
A Study of School Environment and its Relationship with Academic Stress among the Students of Senior Secondary Schools of Faridabad

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Abstract

Education is conceived to be a tri-polar process, which involves interplay of the educator, the educant and the Social forces. The educator or the teacher tries to modify the personality of the educant i.e. the child in the light of the needs of the society. But it is possible only when the child is an active participant in the educational activities. Every child is born with certain natural and inherited endowments. These endowments are modified and sublimated for making the individual child a useful member of society.

A teacher has to deal with the child all along the class hour. Unless he thoroughly understands the natural inclination of the child, his heredity, environment, desires, aptitude, habits, likes and dislikes he cannot succeed in imparting good education.

Key Terms: School Environment, Academic Stress, Senior Secondary School Students, Government School, Private School.

Introduction

Every individual child is a creature of the culture of his community or society. His personality to a great extent is a product of the cultural influences that his society brings to bear upon him. Famous American educational sociologist, George Payne, said "The development of human personality or modification of human behaviour, which is the main aim of education, can be understood better if one knows the sociological forces that have had their pressure on human individuals." (Safaya, 1963, p-19)

Student achievement in school is related to students background factors, school organizational features, teachers professional characteristics, school climate etc. these categories are related to each other, as well as to student achievement reflecting interdependencies among social factors. Furthermore, the category of organizational features is defined to focus on particular factors that correlate with the level of student achievement. The general correlation of the organization of a school with academic performance can be partitioned into factors of school size, average class size, normative cohesion of the staff, and teachers' sense of control in school affairs.

Daily academic environment and many academic tasks pose serious threats for students' personal well being. When there is stress, which students cannot cope with, the teacher must try to remove him/her from it for some time. However, only

preventive excessive stress is not enough. Ultimately the student has to learn to deal with stressors of many kinds that will be inevitable in his life. It is only gradually that students will learn to cope with stress.

School Environment

School plays an important role in moulding the personality of children because a significant part of child's life is spent in school between the ages of 6 and 18 years. Here he continues the process of liking and disliking, conforming and rebelling, acquiring a conception of the world and himself. Here the teacher substitutes the parents. His behaviour plays significant role for the child's development. The school poses new problems to be solved, new taboos to be accepted into the superego and new models for imitation and identification, all of which contribute their share in moulding personality.

National Curriculum Framework (2005) says, "Children's voices and experiences do not find expression in the classroom – often the only voice heard is that of the teacher. When children speak they are usually only answering the teacher's questions or repeating the teacher's words. They rarely do things, nor do they have opportunities to take initiative. Children will learn only in an atmosphere where they feel they are valued. Our schools still do not convey this to all children. Our children need to feel that each one of them, their homes, communities, language and cultures, are valuable: that their diverse capabilities are accepted; that all of them have the ability and the right to learn and to access knowledge and skills; and that adult society regards them as capable of the best". So, school has a great role to play towards overall achievement of the individual.

Academic Stress

In most general term, stress refers to 'a state of the organism resulting from some interaction with the environment, especially, when there exists imbalance between demands and resources' (Lazarus and Folkman, 1984). Although ideas such as tension, anxiety and conflict have been a part of psychological thought for a long time, Hans Selye coined and developed the specific term 'stress' in 1936 (Ahmad, 2007). He views it as a response to demands made upon the organism. Thereafter, it was rapidly promoted into a research and theory concept.

Academic stress refers to the feeling that students experience from the demands of education and school system. It refers to the unpleasant emotions such as anger, tension, depression and nervousness by the students resulting from those stimuli in the environment which are concerned with their school and education. Academic stress are caused partly or fully by school and academic factors such as examinations, competitions, teaching process, teachers behavior, classroom condition, and general school environment.

Need and Significance of the Study

School environment and academic stress play a significant role in students' academic achievement. So, there is need to conduct a study of school environment and its relationship with academic stress among the students of senior secondary schools of Faridabad. The present study will be going to reveal some interesting results in finding the relationships between school environment and academic stress of senior secondary school students. The results of the study will be helpful

to the teachers, parents, school administrators, researchers and policy making bodies redesigning the process and products in improving the overall performance of the students. It will also suggest some further studies for the future researchers. Hence the researcher is keen to undertake the present study.

Objectives of the Study

- 1) To study the school environment of the students studying in senior secondary school of Faridabad.
- 2) To study the academic stress among the students studying in senior secondary schools of Faridabad.
- 3) To study the relationship between school environment and academic stress among the students studying in senior secondary schools of Faridabad.

Hypothesis

- 1) There is no significant correlation between school environment of the boys and girls studying in senior secondary schools of Faridabad.
- 2) There is no significant correlation between academic stress of the boys and girls studying in senior secondary schools of Faridabad.
- 3) There is no significant correlation between school environment and academic stress of the students studying in senior secondary schools of Faridabad.

Methodology

The present research work was a descriptive study which is correlational in nature. Descriptive research, sometimes known as non-experimental or correlational research, deals with the relationship between variables, the testing of hypotheses, and the development of generalizations, principles, or theories that have universal validity (Best and Kahn, 2003). It is concerned with functional relationship between two or more variables. The expectation from correlational research is that if a variable is found to be systematically associated with another variable, one can predict the future phenomena. The results may suggest additional and competing hypotheses to be tested. The variables involved in the proposed study will be school environment and academic stress. The investigator tried to find out the correlation among these variables.

Population: The population for the present study comprises of class 11th students of government and private senior secondary schools of Faridabad district.

Sample: Random sampling technique was used for the present study. The researcher achieved her target of 100 samples by visiting various Government & Government Aided Schools in District Faridabad. All the students were drawn from class XI.

Tools Used

The investigator used following tools to collect the data for the present study.

1. School Environment Inventory (SEI) developed by K.S.Mishra (2002) was used to measure the psycho-social climate of school as perceived by the pupils.
2. The scale for Assessing Academic Stress (SAAS) developed by Uday Kumar Sinha, Vibha Sharma and Mahender K. Nepal (2002) was used to assess all

possible major indicators of academic stress in terms of their presence and absence.

Data Collection

The investigator collected the required data with the help of tools mentioned above by visiting selected schools personally. He visited the selected schools personally for the administration of the tools. Prior permission of the principals of the selected schools were obtained and schedule of administering the test was fixed with them.

Analysis and Interpretation of Data

The statistical techniques like Pearson 'r', t-test and ANOVA were used to analyze and interpret data.

Delimitation of the Study

The study has been delimited to:

- 1) Two variables namely school environment and academic stress.
- 2) The study was delimited to 100 students studying in schools of Faridabad district of Haryana.
- 3) Senior Secondary school students particularly, class XI was taken.
- 4) Both boys and girls were included in the study.

Main Findings of the Study

- As compared to boys, overall girls perceived significantly higher level of acceptance within school.
- As compared to boys the girls felt a more permissive school climate, i.e. a climate in which students are provided opportunities to express their views freely and act according to their desires with no interruption from teachers.
- As compared to girls the boys felt a more rejecting school climate, i.e. a school climate in which teachers do not accord recognition to students' rights to deviate, act freely and be autonomous persons.
- When compared to overall students of govt. schools, students of Govt. Aided schools showed little higher creative stimulating school environment i.e. an environment in which teachers provide conditions and opportunities to stimulate creative thinking, though both the groups fell under average category.
- Overall students of Govt. Aided Schools showed significantly high level of cognitive encouraging environment as compared to Government School students.
- In terms of accepting school climate, both Govt. Aided and government school students fell well within average category. At the same time government school students showed some higher level of acceptance within school as compared to Govt. Aided students.

Conclusion

After all the study we conclude that there is highly Relationship between School Environment and Academic Achievement of senior secondary school students. Adolescents look for freedom, identity, autonomy and connectivity, but as per the findings our schools are high at rejecting (a school climate in which teachers do not accord recognition to students' rights to deviate, act freely and be autonomous persons) the students. Above the entire

conclusion we can further suggestions gives the teacher i.e. provide academic role models the students can relate to and they should provide performance feedback and praise . On the other hand we can say that the Academic Stress arouse due to teacher behaviour, Class Condition, Anger, Tension Depression etc.

Recommendations

The following suggestions may be offered in view of the conclusions drawn in the school Environment Investigation:

1. Provide congenial school Environment.
2. Provide students Healthy Emotional classroom climate in schools.
3. National Curriculum Framework is suggested for various measures to make curriculum slim and children friendly.
4. Teachers are suggested to have warm relationship with students in schools.
5. Teachers are suggested to bringing examination reforms into practice.
6. Teachers are suggested to focus on girls students' in schools.
7. Teachers are suggested to promoting Guidance and Counselling services into schools.

Suggestions for Further Studies

1. The present study was confined to the study of responses of the students only. This can be extended to study the responses of teachers, principal, parents etc. to have more comprehensive conclusions.
2. A comparative study can also be done on home and school environment between students of urban and rural areas.
3. A study can also be done to analyze the relationships between various dimensions of home and school environment.
4. A study can also be done to reveal the importance and significance of better home and school environment on the coming life of students.
5. The present study highlights many shortcomings on various dimensions of home environment. A study can be exclusively done on the various aspects of home environment and suggest various measures to bring improvement in home environment.
6. A study can also be done inclusively to inquire the various factors and elements in the school environment that contribute to rising academic stress among adolescents.
7. A study can also be done to inquire into the perception of parents towards various problems of students' life in school teachers' expectations from home.
8. The present study clearly reflects a very important problem of high level academic stress among students. A study can be exclusively conducted on stress related problems among adolescents, its causes and remedies etc.
9. The present study showed high level of diversity in terms of academic stress among students. While some students were very low in terms of academic

stress, a vast majority of students showed very high level of academic stress. A comparative study can be done between those students who are low at academic stress and those who showed very high level of academic stress.

10. A study can also be done to explore the relationship between socio-economic background, parents' aspiration and academic stress among adolescents.

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