

Influence of School Learning Environment on the Academic Performance of Students at Secondary Levels

Mr. Gobinda Kumar Das

Research Scholar, Department of Education, L.N.M.U, Darbhanga, Bihar, 846004

Dr. Kiran Kumari

Assistant professor of Education, Millat Teacher's Training College Stadium Road, Madhubani, Pin-847212, Bihar

ABSTRACT: After the important planning and setup for the start of the school year, a teacher's classroom management decisions continue. As the school year goes on, maintaining the learning environment requires making thoughtful decisions about the students and the classroom. Groups of kids are taught by teachers in classrooms. This intended that teachers had to concentrate on group dynamics in order to maintain the learning environment. Management of classroom groups defined the method by which teachers create a positive learning environment by preventing issues from arising in the first place. Paying close attention to the transitions between activities, lessons, subjects, or class periods is a major roadblock to the flow of instruction. Here, teachers may feel that they are less successful at sustaining the pace of instruction. Students should be moved from one activity to another both using effective tractions mentally and physically.

KEYWORD: Students, Teachers, Learning, Classroom Environment, School Setting.

Introduction: Learning and achievement can flourish and take root in a school atmosphere. The integration of academic and behavioural approaches that treat the student as a whole person forms the cornerstone of a pleasant learning environment in the classroom. The tone and personality of school life are referred to as the school atmosphere. Based on patterns of how students, parents, and school staff perceive school life, school climate reflects organizational structures, norms, goals, and values. It also represents how people interact with one another. To boost academic accomplishment, there are clear, uplifting expectations and behavioural supports. Systems are in place to guarantee that a continuum of techniques is employed to meet the needs of the pupils.. The atmospherewelcomes and values all cultural and racial groups, and staff viewmodification as strength upon which to build.

While effective managers work with groups of students individual behavior and learning needs. Maintaining a learning environment requires teachers to actively monitor their students. According to classroom management research, active monitoring includes watching student behavior closely, intervening to correct inappropriate behavior before it escalates, dealing consistently with misbehavior and attending learning. In duration of monitoring both student behavior and learning, effective manager regularly survey their class or group and watch for signs of students misperception or attention. Maintaining effective managements involves keeping an eye out for when students appear to be stuck when they need help, when they need resending, when they need correction, and when they need encouragement.

Review of literature: “Gomati, Mani and Gonsalves (1977) did a study on how student teachers' perceptions of themselves affected how well they performed throughout their practicum. They discovered that instructors with more classroom experience have a more positive view of themselves than do teachers with less classroom experience. Age also has some bearing on one's self-image. Lower age is accompanied by a more positive self-image and more effective instruction. Self-concept is also influenced by socioeconomic background.

Prabhune, Marathe and Sohani (1984) The practice of microteaching skills was shown to be useful in the enhancement of the student teachers' performance with regard to teaching after the efficacy of the three distinct feedback systems on their performance as teachers was studied.

Joshi (1984) investigated creating performance standards and evaluating their effectiveness in instructing future teachers in a certain teaching technique. Moves in Interactive Strategies of Teaching was used to evaluate the transcripts of 318 microteaching lessons that were recorded. These served as the foundation for data exercises that were created to fix the minimal performance standard for each ability, uncover the connections between planning and performance, and establish the parameters of the performance review process. For the skills of reacting, initiating questions, and responding, the coefficients of association between totally translated planning (CTP) and performance ranged from 0.61 to 0.83. RQ1 skills' minimum performance standards were established as 32, 56, and 90 percent, respectively. Not all of the skill's components were significantly higher among the RQ1 skill cluster's strong performers.

Rajguru (1988) examined the function and results of central school headmasters. The study's results showed that while they did assist primary school teachers, they weren't happy with observational classes.

“Mittal (1989) conducted a study on the personality traits of senior secondary school teachers and observed their classroom behavior with the goals of determining the proportion of direct telling and indirect elicitation in their teaching performance and relating that to their age, sex, medium of instruction, class level, and general personality traits. 164 instructors were picked from Lucknow's secondary schools to make up the sample. The main findings were that senior, experienced, and trained instructors had greater indirect to direct ratios than younger, less experienced, and untrained teachers. Male teachers also got higher indirect to direct ratios than female teachers.

“Bassey (1990) The post remedial group of students did exhibit a noticeable improvement, according to an analysis of the association between the entry qualities of Student Teachers and their performance in the design and production of instructional content.

Objectives: The research studies objectives are as follows:

- To evaluate academic performance of students in relation to school learning environment in relation to locale variation;
- To evaluate academic achievement of students in relation to school learning environment in relation to gender variation.
- To evaluate academic achievement of students in relation to school learning environment in relation to subject variation.
- To evaluate academic achievement of students in relation to school learning environment in relation to age variation.

Formulation of Hypotheses:

- **Ho₁** There is no discernible difference in student achievement amongst school learning environments due to locale differences.

- **H₀₂** There is no discernible difference in student achievement amongst school learning environments due to gender differences.
- **H₀₃** There is no discernible difference in student achievement amongst school learning environments due to subject differences.
- **H₀₄** There is no discernible difference in student achievement amongst school learning environments due to age differences.

Methodology: Finding out secondary school pupils' academic performance is the real goal of the research investigation. Students' academic performance has been examined in this study in connection to their location, gender, subject, age, and academic performance. Similar to current natural science investigations, it is a descriptive survey. In order to gather the information required to examine the study's problem, a survey method using questionnaires was adopted. The researchers in the sampled schools directly explained this to each respondent. With the degree of variances in perception of what the organizational climate may be referred to, this was done to improve consistency of response. Simple random sampling method has been adopted for the selection of sample. The sample consists of 200 students from secondary school students.

Analysis and interpretation: This study focuses on data collecting and the conclusions drawn from it. The resulting results have been reported in terms of sample categorization. The study's goal is to evaluate the academic performance of students in the Murshidabad area.

Hypotheses testing:

The significant academic attainment gap between students in urban and rural areas.

AREAS	URBAN	RURAL
Number of students	100	100
Mean	91.82	84.15
S.D	13.98	12.96
S.E.M.	1.40	1.30
Mean Difference	7.67	
Difference between standard error	1.90	
Value of 't'	4.03*	

* Significant at the 0.01 levels

It was evident from the table that the obtained value of $t=4.03$ significance difference between urban and rural students regarding their academic achievement.

The significant academic attainment gap between students in male and female candidates.

GENDER	MALE	FEMALE
Number of students	100	100
Mean	83.86	92.42
S.D.	12.30	14.02
S.E.M.	1.23	1.40
Mean Difference	8.56	
Difference between standard error	1.87	
Value of 't'	4.57*	

* Significant at the 0.01 levels

It was evident from the table that the obtained value of $t=4.57$ significance difference between male and female students regarding their academic achievement.

The significant academic attainment gap between students in arts and science faculties.

SUBJECT STREAM	ARTS	SCIENCE
Number of students	100	100
Mean	91.02	80.94
S.D.	12.12	11.46
S.E.M.	1.21	1.15
Mean Difference	10.08	
Difference between standard error	2.78	
Value of 't'	3.63*	

* Significant at the 0.01 levels

It was evident from the table that the obtained value of 't'=3.63 significance difference between arts and science students regarding their academic achievement.

The significant academic attainment gap between students in more than 15 and less than 15 years.

AGE GROUPS	MOE THAN 15 YEARS	LESS THAN 15 YEARS
Number of students	120	80
Mean	90.98	79.95
S.D.	13.86	10.96
S.E.M.	1.39	1.10
Mean Difference	11.03	
Difference between standard error	1.77	
Value of 't'	6.23*	

* Significant at the 0.01 levels

It was evident from the table that the obtained value of 't'=6.23 significance difference between more than 15 years and less than 15 years students regarding their academic achievement.

Discussion: To find out the significant relationship between the variable under the study, four hypotheses had been formed and testing hypotheses 't' test were used. The t-test was used to see whether there were any differences between the two types of schools in terms of academic performance and the learning environment.

Conclusion:

- Students of urban and rural area wise significantly differ in their academic achievement.
- Students of male and female gender wise significantly differ in their perspective of academic achievement.
- Students of science and arts subject wise significantly differ in their perspective of academic achievement.
- Students age more than 15 years and less than 15 years students significantly differ in their academic achievement.

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