SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

There are many factors responsible for the academic achievement of high school students. To state a few examples such as good teachers, study habits, certain psychological factors, home environment, social environment, peer relation etc. School environment must be conducive for the students for their study. Half of the day is spent in the school and the students see many people like their teachers, administrative officers, and other fellow students, in today's context, the schools are facing many hurdles to maintain a good atmosphere for teaching the students. Therefore this study aims at throwing some the school environment and academic achievement of high school students. The study was conducted in Kallakurichi, one of the educational districts of Tamil Nadu and survey method was deployed. The sample was divided into different categories on the basis of gender and medium of instruction. Covering the entire population is not possible for the present study. The current academic year high school students (2024-25) were selected and 300 samples were considered for the present study. The present study highlights that the school environment does not affect their academic achievement. It is presumed that the students perceive a conducive atmosphere in the school and it has neither positive nor negative effect on their achievement. Besides this there may be some other factors such as parents encouragement, peer support, teachers' role model etc which will have a positive impact on the high school students. The school environment as perceived by high school students was found to be at moderate level which indicates that the school administrators, teachers should undertake every step to develop and ensure a healthy and friendly environment in schools.

KEY WORDS: *School Environment, Academic Achievement, High School Students*

INTRODUCTION

There are many factors responsible for the academic achievement of high school students. To state a few examples such as good teachers, study habits, certain psychological factors, home environment, social environment, peer relation etc. School environment must be conducive for the students for their study. Half of the day is spent in the school and the students see many people like their teachers, administrative officers, and other fellow students, in today's context, the schools are facing many hurdles to maintain a good atmosphere for teaching the students. Factors such as noise pollution, lack of amenities, stressful teachers, technological disturbances due to overuse of mobile phones by teachers and students bring in nuisance in the academic activities.

School environment is a powerful force and plays a pivotal role in the all-round development of a child. Students look at their teachers as heroes and try to imitate their behavior. All students may get sufficient facility at home to study, especially rural students. and therefore, the school must create congenial and ideal environment for the students to study. Home is the first school and school is the second home. The Kothari Commission (1964-66) rightly pointed out that the destiny of India is being shaped in her classroom because students are the future and backbone of the country. John Dewy defined, "school has that environment, where some quality of life and certain activities and occupations are provided for securing child's development along desirable lines". Therefore this study aims at throwing some the school environment and academic achievement of high school students.

REVIEW OF LITERATURE

Arul Lawrence (2012) in his study on 'School Environment and Academic Achievement of standard IX students' tried to find the relationship between School Environment and Academic Achievement of standard IX 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 IX 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 IX students.

Vipul Kumar Narang (2020) opined that schools are considered as life building place for everyone. Our society also looks towards the school environment and academic achievement level of the particular schools. Therefore, academic achievement has become an index for child's future particularly so in high competitive world. The present study focuses upon school environment on academic achievement of secondary school students of Tehsil Abohar. For this purpose, descriptive survey method was followed with the standardized tool 'School Environment Inventory' developed by Dr. K. S. Misra (Allahabad) for a sample of 100 students from four senior

secondary schools From each category of school 25 students including male and female of class (X) ten has been randomly selected for the study. The study revealed that there is no significant relationship between the school environment and academic achievement of senior secondary students. It is also concluded that there is no significant difference in school environment of male and female students of senior secondary schools but there is significant difference in academic achievement of male and female students of senior secondary schools

NEED AND SIGNIFICANCE OF THE STUDY
The selected variable of the study can be put into research as many times as possible at different contexts. The reason for this may be due to its uniqueness. As each individual is unique, so as the school. The environment is schools keeps changing as the result of social change, cultural adaptation, and application of technology and like. A good school provides an atmosphere in which each one is respected as an individual. Sometimes over dominating attitude of teachers, partial attitude of teachers, over weightage of curriculum, parents' high aspiration may affect the achievement of students. Keeping all these in mind the investigator identified this problem and undertook for research.

OBJECTIVES OF THE STUDY
The study was undertaken having the following objectives in mind.
- To study the level of school environment of high school students.
- To study the level of academic achievement of high school students.
- To study the relationship between school environment and academic achievement.
- To find out if there is any significant difference between male and female students in their school environment.
- To find out if there is any significant difference between Tamil and English medium students in their school environment.
- To find out if there is any significant difference between male and female students in their academic achievement.
- To find out if there is any significant difference between Tamil and English medium students in their academic achievement.

HYPOTHESES OF THE STUDY
- The level of school environment of high school students is high.
- The level of academic achievement of high school students is high.
- There is no significant relationship between school environment and academic achievement.
- Male and female students do not differ significantly in their school environment.
- Tamil and English medium students do not differ significantly in their school environment.
- Male and female students do not differ significantly in their academic achievement.
- Tamil and English medium students do not differ significantly in their academic achievement.

METHOD OF STUDY
The study was conducted in Kallakurichi, one of the educational districts of Tamil Nadu and survey method was deployed. The sample was divided into different categories on the basis of gender and medium of instruction.

SAMPLE OF THE STUDY
Covering the entire population is not possible for the present study. The current academic year high school students (2024-25) was selected and 300 samples were considered for the present study.

TOOL USED IN THE PRESENT STUDY
- School Environment Scale prepared and validated by Rajendran (2015)
- Academic Achievement score collected from the recent examination.

RELIABLITY AND VALIDITY OF THE TOOLS
The reliability of the school environment scale was established by split-half method and it was found to be 0.84 which is reliable. The content validity of the tools was established by getting opinion from the experts in educational research.

STATISTICAL TECHNIQUES USED IN THE STUDY
For analyzing data, mean, standard deviation 't' test and correlation analyses were used in the present study..

ANALYSES OF DATA

Table 1: School Environment Score of entire sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
School Environment	20	6.66	251	83.66	29	9.66

It is inferred from the above table that 6.66% have low level, 9.66% have high level and 83.66% have moderate level of school environment. This finding shows that majority of students have moderate level of school environment. It is concluded that the level of school environment of high school students is not high but moderate.

Table 2: Academic Achievement Score of entire sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic Achievement	50	16.7	192	64	58	19.3

It is inferred from the above table that 16.7% have low level, 19.3% have high level and 64% have moderate level of academic achievement. This finding shows that majority of students have moderate level of academic achievement. It is concluded that the level of academic achievement of high school students is not high but moderate.

Table 3: Correlation between School Environment and Academic Achievement

Variable	N	'r'	Level of Significance
School Environment Academic Achievement	300	0.034	Not Significant

It is inferred from the above table that the calculate 'r' value 0.034 is less than the table value 0.113 at 0.05 level of significance. Hence the hypothesis that 'there is no significant relationship between school environment and academic achievement' is accepted.

Table 4: Mean, SD, t-value based on gender for school environment score

Gender	Number	Mean	SD	t-value	Significant Level
Male	132	138.22	14.49	0.351	Not Significant
Female	168	137.65	12.92		

From the analysis of scores of the above table, it is found that mean score of male students is somewhat similar to that of female students. The calculated t-value 0.351 is not significant at 0.05 level. Hence, Male and female students do not differ significantly in their school environment is accepted.

Table 5: Mean, SD, t-value based on medium of instruction for school environment

Medium	Number	Mean	SD	t-value	Significant Level
English	146	136.99	15.3	1.12	Not Significant
Tamil	154	138.77	11.79		

From the analysis of scores of the above table, it is found that mean score of English medium students is somewhat similar to that of Tamil medium students. The calculated t-value 1.12 is not significant at 0.05 level. Hence, Tamil and English medium students do not differ significantly in their school environment is accepted.

Table 6: Mean, SD, t-value based on gender for academic achievement score

Gender	Number	Mean	SD	t-value	Significant Level
Male	132	307.5	55.84	2.87	Significant
Female	168	289.77	49.2		

From the analysis of scores of the above table, it is found that mean score of male students higher than that of female students. The calculated t-value 2.87 is significant at 0.05 level. Hence, male and female students do not differ significantly in their academic achievement is rejected.
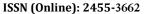
Table 7: Mean, SD, t-value based on medium of instruction for academic achievement

Medium	Number	Mean	SD	t-value	Significant Level
English	146	297.9	58.17	0.105	Not Significant
Tamil	154	297.26	47.5		

From the analysis of scores of the above table, it is found that mean score of English medium students is somewhat similar to that of Tamil medium students. The calculated t-value 0.105 is not significant at 0.05 level. Hence, Tamil and English medium students do not differ significantly in their academic achievement is accepted.

FINDINGS OF THE STUDY

- The level of school environment of high school students moderate.
- The level of academic achievement of high school students is moderate.
- There is no significant relationship between school environment and academic achievement.

- Male and female students do not differ significantly in their school environment.
- Tamil and English medium students do not differ significantly in their school environment.
- Male and female students differ significantly in their academic achievement.
- Tamil and English medium students do not differ significantly in their academic achievement.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study highlights that the school environment does not affect their academic achievement. It is presumed that the students perceive a conducive atmosphere in the school and it has neither positive nor negative effect on their achievement. Besides this there may be some other factors such as parents encouragement, peer support, teachers' role model etc which will have a positive impact on the high school students. The school environment as perceived by high school students was found to be at moderate level which indicates that the school administrators, teachers should undertake every step to develop and ensure a healthy and friendly environment in schools.

CONCLUSION

Students' achievement will be better if the schools provide them favourable conditions and opportunities. School is a place where a second home is created for students to learn desirable behavior. School administration can take adequate measures to modify the environment and enhance academic achievement.

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