

“Impact of School Environment on Academic Achievements of Children: (A study with special reference to middle class students of Indore district, M.P., India)”

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ABSTRACT:

As we all know that when a child studies in school, the educational process and hence the development is multifold - physical, social, cultural as well as psychological. A proper and adequate environment is very necessary for a fruitful learning and development of the child. In the learning period i.e. when the child goes to School, the home as well as the school environment provide the necessary stimulus for a complete learning experience. The child spends most of his time in school and this is where the environment is exerting a marking and strong influence on performance through the curricula, the teaching techniques, and the relationships. It is school from where children learn, understand and move forward in life according to the education received. To understand the impact of school environment on children's life, this problem is chosen and also for this study the objectives are to access the academic facilities given by school, the student-teacher relationship, the problems faced by student in school, the activities affecting student's performance and to assess the impact of school environment on educational attainment of students.

Key Word:

School Environment; Student-Teacher Relationship; Student's Problem; Student's Academic Achievements

Introduction:-

It is true that the future of any nation is dependent on children, child is always considered as future of the Country. So it becomes very important for a developing country like India to ensure its future by fulfilling basic essential need of children that is education. Education is an important factor in creating social order founded on the value of socio-economic justice, freedom and equal opportunity and thereby accelerating overall development and technological progress. Due to such recognition to education, several attempts have been made on different aspects of education in India. In this regard our government has taken so many remarkable steps like providing compulsory and free education to the children by Right to education act 2009.

Education is the liberating force cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances. As such, planned social change through education serves as the major instrument for bringing about national development.

According to Dewey (1926) 'Education is a continuous process of

experiencing and of revising or non-revising experiences. It is the development of all those capacities in the individual, which enables him to control his environment and fulfill his possibilities' (Y.K. Singh, p.22). The forces of environment begin to influence the growth and development of the individual right from the womb of the mother. When a child studies in school, the educational process and hence the development is multifold - physical, social, cultural as well as psychological. A proper and adequate environment is very necessary for a fruitful learning and development of the child. In the learning period i.e. when the child goes to School, the home as well as the school environment provide the necessary stimulus for a complete learning experience. The child spends most of his time in school and this is where the environment is exerting a marking and strong influence on performance through the curricula, the teaching techniques, and the relationships.

Research problem:-

Children are considered as the future of any nation whether it is developed or developing. It is a school's responsibility to prepare these future pillars of the nation. A very important time period of a child's life is spent in school where his/her socialization takes place. School is not only a place of study it's a place, where one learns about life, decides future and gets introduced to the world. It is school from where children learn, understand and move forward in life according to the education received. To understand the impact of school environment on children's life, this problem is chosen. The problem is entitled as "Impact of school environment on academic achievement of children: A study with special reference to middle level student of Rau NP of Indore district". The researcher adopted the following definitions for the terms used in this title.

School:

A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The names for these schools vary by country (discussed in the Regional section below) but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught, is commonly called a university college or university.

School environment:

According to Mick Zais (2011), School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

Middle classes:

In proposed study middle class refers to class 6, 7 and 8.

Academic achievement:

A measure of knowledge gained in formal education usually indicated by test score, grade and grade points. Here in proposed study the achievement level of student is judged by the marks that the students have scored in last exam and place scored in different academic competition during this year.

Objective of the study:

1. To study the academic facilities given by school.

2. To study the student-teacher relationship.
3. To study the problems faced by student in school.
4. To study the activities affecting student's performance.
5. To assess the impact of school environment on educational attainment of students.

Research methodology:-

Without research methodology the research cannot be done. The methodology is the body of principles through which the research will conduct his enquiry or investigation. Any work of this nature needs systematic research. Proper conclusions can be drawn and findings can be derived only by systematic analysis. For this purpose different methods have been adopted at different stages.

Area of the study-

The area of this study is Rau nagar palika of Indore district.

Universe of the study:-

All the student of middle classes i.e. ; 6th, 7th and 8th, studying in government schools in Rau NP of Indore district are the universe of this study.

Unit of the study:-

Data Analysis:

**Table No. 1
Status of boundary wall in school**

S.No.	Status	Frequency	Percentage
1	Yes	102	100
2	No	00	00
Total		102	100%

Student (boys/girls) of middle classes i.e.; 6th, 7th and 8th, studying in government schools in Rau NP of Indore district are the unit of study.

Sampling technique:-

During the study the researcher mainly followed the non-probability sampling method because he was not having clear information about the number of students studying in middle classes in the areas of study. In this study, purposive sampling method of non-probability sampling is used by the researcher. The sample size is 102 in this study. It was determined from government schools on the basis of purposive sampling method.

Tools and techniques of data collection:

It is one of the important stages in the researcher study. The initial stages in the researcher's project decide the ways in which data collection procedure has to be carried out, the remaining stages i.e data processing and analysis mainly depends upon it. The more valid is the source of information / data collection which enables the researcher to get more reliable information which in turn will lead to correct and reliable conclusions.

The above table shows the ratio of status of boundary wall in school. According to the above table all respondents answered in "yes" when asked whether they have boundary walls in the school or not. Boundary walls not only secure children in the school, but also help in maintaining discipline in school and play a very important role to maintain healthy school environment.

Table No. 2
Status of library in school

S.No.	Status	Frequency	Percentage
1	Yes	102	102
2	No	00	00
Total		102	100%

The above table shows the ratio of status of library in school. According to the above table all 100% respondents are having library in their school. Library is not only the source of knowledge; it is also a place

where children can spend their time effectively by studying, so that their time is utilized in the right way.

Table No. 3
Type of Punishment

S.No.	Source	Frequency	Percentage
1	Use of stick	06	8.22
2	Slap	22	30.14
3	Uncomfortable position	45	61.64
4	Scolding	00	00
Total		73	100%

The above table shows the ratio of type of punishment in school. According to the above table; 8.22% of respondents are being punished by stick, 30.14% of respondents are punished by slapping and rest 61.64% a majority of respondents are being punished

by uncomfortable positions. Although physical punishment is banned by RTE in schools, but above table shows that corporal punishment is still in practice in schools which is really shameful.

Table No. 4
Favorite school teacher (subject wise)

S.No.	Subject	Frequency	Percentage
1	Hindi	18	17.65
2	English	24	23.53
3	Mathematics	24	23.53
4	Science	30	29.41
5	Social science	05	04.90
6	Sanskrit	01	00.98
Total		102	100%

The above table shows the ratio of favorite teacher in school. According to the

above table; 17.65% respondents like their Hindi teacher, 23.53% like their English

teacher, 23.53% respondents like their Mathematics teacher, a majority of 29.41% respondents like their Science teacher, 4.90% respondents like their social science teacher while only 00.98% respondent like

their Sanskrit teacher. Here we can see that very less number of respondents like Sanskrit and social science's teacher which is really a matter of concern.

Table No. 5
Reason of liking teacher

S.No.	Reason	Frequency	Percentage
1	Good teaching	77	75.49
2	Good behavior	18	17.65
3	Sympathy	06	05.88
4	Give nice marks	01	00.98
5	Other	00	00
Total		102	100%

The above table shows the ratio of reason of liking teacher in school. According to the above table, a majority of 77.49% respondents liking their teacher because of good teaching, 17.65% respondent like their

teacher because of good behavior, 5.88% respondent like their teacher because they show sympathy with them and the reason of liking teacher because they give nice marks is only 00.98% of the respondent.

Table No. 6
Type of competition participated

S.No.	Competition	Frequency	Percentage
1	Essay	08	10.00
2	Lecturate	05	06.25
3	Drawing	03	03.75
4	Quiz	00	00
5	Sport	48	60.00
6	Singing	09	11.25
7	Dancing	07	08.75
Total		80	100%

The above table shows the ratio of type of competition participated. According to the above table 10% respondent participated in essay competition, 6.25% respondent participated in lecturate competition, 3.75% respondent participated

in drawing competition, majority of 60% respondent participated in sport competition, 11.25% respondent participated in singing competition and rest 8.75% respondent participated in dancing competition but none

of the respondent participated in quiz competition.

Result:-

1. A majority of respondents denied having computer education in their schools which is a matter of concern because technology is a very essential part of human development and it keeps us updated with contemporary status of society and provides a lot of useful information.
2. During this study researcher found that corporal punishment is still in practice and most of the students are dealing with corporal punishment in government schools. It is really not fair because there are constitutional provisions and other legal provisions which are made for stopping corporal punishments in school.
3. Majority of students liked or disliked their teachers because of his/her teaching technique. It is very important for teachers that their teaching should be student friendly and interesting as well as easy for student to understand the subject.
4. During this study researcher come to know that teachers are using mobile phone in the class which not only disturbs the flow of teaching but also distracts students from the topic.
5. A majority of students liked to come to school because of their classmates followed by teachers as the favorite factor of school. This is good for a child's personal development but for a good school environment it should be opposite. Whereas in response to disliked factor of school, respondents mentioned vulnerability of academic

facilities provided by school. It is very important for schools to provide good academic facilities so that number of enrollment and attendance in school will increase and children will like to be in school.

6. There are many legal provisions for stopping corporal punishment in school although none of the respondent knows about it while they consider the practice of corporal punishment, as wrong. Hence it can be said that students in government schools are not aware of legal provisions against corporal punishment.
7. In response to reason of liking subject, respondent liked those subject whose teacher teaches well means they liked the way he/ she teaches ,while in response to the disliked subject and reason of disliking it, respondent answered the same: they do not like those subject whose teacher does not teaches well. It is the most important responsibility of teachers that students should understand what they are teaching. Either student will understand less or will fail in examination which disturbs not only development of students but social life also. Psychologically it is very demoralizing for a child.

Suggestions:-

1. Corporal punishment should be completely banned in schools as children are very delicate in nature; corporal punishment will harm their mental status. In this regard, schools should organize sensitization workshop on corporal punishment for

teacher and awareness program on child right for student. So that children will not be afraid to go to school and will be aware of their rights and legal provisions. Wall writing of child rights and legal provisions should be there as it is a creative way to learn and understand.

2. School should organize assessments of teachers in every 3 or 6 month of the academic year to ensure the quality of teaching being good. Government should also organize training workshops for teachers of government schools.
3. Teacher should improve their teaching because it has come to be known, that students like those subject whose teacher teaches well and they dislike those subject whose teacher does not teaches well. Disliking subject means less interest in that particular subject which leads to failure in exam and in future, that particular subject will be an obstruction for the students. It also affects the dropout rate of students. School education is considered as foundation stone for children. If they start to dislike any subject in this age or class they will not be able to compete with other students and in life too.
4. School should distribute prizes on every important achievement of students, no matter how small it is. Prizes will encourage children and other children, will motivate them to compete and help them grow.
5. Government should make special budget for school buses which will ensure that every student could reach school easily and safely. It will also ensure that every child, who is leaving house for going to school, is reaching there; the incidents of school bunk will

decrease and discipline will be maintained. It will also ensure students are reaching school safely as otherwise they are coming to school by foot on road side and that increases the danger of accidents.

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