

# Effect of School Environment on the Academic Achievement of Students

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## Abstract:

*In the present research paper, the effect of school environment on academic achievement has been studied. It was found from the study that the influence of the school environment directly affects the achievement motivation and academic anxiety of the students. The study investigated the effects of several types of environment on students.*

*It also unfurls some facts in special concern to the school environment and the aptitudes, attitudes of the students. Further the study explores whether high facilities are required for academic achievement of the students. The specific role of motivation, aspiration, level, attention of parents, mental health, school environment of urban and rural schools, the medium of instruction and gender etc.*

**Key Words:** motivation, performance, environment, anxiety, school.

The physical environment of the school is very important for the development of the students. In which proper arrangement of classroom, library, reading room, laboratories, lighting, water, playground etc. comes. It forms a good physical environment. This type of school environment attracts the students to do proper study.

In today's present era, it is the desire of every parent that their child should achieve new heights of success in their future life by achieving the best academic achievement. That's why today every parent sends his/her child to study in the best school. In today's present era, a new trend has been born among the parents of India. They consider it more beneficial to send

their children to English medium schools than Hindi medium schools. At its core is the school environment itself. Whereas all the Education Commissions of India accept with free guts that the teaching work in mother-tongue is more effective.

The educational environment of the school depends upon the teachers, courses, teaching methods, assessment methods etc. It is observed that the higher the environment in which the school will be, students studying there will definitely prove to be helpful in the prosperity of the nation by achieving high academic achievement.

The study of school environment by **Karthikeyan, P. and Mani, S. (2010)**<sup>i</sup> revealed that the school environment and overall values of the students do not have any significant effect on the basis of gender, community, medium of education, nature, nature and family. **Theo, G. M. Sandfort (2010)**<sup>i</sup> studied the mental health and school environment of minority youth. It was found from the study that there was a significant difference in the students having unequal sex attractiveness as compared to the students of same sex attractive schools where norms and aspirations were low. **Arullarens, S. and Vimala, A. (2012)**<sup>i</sup> studied the academic achievement and school environment of the students. The study concluded that there is no effect of the school environment on the medium of instruction and gender. But there is a significant difference between the school environment of urban and rural schools. **Gurumurthy, G. and Mani, S. (2012)**<sup>i</sup> studied the relationship between educational environment, learning style and teaching style of higher secondary schools. The study concluded that there is a difference in the educational environment of secondary schools on the basis of the subject, whereas gender, caste and medium of instruction do not have a significant effect on the school environment. **Leonidas Keriakides and Burt PM. Creamers (2012)**<sup>i</sup> studied the direct and indirect effects of school policy on the achievement of students in the school environment of teaching and learning. It has been found from the study that there is a direct and indirect effect of school policies on learning, teaching and

achievement. **Richa Sharma (2012)**<sup>i</sup> studied the effect of school environment and family environment on the creativity of children. As a result of the study, differences were found in the school environment of government and private schools relative to creativity stimulation, cognitive stimulation and approved dimensions, and government schools received more creative stimulation than private schools. **Ida Frugard Straum, Siri Thoresen, Tor Wentzel-Larsen and Gretty Deb (2013)**<sup>i</sup> conducted a study on academic achievement, bullying and violence in 15-year-old adolescents and their educational environment. The study concluded that there is a significant correlation between academic achievement, teacher cooperation, peer-relationship, bullying, sexual abuse and violence. At the individual level, a significant correlation was found between sexual abuse and violence in the lower school environment. This correlation was also found in the midst of bullying. Whereas, with teacher cooperation, higher grades were obtained. At the school level, it was found from the analysis that the achievement of students with high bullying was low, 0.98 grade decrease in academic achievement was registered per unit increase in bullying. **Beulahbel Bensi, PB. and Krishna Prasad (2013)**<sup>i</sup> studied the effect of educational achievement of secondary schools on the school environment. The study concluded that there is a positive correlation between the school environment and academic achievement, and there is a difference in the school environment on the basis

of gender and religion on the basis of urban rural areas. **Korir, Daniel and Kipkemboi, Felix (2014)<sup>ii</sup>** studied the effect of their classmates and school environment on the academic performance of students of Vihiga County, Sabatia district, Kenya. It has been found from the study that school is like a second home for the students. This is highly correlated with the academic achievement of the students. This directly affects their performance. The role of school teachers especially affects the students. Students whose classmates are victims of bad habits like drugs, theft, staying absent in school etc. Their academic achievement is low. **Osmani, Mudassir Ibrahim and Abubakar, Nursuhaili (2015)<sup>iii</sup>** studied the effect of school environment on school performance of secondary school students of Kaula, Terengganu, Malaysia. As a result of the study, it was found that the academic achievement of the students of schools with facilities and good teachers and interesting school environment is higher than other schools.

**Oselumese Ivuguay Omoikae Danay Andreevye Ozemhenkle (2016)<sup>iv</sup>** studied the effect of school environment on the academic performance of secondary school students. It was found from the study that the factors coming under the school environment such as the classrooms, the area conditions of the school, facilities, environment and technology etc. affect the academic performance of the students. Therefore, the school environment is an important area. It controls the academic

performance of the students. There is definitely a positive correlation between the school environment and the academic achievement of the students. Along with this, the factors affecting the academic achievement, the effect of achievement, motivation, educational anxiety etc. varies in different educational environment in the schools. Motivation has a great impact on the educational process taking place in the school. It has been observed that at the time of examination, students are able to memorize their lessons sooner than the normal time while studying after concentrating for a long time. Motivation works at its core. Due to which the desire to get more marks in the examination or the fear of failure gives rise to both academic anxiety and motivation, but low or high level of anxiety gives negative direction to the academic achievement of the students. **Mahmood and Rana (2010)** tried to find out the relationship between academic anxiety and achievement of postgraduate students. In conclusion, a negative correlation was found between scholastic achievement and scholastic anxiety, and the results show that cognitive anxiety is more effective than descriptive anxiety in the anxiety test. In summary, it was found that educational anxiety is a major factor in low achievement and poor performance of students. But its effect can be controlled by proper training. **Parvathamma and Saranamma (2010)** studied the relationship between anxiety, confidence level and their academic achievement. As a result, most of the high school students (64%) had a high level of academic concern, a

significant relationship was found between anxiety level and academic achievement, no significant relationship was found between anxiety and self-confidence, significant difference was found in the academic concern of boys and girls. There was a significant correlation between self-confidence and academic achievement and a significant difference was found in the self-confidence of boys and girls. **Kanupriya and Jaisal (2011)** studied the relationship between parental incentives, academic performance and educational anxiety among rural adolescents. As a result, a significant correlation was found between parental encouragement and educational performance. A significant associative relationship was found between adolescent and adolescent's academic anxiety and academic performance. The educational concern of both the performance categories got higher. **Ali and Zahoor (2012)** conducted a study to find out the relationship between the academic anxiety of university students and their mental disorder. From the research it was found that there is no significant difference between the educational concern of boys and girls, character anxiety was found more in girls than boys, in general, significant difference was found between the concern of boys and girls. **Neelam and Attri (2013)** studied the academic concerns and achievements of secondary school students. From the research it was found that there is a significant difference in academic concern and achievement between boys and girls. **Alesi Marianay Rappoe Gaetanoy Pepay Annamarina (2014)<sup>v</sup>** studied

depression and anxiety about students' learning disabilities, self-esteem. As a result, it was found that most of the children were suffering from depression. The reason for this was the lack of interest and enthusiasm. This has a negative impact on their academic performance. He was suffering from academic anxiety due to learning disabilities. **Kumaran A. Senthil and Subramaniam Kadiravan (2015)** studied the personality and examination anxiety of students. The conclusion of the study was found that there is a significant difference between the examination anxiety of the students and their personality. The gender of the students has an effect on their anxiety level. **Sharma Yogesh (2016)<sup>vi</sup>** did a study on the pedagogical concern regarding mathematics of primary school students. The study concluded that context-based learning has high and medium positive effects on academic anxiety. **Ialdea Senel (2016)<sup>vii</sup>** studied the foreign language concerns of students studying English language and literature with special reference to Turkey. It was found from research that the concern of foreign language study was moderate. The reason for this was self-confidence, motivation and bad habits. **Talbott, Lauren (2016)<sup>viii</sup>** studied the spread, effect and intervention of examination anxiety in primary school students. As a result, it was found that there are physical and psychological factors of examination anxiety. That really affects the mental health and academic achievement of the students. **Prof. Sinha (1968)** has also accepted this point and said that 'normal level of anxiety has a good

effect on achievement, whereas high and low level of anxiety has a deterrent effect on it. Students enter school with their individual differences. If their needs continue to be fulfilled in the school, then surely their academic achievement will increase continuously.

It has been fully proved from the educational results that there is considerable variation in the academic achievement of the students. Where some students are of high academic achievement, some are of low academic achievement and some are of normal achiever. Freeman stated that academic achievement refers to the understanding and skill of the students in a particular subject or various subjects of the course. That is, the resultant attainment of educational subject matter and it has been given the name of educational achievement. This difference in academic achievement is related to motivation. Under which some other factors like aptitude, intelligence, abilities, ambition level, socio-economic level, reinforcement, environment, cultural level, parental activity etc. are Motivation for achievement or achievement. Motivation refers to such motivators, which can be influenced by the student to achieve maximum success. Mane Fernald and Fernald define achievement motivation as saying that achievement motivation refers to the desire to achieve a particular level of excellence in people who have more achievement motivation. They strive for high level of success. The degree of achievement motivation varies from person to

person, which can be determined on the basis of individual variation. Maxi Land found that high achievers have more passion. **Tripathi Kumud (2004)<sup>ix</sup>** in his research work "Effect of achievement motivation of secondary level students on academic achievement: A study" found that the interaction of gender, environment and achievement motivation did not affect the academic achievement of students. **Kolodziej Sabina (2010)** studied the effect of achievement motivation on students' school performance and academic goals. The study concluded that achievement motivation is an important psychological factor. Which determines the academic and professional success of the students. Higashi, **Rosai Hunkel, Timothy Shupe Rawin (2010)** studied that Achievement Motivation Promotes Achievement Body. It was found from the study that educational games provide internal motivation to the students. Due to which the students can achieve their goal with full interest. **Singh, Kulwinder (2011)<sup>x</sup>** studied the relationship of achievement motivation with academic achievement of students. As a result, it was found that achievement motivation has a positive effect on the academic achievement of the students. **Katharine L. Fletcher and Kristin L. (2012)** studied the relation of learning completion and achievement motivation in the context of specific children. As a result, it was found that achievement motivation of specific children significantly affects their learning completion and it is positively correlated. **Ming T. Wang and Jacqueline S. Echols (2013)<sup>xi</sup>** studied in the context of school,

achievement motivation and educational profession. As a result, it was found that three different types of school professions are related to achievement motivation in the school environment. On which gender and educational ability have an equal effect. **Chetriye Sita (2014)<sup>xiii</sup>** studied the effect of achievement motivation of adolescents on their academic achievement. It was found from the study that achievement motivation has a significant effect on their academic achievement. But there is no significant difference between gender, regionality etc. **Astante Erik and Josephine (2014)<sup>xiii</sup>** studied the relationship specially regarding academic achievement, self-concept and achievement motivation of secondary school students. It was found from the study that there was a significant correlation between self-concept and academic achievement. Also, a positive relationship was found between achievement motivation and academic achievement. **Reddy M. Mohan (2014)<sup>xiv</sup>** studied the relationship of D.Ed. students' self-confidence with achievement motivation. As a result, it was found that there was a significant difference between student and teacher for achievement motivation. The achievement motivation of boys was higher than that of girls and the achievement motivation of students aged 19 years and above was higher than that of students of 18 years and below. **Kumari, V.R. Santha and Chamundeshwari, S (2015)<sup>xv</sup>** studied the relation between reading habit and achievement motivation of secondary school students for academic

achievement. From which the result was obtained that there was a significant correlation between the academic achievement of the students, study habits and achievement motivation. The achievement of Central Board students was higher than that of State Board students. The educational achievement of girls was also higher than that of boys. **Maheshwari, K. Kavita and Arunaye M. (2015)<sup>xvi</sup>** studied gender differences and achievement motivation of adolescent students. It was found from the study that there was a significant gender difference in relation to achievement motivation. In which the achievement motivation of the girl students was higher than that of the boys. **Bashir, Hilal and Majida Saima (2016)<sup>xvii</sup>** studied parental incentives on achievement motivation of adolescent girls of Anantnag district. The study concluded that parental incentives have a significant positive effect on the achievement motivation of adolescent girls, and the girls of private schools received more than the girls of government schools. **Sirous Allipour Birgani; Hakim Sahaghi; Jaleh Moridi (2016)<sup>xviii</sup>** studied the relationship between effectiveness and achievement motivation in the context of academic performance of students of the Jordanian Medical University, Ahvaz, Iran. As a result of the study, it was found that there is a significant positive correlation between achievement motivation and academic effectiveness and they have a positive effect on academic performance. **Jare, Sadegh and others (2016)** studied the relation of academic performance of medical students to achievement

motivation. The study concluded that achievement motivation is significantly related to academic achievement and significantly affects the achievement of the students.

### Conclusion:

It is clear from the above discussion that the academic achievement of the students is directly related to the school environment. At the root of which are the factors like educational concerns, motivation, aspiration, level, attention of parents etc. For the high academic achievement of the students, it is necessary that the school environment should be in accordance with the aptitudes, attitudes of the students and at the same time should have high facilities. Parents, teachers and all the agencies of the school should make such efforts together that the students can be motivated by high positive motivation. So that their anxiety level can be kept moderate and they can be helpful in the progressive development of the students.

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