

INFLUENCE OF SOCIAL ENVIRONMENT ON THE ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Research Paper

ABSTRACT

In this study the investigators tried to find out the influence of social environment on the academic achievement of higher secondary students. The sample consisted of 300 higher secondary students. The major statistical techniques used were Pearson Product Moment Correlation, Percentage Analysis, t-test. The study has revealed that there is significant relationship between social environment and the academic achievement of higher secondary students with respect to gender, locality and type of school.

INTRODUCTION

Education, in the widest sense, is the constant interaction between individual and the society. The individual goes on increasing his store of experience through contact with his environment. According to environmentalists education is a process based on and conditioned by the environment in which the child is brought up. The environment has a significant role in the growth and development of an individual. "Education is that process of development which consists of the passage of a human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment". (Raymont, 2003).

The ultimate goal of education is to develop the child into an integrated personality. The social environment has a significant role in the development of the personality of a child. The process of socialization takes place in an appropriate social environment. It is the responsibility of society and social workers to make the social environment effective and conducive for learning.

ROLE OF SOCIAL ENVIRONMENT

The social environment has a significant role in the development of the personality of and values in a child. Personality is a social phenomenon; beyond the society individual values are important factors of personality. The following measures should be employed for making social environment more influential:

- 1) The physical environment should be made clean and free from pollution.
- 2) There should be good relations among the members of the society.

- 3) The social environment should contribute in developing good qualities and values among students.
- 4) There should be co-operate life. It creates social environment.
- 5) The students who perform in their examinations and good activities should be rewarded.

NEED AND SIGNIFICANCE OF THE STUDY

Environment is a general term signifying all the subject forces and conditions that affect the individual through such stimuli as he is able to receive. It refers to all surrounding and influences whatsoever that are present and where an event occurs. The environment starts as soon as the zygote is formed as a result of the fusion of the ovum and the sperm in the womb of the mother. From this period to the birth of the child, the environmental factors that affect the development of child are called prenatal and those after are called postnatal. Teachers have been convinced for a long time, that some pupils do not have adequate facilities and the lack of a suitable environment handicaps them to achieve the best in life.

Social environment refers to interpersonal orientation for a happy and meaningful experience in students. In a highly competitive world they have to freely mingle with others. The students who maintain a healthy relationship

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From the above discussion study is an important one

STATEMENT OF THE

Influence of Social Environment on Academic Achievement of Higher Secondary

OBJECTIVES

1. To find out the level of Social Environment and the Academic Achievement of Higher Secondary Students with respect to background variables.
2. To find out the level of Social Environment and the Academic Achievement of Higher Secondary Students with respect to background variables.
3. To find out the significance of Social Environment on the Academic Achievement of Higher Secondary Students with respect to background variables.

HYPOTHESES

1. There is no significant difference in the Academic Achievement of Higher Secondary Students with respect to background variables.
2. The level of Social Environment has a significant influence on the Academic Achievement of Higher Secondary Students with respect to background variables.
3. There is no significant difference in the Academic Achievement of Higher Secondary Students with respect to background variables.

METHODOLOGY

The Normative Survey study. The sample consisted of 300 students. The tools used were Social Environment Scale and Academic Achievement Scale.

with others learn better. The students who excel in making interpersonal relationships become excellent in their academic pursuit. Hence the learning process should be good at making and maintaining interpersonal relationships. It includes emotional support, positive cognitive stimulation, attention and social comparison.

From the above discussion, it is found that this particular study is an important one and it is very significant.

STATEMENT OF THE PROBLEM

Influence of Social Environment on the Academic Achievement of Higher Secondary Students

OBJECTIVES

1. To find out the relationship between Social Environment and the Academic Achievement of Higher Secondary Students with respect to the background variables.
2. To find out the level of (i) Social environment and (ii) the Academic Achievement of Higher Secondary Students with respect to the background variables.
3. To find out the significant difference, if any, in (i) Social environment and (ii) the Academic Achievement of Higher Secondary Students with respect to the background variables.

HYPOTHESES

1. There is no significant relationship between Social Environment and the Academic Achievement of Higher Secondary Students with respect to the background variables
2. The level of Social environment and the Academic Achievement of Higher Secondary Students with respect to the background variables is average.
3. There is no significant difference in Social Environment and the Academic Achievement of Higher Secondary Students with respect to the background variables.

METHODOLOGY IN BRIEF

The Normative Survey method was adopted for the study. The sample consisted of 300 higher secondary students. The tools used for the study were (i) Social Environment Scale prepared and developed by the

investigators and (ii) achievement test scores taken from the school record. The major statistical techniques used were Pearson Product Moment Correlation, Percentage Analysis and t-test.

ANALYSIS OF THE DATA

Table 1

CORRELATION BETWEEN SOCIAL ENVIRONMENT AND ACADEMIC ACHIEVEMENT

Sl No	Variables	Category	N	Calculated r-value	Table value	Result
1	Gender	Male	160	0.282	0.196	S
		Female	140	0.239	0.196	S
2	Type of school	Govt.	216	0.268	0.139	S
		Aided	84	0.262	0.220	S
3	Type of locality	Urban	167	0.227	0.196	S
		Rural	133	0.341	0.196	S

Note: S indicates significant statistically

Table 2

LEVEL OF SOCIAL ENVIRONMENT WITH RESPECT TO BACKGROUND VARIABLES

Category	Low N	%	Average N	%	High	%
Male	32	20	97	60.63	31	19.38
Female	23	16.43	86	61.43	31	22.14
Urban	31	18.56	101	60.48	35	20.96
Rural	21	15.79	86	64.66	26	19.55
Govt.	39	18.06	136	62.96	41	18.98
Aided	19	22.62	50	59.52	15	17.86

Table 3

LEVEL OF ACADEMIC ACHIEVEMENT WITH RESPECT TO BACK GROUND VARIABLES

Category	Low		Average		High	
	N	%	N	%	N	%
Male	31	9.38	102	63.75	27	6.88
Female	27	9.29	94	67.14	19	3.57
Urban	13	9.76	104	62.28	30	7.39
Rural	21	15.79	92	69.17	20	5.04
Govt.	43	19.91	141	65.28	32	14.81
Aided	17	20.24	50	59.52	17	20.24

Table 4
SIGNIFICANT DIFFERENCE IN SOCIAL ENVIRONMENT WITH RESPECT TO BACKGROUND VARIABLES

Category	Mean	SD	N	t-value	Result
Male	71.52	15.1	160	1.9	NS
Female	67.97	17.09	140		
Urban	69.4	16.65	167	0.58	NS
Rural	70.47	15.49	133		
Govt.	68.73	16.36	216	2.04	S
Aided	72.81	15.21	84		

Note: NS indicates that the difference is non-significant statistically

S indicates that the difference is significant statistically

Table 5
SIGNIFICANT DIFFERENCE IN ACADEMIC ACHIEVEMENT WITH RESPECT TO BACKGROUND VARIABLES

Category	Mean	SD	N	t-value	Result
Male	17.13	6.91	160	1.31	NS
Female	16.07	7.01	140		
Urban	16.2	7.24	167	1.23	NS
Rural	17.18	6.6	133		
Govt.	17.17	7.02	216	2.19	S
Aided	15.26	6.68	84		

Note: NS indicates that the difference is non-significant statistically

S indicates that the difference is significant statistically

FINDINGS AND DISCUSSION

1. The study reveals that there is significant correlation between social environment and the academic achievement of higher secondary students with respect to gender, locality and type of school. This may be due to the fact that one's social environment i.e. interaction with others, participating social activities etc. plays a major role in one's achievement irrespective of one's gender, locality, type of institution.
2. The level of social environment and academic achievement of Higher Secondary students with respect to gender, locality and type of school is average.

3. The study shows that there is no significant difference in social environment and academic achievement with respect to gender and locality. But there is significant difference with respect to type of school. It may be due to the fact that both boys and girls got equal opportunity to participate in social activities. Also in urban and rural area, students get maximum support to create healthy relationship with others. So they are able to face this highly competitive world leading them to perform well in academic pursuit. The study also shows that social environment is better in students who have been studying in aided schools, because aided school students usually get better learning facilities, individual attention from teachers etc. Academic achievement is found to be greater in students studying in government schools. This may be due to the fact that the students got opportunity to attend various seminars, symposium, workshop etc. in the schools conducted by various government agencies. They help develop their cognitive abilities and in turn reflect their achievement too.

CONCLUSION

The study concludes that there is significant influence of social environment on the academic achievement of higher secondary students. The investigator feels that the study is beneficial to both parents and teachers. Teachers provide the learning experience which should be good making and maintaining interpersonal relationships includes emotional support, positive cognitive stimulation, attention and social comparison.

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Research Paper

The present study used the normal distribution test. The investigator used the normal distribution test (2003) to assess the postgraduate

INTRODUCTION

The growing problem of climate change is high by threatening the totality of human life and the totality of the planet. It leads to loss of polar ice, monsoon etc which is a global problem of the 21st century. Unless we take immediate steps to solve these problems climate change will affect human society. Hence, the awareness of climate change is manifesting itself in the message to future generations about, and intuitive awareness of climate change is manifesting itself in the awareness of climate change related trends.

EED AND SIGN

Climate change is an environmental degradation of the planet, both directly and indirectly. Direct effects include rising temperatures, increased rainfall and droughts, and high frequency of natural disasters which have considerable impact on our understanding the

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