ABSTRACT
The present study School Environment and Academic Achievement of Class IX students were probed to find the relationship between School Environment and Academic Achievement of Class IX students. Data for the study were collected using self-made School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consists of 400 Class 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 class IX students.

Keywords: School Environment; Academic Achievement

INTRODUCTION
Man, ever since he appeared on the surface of the earth, became a part of his environment. The environment factors play an important role in the development of student. Since the student spend much of their time in schools. Their school environment has an effect on their development. Students are the resources of future leaders in different fields. The development of any country depends on the opportunities given to the students for their maximum development. In India, a democratic country has the right to get this opportunity for maximum set students is important because it lays the base of his/her future development. Many studies proved that academic achievement of a student is related to several psychological & environmental aspects of students. School Environment - Environment in the school is the overall facilities provided by the school. School environment can be different types such as:…

a) Physical Environment- The Physical environment of school includes Location & Site of construction, planning, suitability in terms of accommodation & facilities in building, classrooms which can be used in all weathers, provision of hall for co-curricular & others activities, provision of toilets, clean drinking water, facilities for library, laboratory, workshops, drains & sewage facilities, common rooms for boys & girls, facility for indoor games, hostels, staff quarters, provision of pathways, proper ventilation in classroom, greenery garden, provision of proper furniture.

b) Social Environment - This is considered with human resources and their proper interaction. It includes relationship between students studying in same class, in different class, student participation in different school activities related teachers, relationship between teachers, principal & staff members & with parents, guardians, community & students, relationship of school employees, students & school officers, discipline, competition, neighborhood.

c) Psychological Environment - Good Psychological environment helps in making the students such that they like to participate in various activities, they seems to be very active, dedicated
toward their work, seem to be internally motivated, participate according to individual
differences, find fearless democratic environment.

d) Educational Environment - It helps in running of teaching learning activities smoothly. It
includes, time-table, arrangement for absent teachers, discipline, teaching learning material &
maintenance, arrangement of teaching aid, evaluation of teaching learning activities etc.

e) Academic Achievement-A measure of knowledge gained in formal education usually indicated
by test scores, grade, grade points, average and degrees. Here, the achievement level of the
student is judged by the marks that the students have scored in the quarterly examinations.

RATIONAL 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,
making it a fertile ground for research work. Learning takes places effectively only when proper and
congenial environment is provided for children in classroom. Their learning environment plays an
inherent role in moulding the innate potentialities of the individual and school has always been
regarded as an important factor in the child’s education. The education of the child and his
achievement is determined to a large extent by the varied and dynamic role of teachers and the
facilities provided by them for the child’s education. Since the environment influences on the
academic achievement of the students, the investigator tries to find out the impact of school
environment factors on achievement. Hence the investigator selected the topic.

STATEMENT OF THE PROBLEM

A study under investigation is entitled as “Influence of School Environment in relation to the
Academic Achievement of Secondary Students”.

OBJECTIVES OF THE STUDY

At the end of the study, researcher intends to find some essential ends. Researcher wants –

1. To compare the school environmental of secondary students studying in Bengali and English
   Medium school.
2. To compare the achievement of secondary students studying in rural & urban school.
3. To compare the achievement among male and female secondary students studying in Class IX.
4. To find relationship between the school environment and the academic achievement of
   secondary students.

Hypothesis

On the basis of some assumption regarding the academic achievement in connection with school
environment, researcher framed some hypothetical aspects of the current study. Those are as follows-

$H_1$: There is no significant difference between Class IX boys and girls in their school environment
regarding the academic achievement.

$H_2$: There is no significant difference between Class IX English and Bengali medium students in
their school environment.

$H_3$: There is no significant difference between Class IX rural and urban school students in their
school environment.

$H_4$: There is no significant difference between Class IX boys and girls in their academic
achievement.

$H_5$: There is no significant difference between Class IX English and Bengali medium students in their
academic achievement.
H.6: There is no significant difference between Class IX rural and urban school students in their academic achievement.

H.7: There is no significant relationship between the school environment and academic achievement of Class IX students.

VARIABLE OF THE STUDY

School Environment was considered as independent variable and academic achievement with sub variables gender, locale and type of school was taken as dependent variable.

RESEARCH METHODOLOGY

Method of the Study

School Environment Scale was developed by the investigators were used for the collection of data. Item validity was found by the investigator in item-whole correlation method and reliability of the tools was found through test-retest method. The reliability of School Environment Scale was 0.74. The investigator has adopted survey method for this study. For academic achievement the investigator collected the quarterly marks of the students from their class teachers.

Population and Sample

Population for this study was students studying in Class IX in high and higher secondary schools in Malda District.

The investigator used stratified random sampling technique for selecting the sample. The sample consists of 400 students studying in class IX in English and Bengali Medium School in Malda District.

Instrument

To carry out the study, School Environment Scale was developed by the investigators were used for the collection of data. Item validity was found by the investigator in item-whole correlation method and reliability of the tools was found through test-retest method. The investigator has adopted survey method for this study. For academic achievement the investigator collected the quarterly marks of the students from their class teachers.

ANALYSIS AND INTERPRETATION

Researcher had analyzed collected primary data with the help of descriptive statistics for different types of objectives. Initially, researcher intends to measure the central tendency of the observed evidence or scores of the frequency distribution. After that for analyzing data ‘t’ test and Pearson's product moment correlation were used as the statistical techniques.

DATA ANALYSIS AND FINDING

Findings based on the hypotheses and followed by data analysis are given as follows-

Table 1. Difference in the School Environment influence on Class IX Boys & Girls

<table>
<thead>
<tr>
<th>School Environment</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Table Value</th>
<th>Remark at 5% level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>191</td>
<td>119.20</td>
<td>11.80</td>
<td>0.70</td>
<td>1.96</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>209</td>
<td>118.36</td>
<td>12.35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that there is no significant difference between Class IX boys and girls in their school environment regarding their academic achievement.
**Table 2.** Difference in the School Environment of Class IX English & Bengali Medium Students

<table>
<thead>
<tr>
<th>School Environment</th>
<th>Medium of Instruction</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Table Value</th>
<th>Remark at 5% level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>60</td>
<td>166.62</td>
<td>11.80</td>
<td>1.24</td>
<td>1.96</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Bengali</td>
<td>340</td>
<td>119.14</td>
<td>12.35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that there is no significant difference between Class IX English and Bengali medium students in their school environment.

**Table 3.** Difference in The School Environment Of Class IX Rural & Urban Students

<table>
<thead>
<tr>
<th>School Environment</th>
<th>Medium of Instruction</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Table Value</th>
<th>Remark at 5% level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>60</td>
<td>166.62</td>
<td>11.80</td>
<td>1.24</td>
<td>1.96</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Bengali</td>
<td>340</td>
<td>119.14</td>
<td>12.35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that there is significant difference between class IX rural and urban school students in their school environment.

**Table 4.** Difference in the Academic Achievement of Class IX Boys & Girls

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Table Value</th>
<th>Remark at 5% level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>191</td>
<td>265.71</td>
<td>88.37</td>
<td>0.02</td>
<td>1.96</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>209</td>
<td>265.78</td>
<td>84.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that there is no significant difference between Class IX boys and girls in their academic achievement.

**Table 5.** Difference in the Academic Achievement of Class IX English & Bengali Medium Students

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Medium of Instruction</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Table Value</th>
<th>Remark at 5% level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>60</td>
<td>348.78</td>
<td>66.36</td>
<td>10.14</td>
<td>1.96</td>
<td>significant</td>
</tr>
<tr>
<td></td>
<td>Bengali</td>
<td>340</td>
<td>251.15</td>
<td>81.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows that there is significant difference between Class IX English and Bengali medium students in their academic achievement.

**Table 6.** Difference In the Academic Achievement of Class IX Rural & Urban Students

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Locality of school</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Table Value</th>
<th>Remark at 5% level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>310</td>
<td>270.85</td>
<td>86.74</td>
<td>2.23</td>
<td>1.96</td>
<td>significant</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>90</td>
<td>248.36</td>
<td>83.57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that there is significant difference between Class IX rural and urban school students in their academic achievement.
**Table 7. Relationship between School Environment and Academic Achievement of Class IX Students**

<table>
<thead>
<tr>
<th>School Environment And Academic Achievement</th>
<th>N</th>
<th>Calculated “t” value</th>
<th>Table Value</th>
<th>Remarks at 5% Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>400</td>
<td>0.024</td>
<td>0.098</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table 7 shows that there is no significant relationship between the school environment and academic achievement of Class IX students.

**CONCLUSION**

Based on the analysis of data the investigators conclude the finding that there is no significant difference in the school environment of Class IX students in terms of gender, medium of instruction. At the same time, there is significant difference in the school environment of Class IX students in terms of locality of school. The urban students have better school environment than the rural students. This is due to the fact that urban students are having very much stressful environment in their day-to-day life because they are living in the mechanical and hurry hurry life. So, they feel school environment is very convenient for their studies. There is no significant difference in the academic achievement of Class IX students in terms of gender. But, there is significant difference in the academic achievement of Class IX students in terms of medium of instruction and locality of school. There is no significant relationship between the school environment and academic achievement of Class IX students. From the present study it is found that the school environment of standard IX students is low. It is found out that there is very low positive relationship between the school environment and academic achievement. To make the achievement to a high level, efforts must be taken to strengthen the school environment. So that, the environment boosts up not only the achievement of students but their social ability, healthy status and moral values also.

**REFERENCES**