

A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO SCHOOL ENVIRONMENT AMONG ADOLESCENTS OF ECONOMICALLY WEAKER SECTION

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Abstract: Adolescence as a period of identity crises characterized by adolescent's active search for a stable sense of self. Adolescence is widely accepted as the period of time between the beginning of puberty and adulthood. Recapitulation theory stated that adolescence was moving from being beast-like to human. The present paper highlighted the Study of academic achievement in relation to school environment among adolescents of economically weaker section. The research was conducted on a sample drawn from 11th grade students of Government Sr. Sec. Schools of Punjab. 600 students from the Government Sr. Sec. Schools affiliated to PSEB (Mohali) were selected for the study. In the present study Academic achievement was measured through marks obtained by the adolescents in the 11th class half yearly examination. School environment test developed by investigator was used to collect the data from the adolescents. The data was analysed statistically which showed that there exist low positive correlation between Academic Achievement and school environment among adolescents of economically weaker sections.

Keywords: Academic achievement, school environment, adolescents

1.0 Introduction:

Adolescents comprise nearly one-fifth of the total population of India. It is a transitional stage from childhood to adulthood and is a time of major changes in all areas of functioning. Academic matters are the most important sources of chronic stress in young people and have significant associations with mental health problems, such as depression, anxiety and suicidal ideation.

2.0 Academic Achievement

Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore, it is more pressing for the individuals/ students to have high academic achievement. The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. It generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences.

According to Sunitha (2005) academic achievement is the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests/ annual examination.

According to Halawah (2006) stated that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher's ratings, class tests and examinations held by the academic institutions or by the educational boards.

According to Sharma et. al (2011) opined academic achievement as the outcome of the training imparted to students by the teacher in school situation.

According to Malavka (2012) achievement is the accomplishment of acquired proficiency in the performance of an individual in a given skill of body of knowledge.

According to Lawrence and Vimala (2012) Academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees.

According to Kaur and Smiksha (2013) Academic achievement is generally applied to achievement of a child in different subject or as a whole

According to Dixit (2014) academic achievement is the level of learning in a particular area of subject in terms of knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examination.

3.0 School Environment

School environment implies a measure of the quality and quantity of the cognitive, creative and social support that has been available to the subjects during their school life in terms of teacher-pupil interaction. In general any school, any type and at any level society the following are the characteristics of school environment.

According to Lindelow (1989) school climate as the feelings, individual got from experiences within a school system.

According to Nwangwu (1990) the characteristics of school environment to include school buildings, classrooms, furniture's, playgrounds, sporting facilities, laboratories, libraries and equipments which aid the teachers in effective delivery of lesson.

According to Okely (2005) looked at school environment as the physical environment (e.g. facilities and equipment), school policies (e.g. time allocated for physical and Health Educational Sport) and school practices regulating PE and Sport, banners to participation and strategies to promote participation).

According to American Institutes for Research (2016) a school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.

4.0 Review of Related Studies

4.1 Studies Related to Academic Achievement and School Environment

Lawrence and Vimala (2012) investigated the relationship between School Environment and Academic Achievement of standard IX students. Data for the study was 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.

Denial and Felix (2014) examined the impact of the school environment and peer influence on the students' academic performance. The study assessed school environment factors and peer influence in term of the level of psychological impact they have on learners. Twenty-one public secondary schools in Sabbatic established that school environment exert a potent influence on students' academic performance. The school as an institution of learning which also act as a second home for learners has been found to have a strong relationship with students' academic performance.

Various studies explored the relationship of the academic achievement with the school environment which are as Lawrence and Vimala (2012) *Miah (2015)* they found no significant relationship between School Environment and Academic Achievement; whereas Sunday (2012), Denial and Felix (2014), Odeh et al (2015), O'Malley et al (2014), Usaini and Bakar (2015) found significant relationship between academic achievement and physical school environment.

4.2 Objectives of The Study

To study the relation between academic achievement and school environment of adolescents of economically weaker sections.

4.3 Hypotheses of the Study:

There is no significant relationship between academic achievement and school environment of adolescents of economically weaker sections.

4.4 Sample

The study was conducted on a sample drawn from 11th grade students of Government Sr. Sec. Schools of Punjab. 600 students from the Government Sr. Sec. Schools affiliated to PSEB (Mohali) were selected by the technique of multi-staged randomization, four districts was selected randomly (one each from four administrative divisions of the state of Punjab) and further 10 schools were selected randomly from each district.

4.5 Design Of The Study

The study was designed to investigate academic achievement among economically weaker section students in relation to school environment. The nature of the investigation was descriptive survey method, because this method is considered useful to gather data from a relatively large number of cases at a time and collect detailed descriptions of existing phenomenon. The prior permission of the school authority was taken for collecting data.

5.0 Tools Used:

In the present study, Investigator used the following tools.

1. Academic achievement was measured through marks obtained by the adolescents in the 11th class half yearly examination.
2. The school environment inventory was developed by the investigator

5.1 Description of Tools:**5.1.1 School Environment Scale**

The purpose of the scale was meant for secondary school students of Govt. Sr. Sec. Schools.

5.1.2 Types of Test Items

This scale was in the form of five point Likert scale. Every item was in a statement form. The subject has to respond to every statement by selecting the most appropriate category indicative of his true feelings for the given statement.

5.1.3 Scoring Procedure

This scale was in the form of five point Likert scale. As the response categories chosen for the scale were: strongly agree, agree, undecided, disagree and strongly disagree, the scores given were 4,3,2,1 and 0 respectively for positive items and 0, 1,2,3,4 for negative items. The summated score of all the statements gives the total score of the subject.

6. 0 Results And Discussions

The data was analyzed and interpreted using statistical techniques such as: Mean, Standard Deviation, and the detail of the analysis, interpretation of data and discussion of results are presented as below:

7.0 Hypothesis:

There is no significant relationship between academic achievement and school environment of adolescents of economically weaker sections.

Table 1: Showing coefficient of correlation between Academic achievement and school environment of total sample (N=600)

Respondents	r
Academic achievement	0.239*
School environment	

*Significant at 0.01 level of confidence

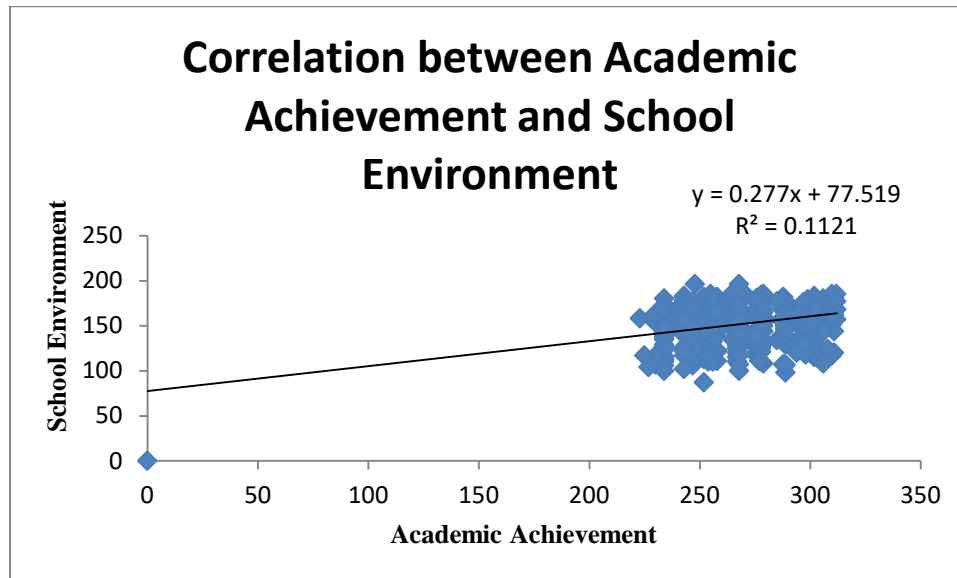


Figure 1: showing the scattered diagram for academic achievement and school environment of economically weaker section adolescents.

8.0 Interpretation:

Table 1 represents coefficient of correlation between Academic Achievement and school environment among adolescents of economically weaker sections. The value of coefficient of correlation came out to be 0.239 which is significant at 0.01 level of confidence. Thus we can say that there exist low positive correlation between Academic Achievement and school environment among adolescents of economically weaker sections. Hence, the hypothesis stating that "there is no significant relationship between Academic Achievement and school environment of adolescents of economically weaker sections" is rejected.

9.0 References:

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