Academic learning environment of co-educational high school students from aided and unaided schools

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Abstract : The present study was on attempt to investigate the academic learning environment at home and school, of coeducational high school students from aided and unaided schools and to study the influence of academic learning environment on academic achievement influence of socio-economic factors on academic learning environment at home and school. The sample consisted of 240 students, selected from 8 coeducational high schools in Dharwad city Karnataka state. The results showed that, students of unaided schools had significantly better school learning environment, they involve better in school activities. With respect to home learning environment they had better physical facilities in home, received more parental guidance and support than students of aided schools.. The socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment on students of both aided and unaided schools.

Key words : Learning environment,parental encouragement, teacher student interaction, goal orientation

Introduction

The first post independence comprehensive study on the status of education in India completed in 1966 gave a major thrust to the idea of alround development of the child's personality and intellect. It elaborated on the need for physical, intellectual and spiritual development of the child in equal measure. Academic achievement seems to be the ultimate goal in every one's mind. In attempts to pursue this goal, all concerned seem to deny the existence of the role of the affective in student's performance. They appear to assume that intellectual performance is divorced from any feeling or perceptions the student might have.

In the present era, schools have a greater responsibility than even before to help the students to develop appropriate behaviour patterns. The school is charged with realization, human relationships, economic efficiency and civic responsibility. The experience at school and school curriculum contribute to child's feeling of personal wealth, social competence, in winning acceptance from associates, satisfaction for the students to play and to accomplish purposeful tasks and develop interests and activities which would promote social values.

It is not the environment of school alone, types of management of schools but home also occupies the first and the most significant place for the development of children. It does not only provide the hereditary transmission of basic potentials for the development, but also provides environmental condition, personal relationships and cultural pattern, favourable or unfavourable, positive and negative, as reflected from its structure, socio-economic and cultural status and the pattern of mutual relationship and emotional state among its members. Dave (1965) defines educational environment of school "as the conditions, processes and psychological stimuli which affect the educational achievement of the child.

Thus the present study is designed to study the academic learning environment at school and home, co-educational high school students from aided and unaided schools and to study the influence of academic learning environment on academic achievement of coeducational high school students.

Material and methods

The population of the study consisted of high school children from 8th, 9th and 10th class students with an age range of 12-16 years studying in aided and unaided co-educational high school of Dharwad city. A preliminary survey was carried out in year 2005 to collect information regarding the total number of private and government schools in Dharwad city. There were 27 aided and 12 unaided high schools in Dharwad. Out of these 8 coeducational schools were selected (4 aided and 4 unaided). From each of the selected high school and from each of the class only one section of the students were selected randomly. From the selected section a minimum of 5 each boys and girls were selected. Thus the total sample for the study consisted 240 children.
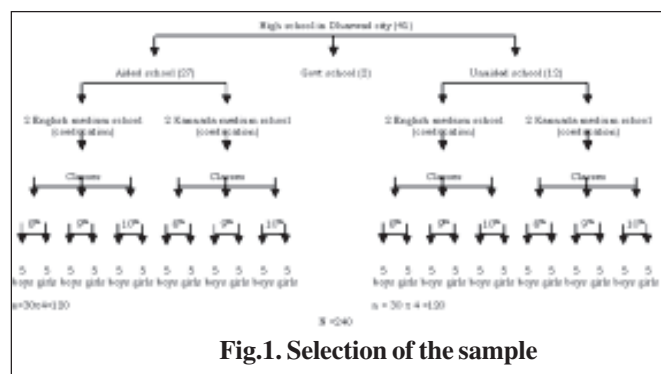

Fig.1. Selection of the sample

Tools used for the study : 1. Academic learning environment. a) School learning environment schedule. b) Home learning environment schedule 2. Academic achievement. 3. Socio-economic status schedule a combination

of items developed by Aaron *et al*. (1969),Venkataramaiah (1983) and Hauser (1994).

a. School learning environment schedule : A full pledged schedule was developed to study the school learning environment. The schedule consists of 130 items with 10 components, viz., goal orientation, study habits, students involvement, physical facilities in school, teaching materials, teacher-student interaction, equality, and method of teaching and qualification of teacher. Each of the statement with a response as 'yes' or 'no' with score of 2 and 1 respectively. Spilt half method was used to test the reliability of the schedule. The reliability of the tool was = 0.65.

Home learning environment schedule : Home learning environment schedule was developed to know the home learning environment of students and its influence on academic achievement of high school students. The developed version has 37 items categorized into five components viz., parental encouragement and care, facilities provided at home, parental guidance & support, parenting and co-curricular activities. All statements are positive and score of 2 and 1 for 'yes' or 'no' responses are given respectively. Spilt half method was used to test the reliability of the schedule. The reliability of the tool was= 0.63.

Data collection was made by using pre-tested questionnaires. Prior permission of the principal or Headmaster's was taken from the aided schools, (which set up and run by private/voluntary agencies, trusts, associations, individuals, religious groups and so on and which receive a grant from the government are included in this category.) and unaided schools, (which set up, run and financed wholly by private / voluntary agencies, trusts, associations, individuals, religious groups and so on and which receive no grant from the government but are recognized.) coeducational high schools to conduct the study. After establishing a rapport with subjects, school learning environment schedule and home learning environment schedule was self administered on students. All the selected students from classes 8th to 10th were clubbed in one classroom and tool was administered on students. The students were instructed to give the responses.

Students 't' test was carried out to know the differences in the school learning environment and home learning environment among aided and unaided high school students. Karl Pearson's product moment correlation coefficient analysis was used to measure the relationship between school learning environment, home learning environment, academic achievement and socio-economic status of the family of high school students. X^2 test was applied to know the association between school learning environment, home learning environment and academic achievement of high school students by type of school,

Results and discussion

In this study, high school students of both aided and unaided schools were similar on almost all socio-economic status variables, such as mother's education, occupation and size of the family (Table 1).

Table 2 indicates that, higher proportion of unaided school students had high level of school learning environment than aided school students. The chi-square analysis revealed statistically significant association indicating that school learning environment was associated with type of school. It is also evident from the table that, a majority (45.0%) of students of unaided schools had high level of home learning environment than aided school students. The chi-square analysis showed statistically significant association indicating that home learning environment was associated with type of school.

Further results of the study revealed that, students of unaided schools had significantly (Table 3) better facilities in school and had better method of teaching than students from aided schools. It could be observed from the same table that, a higher proportion of the students of aided schools had low level of academic achievement than unaided school student. Further, chi-square revealed non-significant association between academic achievement of students and type of school.

The reason might be that, the school learning environment by and large, differs between types of schools. It is therefore suggested that while recruiting teachers, schools should pay attention to teachers aptitude and personality characteristics, such as friendliness, sympathy, etc. This can provide congenial environment in the classroom and pleasant place for learning.

Table 1. Comparison of socio-economic characteristics between aided and unaided co- educational high school students

Sl. No.	Socio-economic characteristics	Unaided (n=120)		Aided (n=120)		't' value
		Mean	SD	Mean	SD	
1.	Age of the child	14.43	0.91	14.17	0.86	2.33*
2.	Father's education	14.00	3.74	14.76	3.73	-1.57
3.	Mother's education	15.08	4.68	16.23	4.23	1.99*
4.	Father's occupation	10.17	4.94	10.69	5.27	0.79
5.	Mother's occupation	1.80	1.52	1.83	1.61	0.16
6.	Size of the family	1.28	0.70	1.42	0.89	-1.28
7.	Economic status of the family	76.26	27.65	89.53	23.56	4.00*

* Significant at 0.05 percent level

Table 2. Frequency distribution of high school students by levels of school learning environment, home learning environment and academic achievement by type of school

Variables	Type of school		Total	x^2
	Aided	Unaided		
Home learning environment				
Low	49	31	80	
	(40.8)	(25.8)	(33.3)	
Medium	32	35	67	6.60*
	(26.7)	(29.2)	(27.9)	
High	39	54	93	
	(32.5)	(45.0)	(38.8)	
Total	120	120	240	
	(100.0)	(100.0)	(100.0)	
School learning environment				
Low	67	10	77	
	(55.8)	(8.3)	(32.1)	
Medium	26	38	64.	64.89**
	(21.7)	(31.7)	(26.7)	
High	27	72	99	
	(22.5)	(60.0)	(41.3)	
Total	120	120	240	
	(100.0)	(100.0)	(100.0)	
Academic achievement				
Low	48	42	90	
	(40.0)	(35.0)	(37.5)	
Medium	35	38	73	0.64^{ns}
	(29.2)	(31.7)	(30.4)	
High	37	40	77	
	(30.8)	(33.3)	(32.1)	
Total	120	120	240	
	(100.0)	(100.0)	(100.0)	

** Significant at 0.01 per cent level

NS – Non significant,   Figures in the parentheses indicate %.

Students of unaided schools had significantly better facilities in home, received significantly more parental guidance, support than students from aided schools (Table 4). The students of unaided schools had good home environment compared to aided schools. This may be due to the fact that families with better socio-economic background could afford expensive educational system than that existed in unaided schools. Similarly Devi (1997) reported that, private school students had better environment than students from quasi government schools.

With regard to academic achievement, students of aided and unaided high schools did not differ significantly on academic achievement. But Wangoo and Khan (1991) reported, significant difference on academic achievement between the students from government and private schools. This study was in Srinagar on a sample of 180 female students from ten government and ten private schools within the age group of 13+.

It could be noticed from Table 5 that, there was a positive non-significant relationship between home learning environment and school learning environment and academic achievement among high school students. Khare (1996) reported significant correlation between home environment and academic achievement in boys and girls. Gutaman and Midgley (2000) reported that, significant interactions were found between family and school factors. They reported that the combination of both family and school factors was most effective in supporting the academic achievement of poor African American students during the transition to middle level schools.

It is observed from the Table.6 that socio-economic status was positively and significantly correlated with school learning environment and home learning environment and academic achievement of high school students among entire group of students and among aided school students. This may be due to the fact that, high socio-economic status tends to

Table 3. Comparison of mean scores of components of school learning environment between students of aided and unaided coeducational high schools.

Sl. No.	Components	Aided (n=120)		Unaided (n=120)		't'value
		Mean	SD	Mean	SD	
1.	Goal orientation	17.95	1.67	18.32	1.56	-1.76
2.	Study habits	28.60	2.28	29.09	2.67	-1.53
3.	Co-operation	31.53	2.37	31.38	2.05	0.62
4.	Involvement of students	24.80	2.03	25.40	2.12	2.24*
5.	Physical facilities in school	24.70	4.20	26.84	2.31	4.89**
6.	Teacher-student interaction	47.08	4.62	47.93	2.70	-1.74
7.	Equality	20.12	2.08	20.57	1.84	1.77
8.	Method of teaching	14.68	1.33	15.06	1.30	2.21*
9.	Qualification of the teacher	8.06	0.79	7.91	0.76	1.50
10.	Teaching materials	19.94	1.64	19.75	1.76	0.87
	Total school learning environment	227.16	16.36	242.36	10.24	8.63**

*- Significant at 0.05 level

**- Significant at 0.01 level

Table 4. Comparison of mean scores of components of home learning environment between students of aided and unaided co- educational high schools.

Sl.No	Components	Aided		Unaided		't' value
		Mean	SD	Mean	SD	
1.	Parental encouragement and care	14.39	1.50	14.60	1.21	-1.18
2.	Facilities in home	10.26	1.42	10.64	1.17	2.28*
3.	Parental guidance and support	13.24	1.61	13.70	1.28	2.44*
4.	Parenting	21.73	1.90	21.98	1.56	-1.08
5.	Co-curricular activities	7.56	0.72	7.67	0.63	-1.62
	Total home learning environment	67.16	4.24	68.61	3.19	2.99**

* Significant at 0.05 per cent level

** Significant at 0.01 per cent level

Table 5. Correlation co-efficient between school learning environment, home learning environment and academic achievement of students

	Group	N	'r' between HLExSLE	'r' between SLExAA	'r' between HLExAA
Type of school	Aided	120	0.04	0.03	0.17
	Unaided	120	0.09	0.12	-0.01
	Total	240	0.09	0.05	0.08

* Significant at 0.05 per cent level
** Significant at 0.01 per cent level
SLE– School learning environment
HLE– Home learning environment
AA - Academic achievement

Table 6. Correlation co-efficient between socio-economic status of the family, school learning environment, home learning environment and academic achievement of the students

	Group	N	'r' between HLE x SLE	'r' between SLExAA	'r' between HLE x AA
Type of school	Aided	120	0.11	0.32*	0.21*
	Unaided	120	0.01	-0.06	0.08
	Total	240	0.21**	0.18**	0.14*

* Significant at 0.05 per cent level
** Significant at 0.01 per cent level
SLE– School learning environment
HLE– Home learning environment
AA - Academic achievement
SES – Socio –economic status

have good facility in home parents can afford better educational facilities in home. Familial factors such as parents support, parents education and occupation, their involvement and interaction with children contribute good learning environment. Similarly Devi and Mayuri (2003) reported that socio-economic status significantly contributed to academic achievement.

Conclusion of the study indicates that, students of unaided schools had significantly better school learning environment than students from aided schools. There was better

involvement of students in school activities. The physical facilities in school and method of teaching was better, they had significantly better facilities in home and received more parental guidance and support. Students of both aided and unaided schools were similar in academic achievement. Socio-economic status of the family positively and significantly influenced the home learning environment and school learning environment of high school students among entire group of students and among students of both aided and unaided schools.

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