



# Academic Achievement of Government and Private Secondary School Students with respect to their School Environment

**Rabiya Rasool\***

*Research Scholar, School of Education  
Central University of Kashmir J & K, (India)*

## **ABSTRACT**

*The school is a powerful institution in the development of behaviour of the child. It is a miniature society in which children live, make interactions and perform function under the supervision of their teachers. The school is a socializing institution which differs from the family. The development of child is influenced by various factors of school like size, population, age, type of school and most importantly its social culture. The present study was undertaken to study the school environment and academic achievement of government and private secondary school students. The sample of the study comprised of 240 (120 government and 120 private) secondary school students which were selected randomly from 16 schools of district Srinagar. School Environment Inventory developed by Misra, K. S. (2012) was used for data collection. For Academic Achievement, aggregate percentage of marks obtained in previous examination was used. Results revealed that private secondary school students differ significantly on 'Acceptance' dimension of school environment while as on composite score both government and private secondary school students do not differ significantly. Further, private secondary school students showed higher academic performance than government school students.*

**Keywords:** *Academic Achievement; School Environment; Secondary Schools.*

## **I. INTRODUCTION**

The quality of life in the classroom is of great importance to students [1] and creating an environment which respects diversity and appreciates individual differences contributes to student resilience and success. To meet the demands of life, it is the learning environment that determines how a student behaves and interacts. Environment plays an important role in overall development of students. It has great influence on the physical, emotional, social, ethical and spiritual development. Academic environment is the atmosphere in which one attempts to learn, which can aid in the learning experience or distract from or diminish it [2]. Modern system of education should provide opportunities through environment that will encourage development of psychomotor skills, self-concept and harmonious personality characteristics. In a healthy school environment, students are happy, feel a part of the school, believe teachers treat them fairly and feel personally safe. School environment is the measure of psycho-social climate of schools as perceived by students. It is the cognitive, emotional and



social support available to students during their school life in terms of teacher-pupil interaction [3]. The school is a powerful institution in the development of behaviour of the child. It is a miniature society in which children live, make interactions and perform functions under the supervision of their teachers. The school as a socializing institution differs from family in numerous ways; it is impersonal; adult and child relationship is short-term; adults offer view-point that are different from those of the parents and assessment of performance is comparative public and recurring. The school society as an environment for child development is influenced by various factors such as type of school, size, population, age, infrastructure and its social culture. School environment is defined as a “relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its members and that influence their behaviour and achievement. It can be described in the terms of the values or a particular set of characteristics of the institution” [4]. Good schooling fosters psychological growth that contributes to the quality of life beyond the vocational domain. Stretching his position further, he stated that the goal of formal education should be to equip students with intellectual tools, efficacy, beliefs and intrinsic interest to educate themselves in a variety of pursuits throughout their lifetime [5]. Various research studies explained that school environment has a great influence on both students and teachers. Students and teachers comfort is indicated as one of the most important aspects of any school environment. If the students are comfortable, then teaching and learning process becomes much easier. Students have variety of skills and abilities that can be used in numerous ways within classroom and it is the teacher who not only teaches subject matter but teaches social skills also. Students demand provision of choice in schools and this involves students’ perception that their teachers provide opportunities for participation in decision making related to academic tasks and school governance and allow students to take part in class discussion. These perceived characteristics predict greater behavioural engagement with school tasks and higher identification [6]. Esscles *et al.*, (1993) argued that the lack of decision making opportunities for students help to explain declines in both interest and valuing of school during the transition to middle school [7]. Provision of choice can promote school engagement: giving students’ opportunities to practice their decision-making skills, to regulate their behaviour and to experience a sense of personal satisfaction and responsibility as they exert influence upon their learning environment [8]. Recognition of problems and providing remedial measures satisfies the needs of students removing frustration and maladjustment. Psychological methods of motivation and guidance and counselling in academic as well as socio-personal areas help the child in proper adjustment to various fields. Activities provided by the schools release the tension of students making them self-directing and self-disciplined person. Schools are special environments that exist for the purpose of increasing the performance of students. They are built very sensitively housing very special segment of society. It is a place which conserves and promotes values inherited from past but judging its relevance for the present and utility for future [9]. Socialization and cognitive developments are the new opportunities that are being provided by the school environment and different schools directly influence the affective and cognitive behaviour of students by providing these opportunities in different measures. According to Marshall (2002), school environment in high risk urban environment indicates that a positive, supportive and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students. Furthermore, positive school



environment perceptions are protective factors for boys and supply high risk students with a supportive learning environment yielding healthy development as well as preventing antisocial behavior [10]. School environment perceived by the students have a great effect on their development and achievement and such effects are healthier when there is proper planning, teaching facilities and infrastructure.

## **II. JUSTIFICATION OF THE STUDY**

Education in schools has been distributed by various social and technological courses and the students are introduced with all brand-new inventions which affect them physically and psychologically. Students in secondary schools are at a stage of transition and are on threshold of their life. It is a stage when these students need care, attention, affection and intimacy. We have two types of schools i.e., govt. and private that are running for the last eight decades. These schools serve the society by providing education to its citizens. With the scientific and technological changes, there is a knowledge explosion. New developments and instructional changes have taken place in the field of education. People are becoming aware about these developments and need that these should be applied in education, so that their wards will get quality education. Parents want that their children should top in the merit list. This leads the students to be in the rat race affecting them psychologically and physically. But, in the name of quality they are in search of quantity in terms of grades and marks. On one hand we have govt. schools that have well qualified teachers and unrestricted environment and on the other side we have private schools having different facilities and infrastructure. Private schools do outer polishing of the students while as govt. schools have broad based curriculum that help the students to learn freely in a natural environment according to their will. There is a need to look into the problems of students by taking schools into consideration. After family, it is the school which affect them psychologically, physically and socially.

## **III.OBJECTIVES**

1. To compare the school environment of government and private secondary school students.
2. To compare the academic achievement of government and private secondary school students.

## **IV. HYPOTHESES**

1. There is no significant difference between school environment of government and private secondary school students.
2. There is no significant difference between academic achievement of government and private secondary school students.



## V. OPERATIONAL DEFINITION OF VARIABLES

### a) School Environment

State of Maine (2002) states, "School Environment includes the physical and aesthetic surroundings and the psychological climate and culture of the school" [11].

In the present study, School Environment is defined as "the scores obtained on the School Environment Inventory developed by Misra, K. S. (2012).

### b) Academic Achievement

Mehta (1996:8) defines Academic Achievement as "Academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcomes of the students. In classrooms students perform their potentials efficiently, as a result of it, learning takes place: the learning outcome changes the behavior pattern of the student through different subjects" [12].

Academic Achievement in the present study is assessed on the basis of aggregate percentage of marks secured by the students in 8<sup>th</sup> and 9<sup>th</sup> examinations conducted by school education department.

## VI.SAMPLE

A sample of 240 students (120 government and 120 private) was drawn through random sampling technique from different secondary schools of district Srinagar, (J & K) India. The subjects enrolled in 9<sup>th</sup> and 10<sup>th</sup> classes were considered for the sample.

## VII.TOOLS USED

- i. **School Environment Inventory (SEI-M).** This scale has been developed by Misra, K. S. (2012). It is an instrument designed to measure psycho-social climate of schools as perceived by students. It assesses the quality and quantity of cognitive, emotional and social support provided in terms of student-teacher interactions available to students during their school life. It consists of 70 items representing six dimensions viz., a) creative stimulation; b) cognitive encouragement; c) permissiveness; d) acceptance; e) rejection and f) control.
- ii. **Academic Achievement.** Aggregate percentage of marks obtained in 8<sup>th</sup> and 9<sup>th</sup> class examination was considered as academic achievement.

## VIII.STATISTICAL TECHNIQUES USED

The data collected was analyzed by using mean, SD and 't' test.



## IX. ANALYSES, INTERPRETATION AND DISCUSSION

### 9.1 School Environment

**Table 01: Comparison of School Environment (dimension-wise) among Govt. and Private Secondary School Students (N=240).**

Dimensions	Students	Mean	SD	t-value
Creative Stimulation	Govt. Schools	59.78	9.58	1.74 <sup>NS</sup>
	Private Schools	61.89	9.13	
Cognitive Encouragement	Govt. Schools	33.29	5.80	1.44 <sup>NS</sup>
	Private Schools	34.34	5.43	
Permissiveness	Govt. Schools	29.13	7.75	0.95 <sup>NS</sup>
	Private Schools	29.99	6.13	
Acceptance	Govt. Schools	25.41	6.48	3.40*
	Private Schools	28.09	5.69	
Rejection	Govt. Schools	20.51	8.65	1.00 <sup>NS</sup>
	Private Schools	19.48	7.13	
Control	Govt. Schools	31.30	5.75	0.09 <sup>NS</sup>
	Private Schools	31.44	17.04	

\* Significant at 0.01; NS: Not Significant

The data presented in **Table 01** reveals that there is no significant difference between govt. (M= 59.78) and private (M= 61.89) secondary school students on creative stimulation dimension of school environment. The calculated t-value which comes out to be 1.74 is insignificant at 0.05 level ( $\leq 1.96$ ). The govt. and private secondary school students were compared on cognitive encouragement dimension of school environment. The mean of govt. school students has been found to be 33.29 and mean of private school students is reported to be 34.34. The calculated t-value which comes out to be 1.44 is found to be insignificant at 0.05 level ( $\leq 1.96$ ). The table reveals that there is insignificant difference between govt. (M= 29.19) and private (M= 29.99) secondary school students on permissiveness dimension of school environment. The obtained t-value 0.95 is found to be insignificant at 0.05 level ( $\leq 1.96$ ). The data presented in the table reveals that there is significant difference between govt. (M= 25.41) and private (M= 28.09) secondary school students on acceptance dimension of school environment. The obtained t-value 3.40 is found to be significant at 0.01 level ( $\geq 2.58$ ). This means that private school students perceive higher acceptance level from their teachers than govt. school students. The govt. and private secondary school students show insignificant difference on rejection dimension of school environment.



The calculated t-value comes out to be 1.00 which is insignificant at 0.05 level ( $\leq 1.96$ ). On comparing control dimension of school environment, the mean of govt. school students (31.30) and mean of private school students (31.44) shows insignificant difference. The calculated t-value (0.09) is insignificant at 0.05 level ( $\leq 1.96$ ).

**Table 02: Showing composite score of School Environment of Govt. and Private Secondary School Students.**

Variable	Students	Mean	SD	t-value
<b>School Environment</b>	Govt. Schools	200.00	28.09	<b>0.91<sup>NS</sup></b>
	Private Schools	203.25	26.98	

NS: Not Significant

On composite score of school environment, govt. and private secondary school students were found to be insignificant. The mean of govt. school students is reported to be 200.00 while as mean of private school students is 203.25. The mean score is inclined more towards private secondary school students but failed to reach any significance level. It means that govt. and private secondary school students perceive same school environment and feel connected to their schools. It was found that students at both types of schools are provided with opportunities by their teachers to work hard and help them to understand the subject matter easily. They provide students with different experiences so that they will work efficiently. They help students to work on projects and encourage them to think creatively. They are encouraged to participate in different activities like discussions, symposia, workshops, quizzes etc. They (teachers) ask for opinions from students and do not criticize them. Teachers in govt. schools are well qualified and have to fulfill all state mandated requirements for being recruited in these schools. These teachers have professional degrees like B. Ed and M. Ed and possess pedagogical skills needed for effective teaching learning process. Students in private schools perceive higher acceptance level from their teachers than govt. school students as indicated from results. Students in these schools i.e., private schools perceive that their teachers allow them to express freely. They are allowed to communicate their view points, opinions at any time. This type of behaviour from their teacher affects them resulting in good behaviour of students also. They feel that they have saying in school matters and are important. This also increases their confidence, motivation and interest in studies. This can be due to the feeling of job insecurity among private school teachers which led them to work efficiently in the private schools. Therefore, the null hypothesis no. 1 which states that **“There is no significant difference between School Environment of Govt. and Private Secondary School Students” is partially rejected** (acceptance dimension sig. at 0.01). The results are in line with the research study conducted by Chand, (2013). In his study, he revealed that govt. and private secondary schools do not differ significantly on School Environment, note taking and reading, concentration, habit and interest. However, govt. school students are better on home environment, planning of subjects and planning of work as compared to private school students while as private students are better on preparation for examination than their counterparts [13].





## 9.2. Academic Achievement

**Table 03: Comparison of Academic Achievement among govt. and private secondary school students (N= 240).**

Students	Mean	SD	t-value
Govt. Schools	71.91	16.39	<b>5.48**</b>
Private Schools	82.26	12.59	

**\*\*:** Significant at 0.01.

The data presented in **Table 03** shows that there is a mean difference between govt. and private secondary school students on Academic Achievement. The mean of govt. is  $M = 71.91$  and mean of private is  $M = 82.26$ . The calculated t-value which comes out to be 5.48 is higher than tabulated value and is significant at 0.01 level ( $\geq 2.58$ ). Thus, there is a significant difference between academic achievement of govt. and private secondary school students. The mean scores indicate that private school students have shown higher performance in their annual examination than govt. school students. The private school students show good study habits and planning for examination. They study continuously during the year for examination and take exams very seriously while as govt. school students do not take examination seriously. Therefore, the hypothesis no. 2 which states, **“There is no significant difference between Academic Achievement of Govt. and Private Secondary School Students” is rejected**. The results are in line with the research study conducted by Sangtam, 2014. As per her, there is a significant difference in Academic Achievement among govt. and private tribal secondary schools. Private tribal secondary schools have shown higher academic achievement than govt. secondary schools [14].

## X. CONCLUSION

The present study concludes that there is a need to look why government school students show poor performance as these schools have highly qualified teachers as compared to private schools. There are many factors like parental involvement, intelligence, motivation, socio-economic conditions, emotional intelligence which needs to be explored. There is a need to evaluate the effectiveness of capacity building programmes of primary and secondary school teachers.

## XI. EDUCATIONAL IMPLICATIONS

1. Govt. should provide instructional material to govt. schools as it makes teaching real and facilitate the students in understanding the subject matter. Teacher should use his possible creativity so that they can use



- these instructional materials very creatively in their different disciplines. This will increase interest, motivation, efficiency, psychological wellbeing, study involvement and academic performance in students.
2. Private schools should recruit teachers on the basis of professional degrees like B.Ed and M.Ed along with specialized field so that they can use pedagogical skills in their classrooms which in turn will help students to understand the concepts clearly and enhance their academic success.
  3. Subject specific teachers should be recruited in schools that include Maths, Science and Social Science because of deficiency of subject specific teachers in J & K. These subject specific teachers should be trained in pedagogy through capacity building programmes.
  4. Teachers in govt. schools should be made accountable as they take the job for granted. There should be strict supervision in govt. schools for both teachers and administrators. A body should be established on the pattern of NAAC (National Assessment and Accreditation Council) which will assess the performance of schools and teachers so that the teachers working in these schools should work properly and efficiently increasing the academic performance of the students.
  5. Nomenclature of teachers should be changed. It must be School Education Officer for Headmaster, Junior Lecturer for Master and Teaching Assistant for Rehber-e-Taleem teacher so that motivation is increased among teachers to work efficiently in schools.
  6. Name of govt. schools should be changed so that the inferiority experienced by the students and parents regarding these schools will be removed. Our soil had bore number of educationists who have made great contribution towards society. We can use their names viz., Aga Ashraf Memorial High School, M.S High School, Zakir Memorial High School, Kothari Mission School, Mudaliar Secondary School. We can even use names of those persons who had made tremendous contribution in different fields like Science, Mathematics, Social Sciences, Literature and Arts.
  7. To make teachers work in govt. schools, there performance should be checked and promotions and increments must be stopped for poor performance but this performance should be based on the results of 10<sup>th</sup> classes declared by J&K BOSE.
  8. Autonomy should be given to govt. schools on the pattern of private schools so that they work without interference.
  9. Instead of establishing new govt. schools, focus should be made on already established schools. Up-gradation should be made with the standards in books, pedagogical skills and infrastructure.

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