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Study on classroom environment and achievement among rural school students

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***Abstract*---**Academic institution intended for the teaching of students under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory and classroom management is related to all teachers actions aimed to establish the simulative learning environment. Classroom environment systems are effective because they increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development. In these systems, students progress through a series of schools. Among other factors, empirical evidence has confirmed that school climate is powerful in affecting students' academic achievement. However, the extent to which both of student and staff perceptions of school climate influence student achievement. Furthermore, the precise psychological processes underpinning the climate-achievement.

***Keywords*---**Classroom environment, achievement, rural school students.

Introduction

Classroom is a positive place where a student can come to work toward specific goals set before them in the class objectives. The teacher is to be positive, organized, outgoing, confident, and compassionate. The instructor often sets the tone for the entire classroom. The ideal classroom is a positive place where a student can come to work toward specific goals set before them in the class objectives. The teacher is to be positive, organized, outgoing, confident, and compassionate. A classroom environment that allows students to work together in order to perform their learning tasks and allows maximum cooperative learning

will represent an ideal classroom environment which in its turn pave the way for a successful and joyful language learning experience.

Need for the study

For decades, people have flocked out of rural towns to the big cities, drawn by the bright lights and the allure of better lives. Unfortunately, the same rings true for education. In India, inequity between the quality of education in rural and urban schools remains an unresolved challenge. Developing countries are especially vulnerable, with factors such as poverty, hunger, and violence contributing to lower performance in rural schools. Across the world, the first step to improving students' education is to physically get them to school in the first place. For many countries, particularly in rural areas, a number of children drop out at the end of primary school to help support their families.

Developing and maintaining a positive learning environment is a foundation for effective teaching, learning process. A warm, safe, and caring environment allows students to "influence the nature of the activities they undertake, engage seriously in their study, regulate their behavior, and know of the explicit criteria and high expectations of what they are to achieve". School environments and social environments are the standard model of teaching and learning is an interactive model, so social skills are vital for students to successfully integrate into the setting.

Behavior is systemic and skill-based, and many of the specific behavior expectations that schools and teachers have are unique to their system. Students do not have these expectations imposed upon them in other settings, e.g. the home or peer group, and so do not use some of the skills required by the school other than in the school setting. Schools and teachers need to teach students the necessary skills and then revisit and re-teach the skills, especially after periods when the student has been away from the school, e.g. on holidays or in a different school system. Establishing a positive classroom environment where students are respectful of themselves and others will help reduce the risk of conflict. There are a number of professional development resources available through Student Services Division that can assist teachers to develop their skills in this area.

Although there are some general guidelines that work successfully for many effective strategies, the important thing to keep in mind about managing the learning environment is that it is an ongoing active process in which the teacher must be a careful observer, communicator, facilitator, and manager. Hence the researcher wants to know the relationship between the classroom environment and achievement among rural school students.

Variables of the study

The variables involved in this study are as follows:
Dependent Variables:

1. Classroom environment
2. Achievement

Independent Variables:

1. Gender	: Male / Female
2. Class studying	: XI / XII
3. Classroom strength	: upto 40 / 41 and above
4. School kind	: Unisex / Mixed
5. School management	: Government, Aided / Unaided
6. Medium of instruction	: Tamil / English
7. Group studying	: Science / Others
8 .Participation in sports and games	: Yes / No
9. Participation in extra-curricular activities	: Yes / No

Objectives of the study

1. To measure the level of classroom environment among the rural school students.
2. To find out whether there is any significant difference in classroom environment among the rural school students in terms of select Independent variables.
3. To measure the level of achievement among the rural school students.
4. To find out whether there is any significant difference in achievement among the rural school students in terms of select Independent variables.
5. To find out the relationship between the classroom environment and achievement of rural school students.

Hypotheses of the study

The following are the hypotheses formulated in the present study:

1) Gender exerts a significance difference in Classroom environment among the rural school students.
2) Class studying exerts a significance difference in Classroom environment among the rural school students.
3) Classroom strength exerts a significance difference in Classroom environment among the rural school students.
4) School kind type exerts a significance difference in Classroom environment among the rural school students.
5) School management of children in the family exerts a significance difference in Classroom environment among the rural school students.
6) Medium of instruction habit exerts a significance difference in Classroom environment among the rural school students.
7) Group studying exerts a significance difference in Classroom environment among the rural school students.
8) Participation in sports and games exerts a significance difference in Classroom environment among the rural school students.
9) Participation in extra-curricular activities exerts a significance difference in Classroom environment among the rural school students.
10) Gender exerts a significance difference in achievement among the rural school students.

11) Class studying exerts a significance difference in achievement among the rural school students.
12) Classroom strength exerts a significance difference in achievement among the rural school students.
13) School kind type exerts a significance difference in achievement among the rural school students.
14) School management of children in the family exerts a significance difference in achievement among the rural school students.
15) Medium of instruction habit exerts a significance difference in achievement among the rural school students.
16) Group studying exerts a significance difference in achievement among the rural school students.
17) Participation in sports and games exerts a significance difference in achievement among the rural school students.
18) Participation in extra-curricular activities exerts a significance difference in achievement among the rural school students.
19) There is significant positive relationship between Classroom environment and achievement among the rural school students.

Methodology- in –brief

Design **:** Descriptive
Method **:** Normative
Technique **:** Survey

Sample

A sample of 350 rural school students in Madurai District served as the subjects of the study.

Tools used

1. General Information Schedule
2. Classroom environment opinionnaire constructed and standardized by **Indirani.P.M. (2014).**

Statistical treatments

1. "t" test between the large independent samples.
2. Pearson's Product Moment Correlation

Delimitations And Scope Of The Study

There may be more number of variables influencing the science classroom environment and achievement of the students. But nine variables are taken for this study. This study involves the students from the Madurai district only.

Though there are three kinds (State board, ICSE and CBSE) of school system at school stage, this study involved state board system students only. Hence the finding of the present study need not necessarily by applicable to the ICSE and CBSE schools students. These are the delimitations of the present study.
The main focus of this study is to find out the level classroom environment and achievement among the rural school students. This study reveals both the level of

classroom environment and achievement. It will be highly useful for the planners, implementers, parents and teachers in the field of education.

ANALYSIS

TABLE 1: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE FOR DIFFERENCE BETWEEN THE MEANS OF CLASSROOM ENVIRONMENT: INDEPENDENT VARIABLES – WISE

VARIABLE	SUB-VARIABLES	N	MEAN	SD	't' - VALUE	SIGNIFICANCE AT 0.05 LEVEL
GENDER	MALE	130	65.768	10.037	2.746	Significant
	FEMALE	220	62.951	7.442		
CLASS STUDYING	XI	118	59.885	7.701	6.669	Significant
	XII	232	65.898	8.266		
CLASS STRENGTH	Upto 40	195	64.863	9.003	2.196	Significant
	41 and above	155	62.881	7.879		
SCHOOL KIND	UNISEX	80	62.560	7.534	1.746	Not Significant
	MIXED	270	64.338	8.785		
SCHOOL MANAGEMENT	GOVT/AIDED	256	63.083	9.031	3.485	Significant
	PRIVATE	94	66.171	6.750		
MEDIUM OF INSTRUCTION	TAMIL	203	65.838	7.505	6.263	Significant
	ENGLISH	147	59.382	9.231		
GROUP STUDYING	SCIENCE	271	63.942	8.803	0.069	Not Significant
	OTHERS	69	64.013	7.607		
PARTICIPATION IN SPORTS AND GAMES	YES	79	64.013	7.607	0.069	Not Significant
	NO	271	63.942	8.803		
PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES	YES	125	63.842	9.803	0.070	Not Significant
	NO	325	64.213	9.607		

TABLE 2: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE FOR DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT: INDEPENDENT VARIABLES – WISE

VARIABLE	SUB-VARIABLES	N	MEAN	SD	't' - VALUE	SIGNIFICANCE AT 0.05 LEVEL
GENDER	MALE	130	390.176	69.74	0.665	Not Significant
	FEMALE	220	395.280	65.27		
CLASS STUDYING	XI	118	373.548	57.34	4.028	Significant
	XII	232	402.848	70.15		
CLASS STRENGTH	Upto 40	195	382.405	65.23	3.436	Significant
	41 and above	155	406.112	67.64		
SCHOOL KIND	UNISEX	80	408.413	66.09	2.343	Significant
	MIXED	270	389.014	67.23		
SCHOOL MANAGEMENT	GOVT/AIDED	256	378.171	62.52	6.922	Significant
	PRIVATE	94	430.464	64.89		
MEDIUM OF INSTRUCTION	TAMIL	203	389.500	67.61	0.614	Not Significant
	ENGLISH	147	389.794	67.79		
GROUP STUDYING	SCIENCE	271	390.768	69.02	1.089	Not Significant
	OTHERS	69	385.391	60.84		
PARTICIPATION IN SPORTS AND GAMES	YES	79	385.391	60.84	0.189	Not Significant
	NO	271	384.768	68.02		
PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES	YES	125	395.968	68.02	1.289	Not Significant
	NO	325	393.591	61.84		

Correlation between classroom environment and achievement

The details of the result of correlation between the mean scores of Classroom environment and achievement among rural school students is given below. The obtained 'r' value is 0.731, while the critical value is 0.101. Hence there is a significant positive relationship between Classroom environment and achievement among the rural school students.

Hypotheses Verification

1. Gender exerts a significant influence on Classroom environment among rural school students **– Accepted.**
2. Class studying exerts a significant influence on Classroom environment among rural school students **– Accepted.**
3. Class strength exerts a significant influence on Classroom environment among rural school students **– Accepted.**
4. School kind exerts a significant influence on Classroom environment among rural school students **– Rejected.**
5. School management exerts a significant influence on Classroom environment among rural school students **– Accepted.**
6. Medium of instruction exerts a significant influence on Classroom environment among rural school students **– Accepted**.
7. Group studying exerts a significant influence on Classroom environment among rural school students **– Rejected.**
8. Participation in sports & games exerts a significant influence on Classroom environment among rural school students **– Rejected.**
9. Participation in extracurricular activities exerts a significant influence on Classroom environment among rural school students **– Rejected.**
10. Gender exerts a significant influence on achievement among rural school students **– Rejected.**
11. Class studying exerts a significant influence on achievement among rural school students **– Accepted.**
12. Class strength exerts a significant influence on achievement among rural school students **– Accepted**.
13. School kind exerts a significant influence on achievement among rural school students **– Accepted.**
14. School management exerts a significant influence on achievement among rural school students **– Accepted.**
15. Medium of instruction exerts a significant influence on achievement among rural school students **- Rejected**
16. Group studying exerts a significant influence on achievement among rural school students **- Rejected**
17. Participation in sports & games exerts a significant influence on achievement among rural school students **- Rejected**
18. Participation in extracurricular activities exerts a significant influence on achievement among rural school students **- Rejected**
19. There is a significant positive relationship between Classroom environment and Achievement among the rural school students **- Accepted**

Educational Implications

Nowadays a lot of attention is paid to the creation of learning environments that provide instruction tailored to students' needs. This study reveals that even though the rural school students have little above the average level of classroom environment and achievement. If the classroom environment is very conducive the achievement could be very high, so the teachers, administrators and government may provide the most congenial classroom environment for better achievement among the rural school students.
The following measures may be taken for better classroom environment:

- Providing nutrition
- Reducing teacher absenteeism
- Empowering students
- Active & experience-rich learning
- Developing teachers from within the community

Conclusion

Students are likely to learn better when they perceive their classroom environment positively. Creating an academic environment that fosters a sense of belonging, perception of competence, and offers student autonomy, will result in increased motivation to learn. Classroom environment is a blend of the social, emotional, and instructional elements of your class. Research shows that many aspects of your classroom environment can affect student motivation and that students who are more motivated, put more effort into learning activities. Good classroom arrangement inspires, and encourages children to easily interact with each other and develop various skills including language, and social behavior. Poor classroom physical arrangement may affect children's free movement and can result into social behavior problems. Safe, responsive, and nurturing environments are an important part of supporting the learning and development of infants, toddlers, and preschoolers. Such environments also help to prevent challenging behaviors and serve as a core component of interventions for infants and young children with identified disabilities.

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