

Impact of Socio-Emotional School Environment on Academic Achievement of Teenager-boys

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Abstract- The aim of this research is to study the effect of socio-emotional school environment on academic achievement of teenager-boys. Sample of 250 teenager-boys of higher secondary level were taken at Kanpur city. The data was collected on the basis of standardised inventory S.E.S.C.I. by Dr. (Smt.) Renuka Kumari Sinha & Smt. Rajni Bhargava (1994) and for academic achievement, percentage of class 10th marks was taken into consideration. The testing of hypothesis is done by relation the sources of two groups using the 'r' test and comparing the scores of the two groups using the 't' test. The result reveals that there is a significant difference in academic achievement of aided and private higher secondary teenager-boys. The result also reveals that there is a significant relation between socio-emotional school environment and academic achievement of teenager-boys. This shows that the socio-emotional school environment determinates the academic achievement of teenager-boys.

I. INTRODUCTION

Education is the organisation of acquired habits of such action as will fit the individual to his physical and social environment. Social environment has different agencies; school environment is one of them. School environment means the school setting relating to the physical set-up, the fairness and adequacy of disciplinary procedures, the academic environment and students health including the available physical and mental health support and services.

School environment has also various domains. Socio-emotional environment is one of the most important domain of school. **Gabriel, Bonnie & Sidney** (2001); results were consistent with the idea that careful attention needs to be given to the socio-emotional environment of middle schools. Particularly for young adolescents preoccupied with issues of self identity.

Socio-emotional environment is a factor which is responsible for variation in adolescents' personality, emotions and relationship with others. Socio-emotional factor selective theory developed by Stanford psychologist, Laura Carstensen-is a life span theory of motivation. The theory maintains that as time horizons shrink as they typically do with age, people become increasingly selective, investing greater resources in emotionally meaningful goal and activities. Accordingly to the theory, motivational shifts also influence cognitive processing and cognitive processing is also related to academic achievement of adolescents.

Through observation the point emerged that learners placed in an identical set of academic situations in their scholastic achievement. It is convincingly demonstrated that the academic achievement is a product of a number of factors

operating within the individual and school environment. **Ferreira & Chainho** (2011); results revealed that school satisfaction had a positive effect on the special needs of adolescents.

Adolescents from satisfactory school environment are rated as above the average in social adjustment, personality traits, achievement, information and versatility of interest but adolescents behaviour in case of unsatisfactory school environment is something seriously abnormal. **Bajpai** (2006); results indicate that aggressive behaviour of adolescents is significantly related to unsatisfactory school environment. Thus school environment plays a significant role in development of adolescents' behaviour and education.

Socio-emotional school environment may have an impact on academic achievement of teenager-boys and can also form the basis of their education and vocational success. The present study focuses on the role of socio-emotional environment in different types of higher secondary schools (Government Aided & Private). The present study concentrates on the impact of socio-emotional school environment on academic achievement of teenager-boys.

II. VARIABLE OF STUDY

Variable of Study: The variable in the present study are:-

1. Independent Variable:

1.1- Socio-Emotional School Environment – Socio-emotional school environment is studied with the help of interaction, love, compassion, respect, honor, courtesy and sympathy.

1.2- Different types of school – Researcher selected two types of schools.

1.2.1- Government Aided School – A higher secondary school aided and supported by government.

1.2.2- Private School – A higher secondary school run and supported by private individuals or co-operation rather than a government or public agency.

2. Dependent Variable:

2.1- Academic Achievement – Academic Achievement is a term used in school evaluation. Here the academic achievements in terms of marks or grades of the students are taken into consideration.

2.2- Teenager – A young person between 13 and 19 years old. The time of life between childhood and maturity. A young person who has undergone puberty but who has not reached full maturity. It is also called a no-man's land.

Coding Words:

a_1b_1 = Means that the teenager-boys of aided higher secondary schools.

a_2b_1 = Means that the teenager-boys of private higher secondary schools.

ab_1 = Means that the total teenager-boys of higher secondary schools.

Objectives: The present study was conducted with the following objectives:-

- 1- To study the difference in academic achievement of teenager-boys studying in aided and private higher secondary schools.
- 2- To study the relation between academic achievement and socio-emotional school environment of aided higher secondary teenager-boys (a_1b_1).
- 3- To study the relation between academic achievement and socio-emotional school environment of Private Higher Secondary teenager-boys (a_2b_1).
- 4- To study the relation between academic achievement and socio-emotional school environment of total higher secondary teenager-boys (ab_1).

Hypothesis: The following null hypotheses (H_0 ;) were formulated :-

- H_0 :1- There is no difference in academic achievement of teenager-boys studying in aided and private higher secondary schools.
- H_0 :2- There is no relation between academic achievement and socio-emotional school environment of aided higher secondary teenager-boys (with regard to a_1b_1).
- H_0 :3- There is no relation between academic achievement and socio-emotional school environment of Private Higher Secondary teenager-boys (with regard to a_2b_1).
- H_0 :4- There is no relation between academic achievement and socio-emotional school environment of total Higher Secondary teenager-boys (with regard to ab_1).

III. RESEARCH DESIGN

1. Research Method- Survey method was used in this present descriptive research.

2. Population- The teenager-boys of higher secondary schools of Kanpur city (India – U.P. State) form the population of present study.

3. Sample- The researcher selected **250 teenager-boys** from different **aided and private** higher secondary schools of Kanpur city (situated in India – U.P. State) by lottery random sampling method. In the present study Kanpur city was divided into five zones – North, South, East, West and Central. One aided and one private school was randomly selected in each zone. Total **125 teenager-boys** from **aided higher secondary school** and **125 teenager-boys** from **private higher secondary school** were taken. But the investigation was delimited to U.P. Board School. These teenager-boys are the students of class 11th & 12th.

4. Tools-

4.1- Academic Achievement: Academic achievement in term of percentage of mark obtained in class 10th by teenager-boys.

4.2 Socio-emotional School Environment: Socio-emotional School climate inventory constructed by Dr. (Mrs.) Renuka Kumari Sinha and Mrs. Rajni Bhargava (1994). It is a standardized test. S.E.S.C.I. has 70 items. 35 items belong to social school climate and 35 items belong to emotional school climate and total items belong to socio-emotional school climate. This is a two point scale. Marking for negative statements 0,1 for ‘Yes’ and ‘No’. For positive statements 1,0 for ‘Yes’ and ‘No’.

5. Procedure: The tool was administered on the above said population personally before administering the questionnaires. A rapport was established with the subjects and they were assured confidentiality of their responses. The filled up questionnaires were then scored in the prescribed manner given in the respective manuals obtained data was tabulated for statistical analysis.

6. Statistical Technique: The data was analysed with the help of - 6.1 Mean, 6.2 – Standard Deviation, 6.3 – ‘t’ test & 6.4 – Co-relation.

Table-1
Academic Achievement of teenager-boys in Aided and Private Higher Secondary Schools

Teenager-boys	N	Mean	Div.	S.D.	‘ t’ Value	Level of Significance
Aided School	125	52.95	II	6.64	11.11	significance at
Private School	125	63.07	I	7.65		0.05 level (> 1.96)

From the perusal of Table-1, it is observed that the mean of academic achievement of aided and private higher secondary teenager-boys is 52.95, they have second division. But the mean of academic achievement of private higher secondary teenager boys is 63.07, they have first division. 't' – value is 11.11. This value is more than 1.96, therefore the difference is significant, which shows that null hypothesis ($H_0:1$) is rejected.

Discussion: Result shows that different types of schools have different socio-emotional environment. So this might affect their academic achievement.

Table-2
Co-relation between academic achievement and socio-emotional School environment of Aided higher secondary teenager-boys (with regard to a_1b_1)
 (N = 125)

School Environment	Academic Achievement	
	Co-efficient of Co-relation	Level of Significance
Social	0.250	Significance at 0.05 Level (> 0.176)
Emotional	0.219	Significance at 0.05 Level (> 0.176)
Socio-Emotional	0.271	Significance at 0.05 Level (> 0.176)

From the perusal of Table-2, it is observed that Co-relation between academic achievement and social, emotional and socio-emotional of aided higher secondary teenager-boys are: – 0.250, 0.219 & 0.271. The value is more than 0.176 (0.05 level). Therefore the relationship is significant, which shows the null hypothesis ($H_0:2$) is rejected. Thus there is positive and significant Co-relation between academic achievement and socio-emotional school environment of aided higher secondary teenager-boys.

Table-3
Co-relation between academic achievement and socio-emotional School environment of Private higher secondary teenager-boys (with regard to a_2b_1)
 (N = 125)

School Environment	Academic Achievement	
	Co-efficient of Co-relation	Level of Significance
Social	0.207	Significance at 0.05 Level (> 0.176)
Emotional	0.178	Significance at 0.05 Level (> 0.176)
Socio-Emotional	0.222	Significance at 0.05 Level (> 0.176)

From the perusal of Table-3, it is observed that co-relation between academic achievement and social, emotional and socio-emotional school environment of private higher secondary teenager-boys are: – 0.207, 0.178 & 0.222. The value is more than 0.176 (0.05 level). Therefore the relationship is significant, which shows the null hypothesis ($H_0:3$) is rejected. Thus there is positive and significant co-relation between academic achievement and Socio-emotional school environment of private higher secondary teenager-boys.

Table-4
Co-relation between academic achievement and socio-emotional school environment of higher secondary teenager-boys (with regard to ab_1)
 (N = 250)

School Environment	Academic Achievement	
	Co-efficient of Co-relation	Level of Significance
Social	0.230	Significance at 0.05 Level (> 0.126)
Emotional	0.199	Significance at 0.05 Level (> 0.126)
Socio-Emotional	0.247	Significance at 0.05 Level (> 0.125)

From the perusal of Table-4, it is observed that co-relation between academic achievement and social, emotional and socio-emotional of aided higher secondary teenager-boys are: - 0.230, 0.199 & 0.247. The value is more than 0.126 (0.05 level). Therefore the relationship is significant, which shows the null hypothesis ($H_0:4$) is rejected. Thus there is positive and significant co-relation between academic achievement and socio-emotional school environment of higher secondary teenager-boys.

Discussion – Results (Table – 2, 3 & 4) disclose that a significant co-relation exists between academic achievement and socio-emotional school environment of teenager-boys in different types of schools (aided & Private). This shows that the socio-emotional school environment affects academic achievement of teenager-boys. Socio-emotional school environment can either impede or support learning. It also provides information on assessment instruments for measuring school environment. Ming & Rebecca (2010), have similar results that school environment of adolescents influenced academic achievement directly and indirectly. It can be said that the socio-emotional school environment is a deciding factor in the academic achievement of higher secondary teenager-boys.

IV. CONCLUSIONS

The conclusions of the study are as follows:

1. There is a significant difference between academic achievement of teenager-boys studying in aided and private higher secondary schools.
2. There is a significant relation between academic achievement and socio-emotional school environment of aided higher secondary teenager-boys (with regard to a1b1).
3. There is a significant relation between academic achievement and socio-emotional school environment of private higher secondary teenager-boys (with regard to a2b1).
4. There is a significant relation between academic achievement and socio-emotional school environment of higher secondary teenager-boys (with regard to a1).

Educational Implications: - Competition has been used as a motivating influence during the entire history of pedagogy, so socio-emotional school environment can play a crucial role in developing academic achievement in the following ways:-

- Create a warm, orderly environment in the classroom and in school. The conducive environment develops academic achievement among adolescents and avoids higher stress and disorganisation.
- Focus attention on desired educational goals and make clear understanding of academic achievement in life.
- Teachers encourage the development of positive motive and make it clear to the adolescents that new motives will improve their self image.
- Emphasize upon the fact that new motive is an improvement of prevailing educational value.
- Help adolescents to set and attain realistic educational goals and provide incentives and motivate them if necessary.
- Make an effort to develop conducive socio-emotional environment in the classroom so that every adolescents should feel elevated and feel a sense of belongingness to high groups of adolescents.

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