

**“STUDY OF ACADEMIC ACHIEVEMENT OF THE SECONDARY  
SCHOOL STUDENTS IN RELATION TO THEIR SCHOOL  
ENVIRONMENT”**

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**Abstract:**

The present research study was conducted in Raichur district of Karnataka State. For the present study the secondary school students of Raichur district is considered as Population of the study. Total 350 students of secondary schools were selected randomly using stratified random sampling technique equally from all taluks of Raichur district. School environment tool was constructed by the investigator. For academic achievement 9<sup>th</sup> class annual results were considered. The study proved that School environment influence students achievement.

**KEY TERMS;**

School environment, Academic achievement, Secondary schools, Raichur district, Environment influence.

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**INTRODUCTION:**

According to Dewey 1926 Education is continuous process of experiencing and revising or non- revising experiences, it is the development of all those capacities in the individual which enables him to influence the environment and fulfill his possibilities. The forces of environment begin to influence the growth and development of the mother Educational process of development occurs in physical, social cultural and psychological environment. A proper and adequate environment is very much necessary for fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning. The students spent most of her/his time in school and her /his environment is exerting a different influence in performance through curricular teaching techniques.

Jawaharlal Nehru declared that all were Will with our Educational Institutions all would be Will with the nation. Educational Institution are intimately linked with society at large .They are the temples of knowledge, they are the agents of social change and transformation, therefore the general condition of our schools, colleges and Universities is a matter of great concern of nation. Environment places a vital role in the development of the personality of the students. As a student spends most of his life at school, the school environment is highly responsible for including a great value in him. The Kothari Commission 1964- 66 has beautifully said, The Destiny of India is now being shaped in her classroom. As students are the backbones of the nation it is important to mention a healthy School environment.

### **Education Status of Raichur district**

Karnataka Raichur was a part of the princely State of Hyderabad till the re-organisation of State on 1st November 1956. The list of taluks in Raichur district are Devadurga, Lingasugur, Manvi, Raichur, Sindhnur. There are 884 villages, seven statutory towns and two census towns in the district.

### **DEMOGRAPHY**

As per Census 2011, the total population of Raichur is 1,928,812. Out of which 964,511 were males and 964,301 were females. This gives a sex ratio of 999.78 females per 1000 males. The percentage of urban population in Raichur is 25.42 percent, which is lower than the state average of 38.6 percent. The decadal growth rate of population in Karnataka is 15.60 percent, while Raichur reports a 15.51 percent decadal increase in the population. The decadal growth rate of urban population in Karnataka is 4.58 percent, while Raichur reports a 0.12 percent which is the lowest in the state. The district population density is 228 in 2011, which has increased from 198 since 2001. The Scheduled Caste population in the district is 20.79 percent while Scheduled Tribe comprises 19.03 percent of the population.

### **LITERACY**

As per 2011 the overall literacy rate of Raichur district is 59.56 percent while the male & female literacy rate is 70.47 and 48.73 percent respectively. At the block level, a considerable variation is noticeable in male-female literacy rate. Devadurga has the lowest literacy male and female rates at 60.47 and 38.62 percentages respectively. Raichur block, subsequently,

has the highest literacy rates— among both males and females. The male literacy rate is 75.26 percent, while that for females is 55.16 percent.

A significant difference is notable in the literacy rate of rural and urban Raichur. Rural Raichur has a literacy rate of 54.11 percent while the same in urban areas is 75.12 percent. A closer look at block level data reveals that literacy rate in rural areas lag behind the literacy rate of urban areas. Raichur block has the highest urban literacy rate— 75.51 percent and Sindhnur has the highest rural literacy rate— 59.71 percent. Devadurga block has the lowest urban literacy rate— 69.49 percent and 47.17 percent respectively.

### **SOCIO-ECONOMIC STATUS**

The three sectors of the economy – primary, secondary and tertiary – reflect the direction of growth of any region. In Raichur the tertiary (services) sector contributed the maximum share of 53.92 percent to Gross District Domestic Product (GDDP) which is lower than that of Karnataka's share of 60 percent to GSDP in 2013-14. The district's primary (agricultural) sector contributes about 1/3rd to GDDP (29.16 percent) while the secondary sector's contribution is 16.92 percent. The GDDP of Raichur in primary sector is more than double compared to that in Karnataka. On considering Net District Domestic Product (NDDP), Raichur has 29.14 percent of share in the primary sector, 16.17 percent secondary sector share, while 54.69 percent of the income comes from the tertiary sector. Karnataka, as a state, gets 14.25 percent of its output (NSDP) from the primary sector, a quarter from the secondary sector (24.5 percent); but is certainly led by the tertiary sector (61.3 percent). The district's share in NDDP to the primary sector is more than that of the state and secondary sector and tertiary lag behind that of the state.

The per capita income or average income measures the average income earned per person in a given area in a specified year. Raichur's per capita income (Rs. 73,851) is less than that of the state (Rs. 126976). Low per capita income is usually an indicator of poverty in a region. Figures drawn from the Economic Survey of Karnataka 2013-14 show that the incidence of poverty (2011-12) in urban areas is 38.2 percent where as in rural areas is 37.6 percent in the district of Raichur. The overall incidence of poverty (2011-12) in the district is 37.7 percent remains significantly higher than the state level (21 percent). Low per capita income of Raichur might be a probable explanation to the high incidence of poverty in the district.

The percentage of main workers in the total workforce in Raichur is 37.64 percent which is lower than the State main workers (38.3 percent) as per Census 2011. Among the four categories, Cultivators form about 27.15 percent of all workers, while agricultural labourers form 42.45 percent. The catchall category 'Other Workers' form 27.61 percent of the entire working population of the district which is slightly higher than that of the cultivators. The agricultural labourer forms the highest percent. It includes forms of employment in secondary sector.

In terms of work participation rate (WPR) in the district, the male WPR is 54.99 percent whereas for female it is 38.69 percent. In Sindhnur block percentage of male WPR is highest (56.46 percent) while Lingasugur reported lowest male WPR (52.71 percent) Among female, the highest WPR is reported from Devadurga block (44.23 percent) and lowest from Raichur block (32.82 percent). Comparing all blocks, in Manvi block both male and female WPR is considerably high.

### **Need and Importance of the Study:**

In this ever growing competitive world everyone desires a high level of achievement as the mark of one's performance. The whole system of Education is centered on academic achievement of students. It is fertile ground for research work. Learning takes place effectively only when a proper and congenial environment is provided for children in a classroom. Their learning environment plays an inherent role in molding the innate potentialities environment of the individual and school has always been regarded as an important factor.

### **Objectives of the Study:**

1. To study the Academic Achievement of secondary school students in Raichur district.
2. To study the difference between Academic Achievement of the boys and girls of secondary school students of Raichur district.
3. To study the difference between Governments, Aided, Unaided Secondary school students of Raichur district.
4. To study the difference between Unaided, Aided, Government Secondary school students of Raichur district.

5. To find out the Academic Achievement of the rural and urban Secondary school students of Raichur district.
6. To find out the influence of school environment on Academic Achievement of the secondary School students of Raichur district.

### **Review of studies related to School Environment**

**Kurdek,L.A. and Sinclair, R.J.(1988)** : Relation of eighth graders' family structure, gender and family environment with academic performance and school behaviour. In this study authors finds out how family structure, gender and family environment were related to both academic performance and school behaviour. Here comparison between academic performance and school behaviour among children from two parent nuclear family, mother custody and stepfather families was done . For students in the mother custody and stepfather families contact with father was not related to academic performance. Models of achievement motivation and behaviour were used for discussion of findings.

**Chawla,L. and Cushing,D.F. (2007)**, Education for strategic environmental behaviour. Author states that this article reviews four bodies of research that shed light on how to promote active care for the environment in children and youth. The article begins with an overview of studies of formative childhood experiences reported by environmental activists and educators, followed by correlation and experimental studies with young people regarding factors associated with their taking action for the environment. Therefore experiences that promote the development of these assets are summarized as well. The conclusion compares major findings in these different fields and discusses implications for environmental educators.

**Chaturvedi, M.(2009)**: School environment, achievement motivation and academic achievement. In this paper, effect of school environment, achievement motivation and academic achievement of adolescents was studied. The findings of the study indicated that the stresses and strains of adolescence had negative effect on every child but positive school environment and good social background could be facilitators in coping with adolescence stress. The findings would help the teachers to know psychological performance of students and clear understanding of their environment.

**Nazir N. and Mattoo N.H.** (2012) : A study on impact of school environment on academic achievement among adolescents. In this paper, the author works on the impact of environment of different types of schools i.e. government and private on academic achievement. The result revealed that there was highly significant relationship between academic achievement and school type among both boys and girls. Male respondents studying in private schools showed highly significant relationship between science achievement test and English achievement test.

### **Locale and Methodology**

The present research study was conducted in Raichur district of Karnataka State. For the present study the secondary school students of Raichur district is considered as Population of the study. Total 350 students of secondary schools were selected randomly using stratified random sampling technique equally from all taluks of Raichur district. School environment tool was constructed by the investigator. For academic achievement 9<sup>th</sup> class annual results were considered.

### **Methodology and locale of the study**

The present research study was conducted in Raichur district of Karnataka State. For the present study the secondary school students of Raichur district is considered as Population of the study. Total 350 students of secondary schools were selected randomly using stratified random sampling technique equally from all taluks of Raichur district. School environment tool was constructed by the investigator. For academic achievement 9<sup>th</sup> class annual results were considered.

### **Tools and techniques of the Study**

For the present study following tools were used to collect data.

1. For Academic achievement of students 9 standard final Examination scores were considered.
2. School environment assessment Scale: researcher prepared this tool for data collection.

### **Mode of data collection**

Research scholar was visit to selected schools for data collection. Permission was accorded from Headmasters of these Secondary schools. All the tools were prepared in Kannada language and were distributed to selected sample and data was collected judiciously.

### **Statistical techniques used**

1. Mean ( $\bar{X}$ )
2. Standard deviation
3. T- Test

### **Limitations of the study**

1. The present study was limited to Raichur district only.
2. The present study was limited to selected 350 sample of Raichur district only.
3. The present study was limited to selected variables only.
4. The present study was limited to secondary level only.

### **Findings and Conclusions**

1. Government school student's achievement was influenced by school environment.
2. Private school student's achievement was grater influenced by school environment.
3. Boys of Government school have less achievement when compared to girls. It was been influenced by school environment. It needs to be improved.
4. Private School Boys and Girls do not differ much in their achievement.
5. Urban school children have better achievement because they have good school environment.
6. Rural schools of Raichur district have very bad conditions of school environment. It needs to be improved.
7. School authority and community must emphasize on improvement of school environment.

### **Educational implications:**

The present research work directs School authority and community to emphasize on improvement of school environment. Policy makers and administrators, SDMC members, Headmaster and all others must give importance for improvement of school environment. The physical resources and human resources must be improved.

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