



# A Study on School Environment in Relation to Academic Achievement of Higher Secondary School Students

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## Abstract

*In the view of Vivekananda, "Education is the manifestation of perfection already existed in man". The position at higher secondary level is still worse than any other class, because the marks in the higher secondary course decide the future of the child. Admissions to professional courses are lost for some students failing to secure an additional 0.1% mark. So, students at this cadre are considered to be the mark producing machines rather than a human. Due to the want of marks and get admission in better courses in better colleges, parents and students in higher secondary class usually run after the books and coaching centers to secure good marks. Survey method is used for the study. Stratified random sampling technique was used. 300 samples were collected from 6 schools in Tiruppur District. Sample Consists of students studying XI Standard in Tiruppur District.*

**Keywords:** Environment, relation, academic achievement, stratified random sampling and survey method.

## Introduction

In the view of Vivekananda, "Education is the manifestation of perfection already existed in man". Education is the complete development of individuality of the child, so that he can make his original contribution to human life according to his best capacity. The position at higher secondary level is still worse than any other class, because the marks in the higher secondary course decide the future of the child. Admissions to professional courses are lost for some students failing to secure an additional 0.1% mark<sup>1</sup>. So, students at this cadre are considered to be the mark producing machines rather than a human. Due to the want of marks and get admission in better courses in better colleges, parents and students in higher secondary class usually run after the books and coaching centers to secure good marks.

**Statement of the Problem:** The literacy rate was very low and the awareness on education among people was also insignificant. Schools in India were limited and situated in main town's only<sup>2</sup>. Those days majority of the schools were run and maintained by the Government, Local bodies and a few private organizations with insufficient infrastructure. Later on the government decided to improve the literacy rate of the counter and education was linked with job market. The awareness on education has been raised off-late and parents preferred to educate their children in the schools where their wards can attain good academic records. Hence a study is needed to find out the relationship between the environment of the school and the academic performance of the child<sup>3</sup>. Hence the investigator has chosen the title as "A study on school Environment in relation to Academic Achievement of Higher Secondary school students in Tiruppur District".

**Objectives of the Study:** i. The study the level of school Environment score of school students is moderate. ii. To find out whether there is any significant difference between the demographic variables

**Table-1**  
**Demographic Variables**

Gender wise	Male
	Female
School wise	Government School
	Govt. Aided School, Management School
Locality wise	Rural
	Urban
Academic achievement wise	Government school
	Govt. Aided school
	Management school
Academic Achievement with locality wise	Rural
	Urban

iii. To find out whether there is any relationship between the school Environment score and Academic Achievement.

**Hypotheses of the Study:** i. The level of school Environment score of school students is moderate. ii. There is no significant difference between the demographic variables

**Table-2**  
**Demographic Variables**

Gender wise	Male
	Female
School wise	Government School
	Govt. Aided School, Management School
Locality wise	Rural
	Urban
Type of school Wise	Government School
	Govt. Aided school
	Management school
Academic achievement scores in the Locality wise	Rural
	Urban

iii. There is no relationship between the school environment score and academic achievement.

## Methodology

Survey method is used for the study. The researcher selected the Questionnaire method to collect data from the samples. Stratified random sampling technique was used by the investigator. 300 samples were collected from 6 schools in Tiruppur District. Sample Consists of students studying XI Standard in Tiruppur District.

**Tool Used:** 5 point scale Questionnaire has been prepared by the investigator. It consists of 75 Questionnaire. After pilot study, 50 items are selected for the final study. The tool has the

reliability Co-efficient value of 0.86 the tool was administered properly for the final study. After collection of data analysis was done by using, mean standard deviation, critical ratio and correlation.

## Results and Discussion

**Analysis and Interpretation:** From the table-3 it is very clear that the school Environment score of school students is Moderate. Hence, the hypothesis is accepted.

From the table-4, Since the calculate 't' value **2.044** is greater than the table value (**1.96**) at 0.05% level of significance. It is conducted that there is a significant difference between in the school Environment score in the boys and girls students. Hence, the null hypothesis is rejected

From the table-4, Since the calculated 't' value **1.65** is less than the table value (**1.96**) at 0.05% level of significance. It is conducted that there is no significant difference between in the school Environment score in the Government and Government Aided students. Hence, the null hypothesis is accepted.

From the table-4, since the calculated 't' value **1.635** is less than the table value (**1.96**) at 0.05% level of significance. It is conducted that there is no significant difference between in the school environment score in the Government and Matriculation students. Hence, null hypothesis is accepted.

From the table-4, since the calculated 't' value **0.089** is less than the table value (**1.96**) at 0.05% level of significance. It is conducted that there is no significant difference between in the school Environment score in the Government Aided and Matriculation students. Hence, null hypothesis is accepted.

From the table-4, Since the calculated 't' value **1.98** is greater than the table value (**1.96**) at 0.05% level of significance. It is conducted that there is no significant difference between in the school Environment score in the Rural and Urban students. Hence, null hypothesis is rejected.

**Table-3**  
**The tables shows the level of school environment score of school students**

Variable	Number	Percentage
High	100	33.33
Middle	130	43.33
Low	70	23.33

**Table-4**  
**Comparison of school Environment means score in boys and girls students**

Variables	Number	Mean	S.D	't' value	Level of significance
Boys	175	179.51	15.64	2.044	Significant
Girls	125	175.92	14.52		
Government	110	176.23	15.11	1.65	Not Significant
Government Aided	90	179.82	15.47		
Government	110	176.23	15.11	1.635	Not Significant
Matriculation	100	179.67	15.45		
Government Aided	90	179.82	15.47	0.089	Not Significant
Matriculation	100	179.62	15.45		
Rural	180	180.08	15.85	1.98	significant
Urban	120	176.35	16.04		

**Table-5**  
**Comparison of Academic Achievement in Boys and Girls school students**

Variables	Number	Mean	S.D	't' value	Level of significance
Boys	175	136.69	33.106	4.59	Significant
Girls	125	117.20	38.2		
Government	110	137.91	33.72	0.11	Not Significant
Government Aided	90	137.34	34.06		
Government	110	137.91	33.72	0.82	Not Significant
Matriculation	100	134.11	33.19		
Government Aided	90	137.34	34.06	.066	Not Significant
Matriculation	100	134.11	33.19		
Rural	180	124.56	36.96	2.37	Significant
Urban	120	134.64	35.38		

From the table-5, since the calculated 't' value 4.59 is greater than the table value (1.96) at 0.05% level of significance. It is conducted that there is significant difference between in the Boys and Girls students. Hence, the null hypothesis is rejected.

From the table-5, since the calculated 't' value 0.11 is less than the table value (1.96) at 0.05% level of significances. It is conducted that there is no significant difference between in the Government and Government Aided students. Hence, null hypothesis is accepted.

From the table-5, since the calculated 't' value 0.82 is less than the table value (1.96) at 0.05% level of significance. It is conducted that there is no significant difference between in the Government and Matriculation school students. Hence, null hypothesis is accepted.

From the table-5, since the calculated 't' value .066 is less than the table value (1.96) at 0.05% level of significance. It is conducted that there is no significant difference between in the

Government Aided and Matriculation school students. Hence, null hypothesis is accepted.

From the table-5, since the calculated 't' value 2.37 is less greater than the table value (1.96) at 0.05% level of significance. It is conducted that there is significant difference between in the Rural and Urban school students. Hence, null hypothesis is rejected.

**Findings of the Study:** i. It is inferred that there is no significant difference in the school Environment score of school students is moderate. ii. There is no significant difference between in the school Environment score in the gender, management and locality. iii. There is no significant difference between the school environment score and Academic Achievement in gender, management and locality. iv. There is no relationship between the school Environment score and Academic Achievement.

**Recommendations:** i. It is recommended that the infrastructural facilities enhance the achievement of the students hence school infrastructure may be equipped to provide a conducive teaching learning situation. ii. It is recommended that the teaching learning of the school may be improved to attain the expected achievement among students. iii. It is recommended that the extra-curricular activities may be increased to enhance the interpersonal relations among learners.

## Conclusion

A research activity in specific area is just the beginning of the exploration of the unidentified treasures in that area. Therefore the present study has exposed up new horizons in the school environment such as physical facilities, infrastructural facilities, teaching- learning evaluation, and extra- curricular activities<sup>4</sup>. May the school authorities concerned will revisit the present environments of the school and restructure it on the basis of the demands raised by the students. Let us be optimist.

## References

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