. Mac Aulaym (1990), concluded that the structure and organization, cognitive process, students characteristics and teacher characteristics are all seen as being capable of modification. Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout (Adhiambo and others, 2011). According to Mick Zais (2011), School environment means the extent to which school setting 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 procedure, as supported by relevant research and an assessment of validity. The Indian Education Commission (1964-66) has rightly said, "The destiny of India is now being shaped in her classroom" (p-2). As students are the backbones of the nation, it is important to maintain a healthy school environment. Though school environment perceived as an important factor of academic achievement, yet research studies shows that there is very low and positive relationship between school environment and academic achievement of the school students (Basantia and Mukhopadhyaya, 2001; Arul Lawrence & Vimala, 2012). A study conducted by Fraser (1991) on students perception of school learning environment, concluded that "Numerous research programmes have shown that students perceptions accounts for appreciable account of variance in learning outcomes often beyond that attributable to background characteristics. The practical implication from this research is that students outcomes might be improved by creating classroom environment found empirically to be conducive to learning".

### **2.1 Objectives:**

The research gap and inconclusive results of the above mentioned studies have motivated the researcher to carry out this study with the following objectives-

1. To study the role of teacher in developing in developing school environment.
2. To study the gender differences, if any, of the secondary school students in their perception of Teacher Related Factors (TRFs) of school environment and academic achievement.

3. To study the relationship among the TRFs of school environment with academic achievement of the secondary school students.

## 2.2 Hypotheses:

Considering the objectives stated above the following hypotheses were formulated for investigation and testing-

1.  $H_1$  : All Teacher Related Factors of school environment would significantly related with total environment of the school.
2.  $H_2$  : There exists significant difference between boys and girls in perception of the Teacher Related factors of school environment.
3.  $H_3$  : All Teacher Related Factors of school environment would significantly related to the academic achievement of the secondary school students.

## 3.1 Sample:

In order to test the hypotheses stated above, 178 rural adolescents studying in 8<sup>th</sup> and 9<sup>th</sup> classes including boys and girls were selected to represent the sample. Out of 178 students 97 were girl students and 81 were boys selected randomly from five schools of Panchla Block, District of Howrah. All the sample schools were affiliated to West Bengal Board of Secondary Education, followed same curriculum and same pattern of evaluation.

## 3.2 Instrument:

The following instruments were used in the present study-

- a) **Basantia School Environment Inventory (BSEI):** *Basantia School Environment Inventory (BSEI)* developed and standardized by Basantia (2000) was used to assess the physical as well as psycho-social and academic atmosphere of the school. This inventory divided in to two parts- Psycho-social environment and physical environment of the school. The psycho-social environment has consists of 36 items under 9 dimensions (Inter-personal Relationship, Permissiveness, Staff Control, Parent-teacher Relationship, Cognitive Encouragement, Creative Stimulation, Classroom Atmosphere, Co-curricular Activities, Students' Satisfaction). This inventory was reported highly reliable (Test-retest-0.686 and Cronbach Alpha-0.958) and valid (Intrinsic validity-0.828 and Item validity- $t \geq 1.75$ ). The internal consistency (dimensions Vs Test total) values were ranged from  $r=0.462$  to  $r=0.723$ . The second part of the inventory measures the physical environment of the school in its two dimensions with 17 items. Weighted scaling method and content validity were established for this part. The summation of the score obtained in the above two parts gave total school environment score. The high score in the inventory represent that highly positive school environment.
- b) **School Examination Result:** For academic achievement (AA) the researcher collected the average marks of the 1<sup>st</sup> Terminal Test and 2<sup>nd</sup> Terminal Test of the students and considered that this result would reflect the true academic achievement of the students.

### 3.3 Procedure

The students were approached personally in their educational institutions. After establishing rapport and assurance of confidentiality, BSEI was administered in convenient groups to elicit reliable and authentic information from the subjects. The scoring was done according to a scoring key (Weighted Scaling) prepared by the tool constructor. The tests results were collected from the official school record.

### 3.4 Statistical Treatment

The collected data were tabulated and analysed with the help of computer software i.e. SPSS-19 and Microsoft Excel-2007. One-way ANOVA, Correlational statistics and Regression analysis were used to analyse the collected data. The value of Alpha (i.e. area of rejection) was set at 5% as minimum level of significance.

### Results and Discussion:

After collecting data from the proposed sample, the data was compiled, sorted, tabulated, coded and entered on the SPSS data sheet. The data was analysed and ANOVA, co-relation and regression analysis were calculated. The present study was conducted to determine the role of the teacher in developing school environment. The researcher identified six factors (F<sub>1</sub>, F<sub>2</sub>, F<sub>4</sub>, F<sub>5</sub>, F<sub>6</sub> and F<sub>7</sub>) as Teacher Related Factors (TRFs) and study their impact on the school environment. Pearson's Correlation method was conducted to analyses the hypothesized relationship between total score of school environment and its individual items and is presented in Table-1.

Table-1: Correlation between the Total Scores of School Environment with its Individual Dimensions

	Sl. No.	Name of the Dimensions	r-Value with SE	Sig. Level
Factors of School Environment	F <sub>1</sub>	Inter-personal Relationship(IPR)	0.480	P<0.05
	F <sub>2</sub>	Permissiveness(P)	0.526	P<0.05
	F <sub>3</sub>	Staff Control(SC)	0.340	P<0.05
	F <sub>4</sub>	Parent-Teacher Relationship(PTR)	0.380	P<0.05
	F <sub>5</sub>	Cognitive Encouragement(CE)	0.663	P<0.05
	F <sub>6</sub>	Creative Stimulation(CS)	0.610	P<0.05
	F <sub>7</sub>	Classroom Atmosphere(CA)	0.472	P<0.05
	F <sub>8</sub>	Co-curricular Activities(CCA)	0.365	P<0.05
	F <sub>9</sub>	Students' Satisfaction(SS)	0.302	P<0.05
	F <sub>10</sub>	Physical setting of the School(PSS)	0.520	P<0.05
	F <sub>11</sub>	School Facilities(SF)	0.566	P<0.05
TRFs		Combine Score of TRFs	0.789	P<0.05

From Table-1, it revealed that all the TRFs were significantly correlated with the school environment. Moreover, the total SE and sum total score of TRFs was significantly correlated with each other. Therefore, it may be concluded that all the Teacher Related Factors have significantly contribute in developing the school environment. Thus it confirmed the hypothesis H<sub>1</sub>.

The computational summary of ANOVA on gender of the sample students for TRFs of School Environment has been presented under Table-2 and Academic Achievement in Table-3 respectively.

Table-2: Summary of Oneway ANOVA for Gender Difference in TRFs of School Environment

Source	Sum of Squares	df	Mean Square	F-Value	Sig. Level
Between Groups	117.62	1	117.62	1.75	P>0.05
Within Groups	11812.60	176	67.12		
Total	11930.22	177			

It is evident from Table-2 that gender did not have any significant effect on TRFs of School Environment. Both boys and girls have more or less equal perceptions in their TRFs of School Environment. Hence the Hypothesis No-2 was rejected.

For determining the impact of TRFs of School Environment on Academic Achievement of rural secondary students, correlational statistics were carried out separately for boys and girls. The results has been presented in Table-3

Table-3: Correlation between the Teacher Related Factors of School Environment and Academic Achievement of the Secondary students (N=178).

TRFs of SE	Total (AA)	Boys (AA)	Girls(AA)
F <sub>1</sub> -IPR	0.083	0.084	0.049
F <sub>2</sub> -P	0.096	0.064	0.216
F <sub>4</sub> -PTR	-0.048	-0.012	-0.094
F <sub>5</sub> -CE	0.179*	0.236*	0.211*
F <sub>6</sub> -CS	0.075	0.039	0.122
F <sub>7</sub> -CA	0.048	0.049	0.047
Total TRFs	1.161*	0.133	0.241*

\*P&lt;0.05

From Table-3, it may be concluded that TRFs of SE was positively and significantly related to academic achievement of secondary school students. Thus the Hypothesis No-3 was accepted. Only F<sub>5</sub> i.e. Cognitive Encouragement was positively and significantly related with academic achievement, though except F<sub>4</sub> all other factors i.e. F<sub>1</sub>,F<sub>2</sub>,F<sub>6</sub>,and F<sub>7</sub> were positively but not significantly related to AA of the rural school students. The Factor no.4 i.e. Parent-teacher Relationship was negatively but not significantly related to academic achievement of the students.

Moreover, regression analysis was carried out for Academic Achievement as dependent variable and TRFs as independent variable of secondary school students. The regression equation in score form

$$AA=0.2099(TRFs)+37.952$$

$$R^2=0.0215$$

### Conclusions:

From the result of the study, it may be concluded that the teacher played a vital role in developing school environment. The Teacher Related Factors were very much related to the academic achievement of the rural school students, but only Parent-teacher Relationship factor was negatively correlated. This negative relationship may be due to apathy of the parents towards education of their wards because of no immediate output, which leads disinterest toward education of their children. This findings goes with the findings of Basantia and Mukhopadhyaya, (2000); Arul Lawrence and Vimala(2012), that there is very low yet positive correlation between school environment and academic achievement of the students. It can be inferred from the study that rural girls were more benefitted from the TRFs of SE in developing their academic achievement, this may due to that the rural boys somehow did not like to attain the school every day.

**References:**

- Arul Lawrence, A.S. and Vimala,A.(2012). School environment and academic achievement of standard IX students. *Journal of Educational and Instructional Studies in the World*,2(3),210-215.
- Basantia,J.M. and Mukhopadhyaya,D.(2001). Effects of environmental factors on achievement: A study on rural school students. *The Educational Review*,44(11),201-204.
- Franky,D and Chamundeswari,S.(2014). Psycho-social correlates of academic achievement of students. *International Journal of Current Research and Academic Review*,2(2),148-158.
- Fraser, B.J. (1991). Two decades of classroom environment. In Fraser, B.J. and Walberg, H.J. (Eds). *Educational Environments*. Oxford: Pergamon Press.
- Mac Aulay and Dolina,J (1990). Classroom environment: A Literature review. *Educational Psychology*, 10(3), 239-253.
- Marjoribanks,K.(1995). Factors affecting the learning environment and school related outcomes of Australian adolescence. *Journal of Social Psychology*,135(1),89-95.
- Rao,N.(1988). Quality of School as a determinant of student achievement. *Indian Journal of Psychometry and Education*, 19(1), 23-83
- Report of Kothari Commission,(1966).[http://www.teindia.nic.in/Files/Reports/CCR/KC/KC\\_v1.pdf](http://www.teindia.nic.in/Files/Reports/CCR/KC/KC_v1.pdf). Retrieved on August 23, 2016.
- Zais, Mike(2011). South Carolina School Environment Initiative. South Carolina Department of Education, Columbia.[http://ed.sc.gov/agency/ac/Student-Interventionservices/documents/SC\\_SchoolEnvironmentRFP-Nov2011.pdf](http://ed.sc.gov/agency/ac/Student-Interventionservices/documents/SC_SchoolEnvironmentRFP-Nov2011.pdf) Retrieved on July 11, 2012.