

## Impact of Organizational Environment on Academic Achievement of Senior Secondary School Students

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The objectives of the present investigation is the relationship between organizational Environment and academic achievement of secondary school students. Sampling were selected through random sampling techniques. Data was collected with the help of school organizational climate questionnaire developed by Prof. Moti Lal Sharma's from 100 students from 4 different (Govt. and private) schools in Faridabad. By the application of mean, standard deviation, and t-test indicated is no significant difference in the organizational environment of govt. and private secondary Schools.

**Keywords:** Organizational Environment, Academic Achievement and Senior Secondary School

The first post-independence comprehensive study on the status of 'education' in India completed in 1966 gave a major thrust to the idea of all-round 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. But even in the current years there is still mere lip service to these ideals. Parents want the child to shine in academics, no matter at what cost. Teachers see children's examination performance as a measure of their own worth. Schools rate each other on the basis of their students' performance at board examinations. In other words, 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.

Students have a good advantage point to make judgments about schools because they have encountered several learning environments and have enough time in a class to form accurate impressions. Pupils perception, or attitude towards the school environment has got considerable influence over their mental health. School atmosphere, includes favorable attitude towards school teacher, co-students, curriculum, methods of teaching, facilities available in the school and teacher-student interaction. True education, it must be noted at the outset, is a

powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. Environment could positively influence the health of the learning environment, or it could significantly impede learning. Thus, feedback about Environment could play an important role in reform (Freiberg, 1998). The benefits derived from information regarding Environment and academic achievement could lead to identification of strategies that schools could take in designing effective interventions to produce improved academic performance in students. Considering the potential significance of information regarding school Environment, attention should be given to its continued investigation. Examination of the relationship between school Environment and academic achievement has proven to be vital, yet there has been very little current research in this area. Goodland (1979) .

### **Objectives:**

1. To study the relationship between the organizational environment and academic achievement of government and private secondary schools.
2. To compare the organizational environment and academic achievement of private and government secondary school students.

### **Hypotheses:**

- 1- There is no significant relationship between organizational environment and academic achievement of secondary school students.
- 2- There is no significant difference the organizational environment of govt. and private secondary Schools.
- 3- There is no significant difference the academic achievement of private and government secondary school students.

**Method:**

The present study was used normative survey method.

**Sample:**

Sample of the present study was selected from 100 students from 4 different schools (2 govt. And 2 private) randomly selected from secondary school of Faridabad.

**Tools:**

1. School Organizational Climate Questionnaire,(SOCDQ) by Prof. Moti Lal Sharma.
2. Academic Achievement scores of students collected by the investigator

**Statistical Technique:**

- Correlation of coefficient, T-Ratios

**Table 1**  
**Coefficient Of Correlation between Organizational Environment and Academic Achievement of Secondary School Students**

Sr. No.	Dimensions of Organizational Climate	Academic Achievement of Students	r
1	Disengagement	Academic Achievement	-0.293**
2	Alienation	Academic Achievement	-0.145
3	Spirit	Academic Achievement	0.279**
4	Intimacy	Academic Achievement	-0.305**
5	Psychophysical Hindrance	Academic Achievement	-0.305**
6	Controls	Academic Achievement	-0.228**
7	Production Emphasis	Academic Achievement	-0.272**
8	Humanized Thrust	Academic Achievement	0.434**
9	Disengagement	Academic achievement	-0.293**

\*\*Significant

Table 1 shows that correlation between different dimensions of organizational environment and

academic achievement of secondary school students.

Hence, Hypothesis-I that there is no significant relationship between organizational environment and academic achievement of secondary school students stands rejected.

Explanation of Coefficient of Correlation between different dimensions of organizational environment and academic achievement of secondary school students:

1.The value of r between disengagement dimension of organizational environment and academic achievement is -0.2293, which indicated that there exists a negative relationship between disengagement and academic achievement. The value obtained is showing relationship between the two, which signifies that academic achievement, is affected by this dimension of climate, which means that the teacher's behaviour is not acceptable. For example the mannerism is very much annoying, they used to interrupt and exert pressure on non- conforming staff mannerism the schools which is affecting student's academic achievement.

2.The value of r between alienation dimension of organizational environment and academic achievement is -0.145, which indicated that there exists no relationship between alienation and academic achievement. The value obtained is showing no relationship between the two, which signifies that academic achievement, does not affected by this dimension of climate, which includes activities of teacher's like leaving school during the day, evaluation of teachers behaviour strictly by headmaster but this do not affect the achievement of students.

3. The value of r between spirit dimension of organizational environment and academic achievement is 0.279, which indicated that there exists a relationship between spirit and academic achievement. The value obtained is showing positive relationship between the two, which signifies that academic achievement, is affected by this dimension of climate, which means that the morale of teacher's is high, they accomplish their work with great vigour and pleasure and have a feeling of let's get thing done in groups and obviously helpful in making students learning better with an increase in academic achievement.

4. The value of r between intimacy dimension of organizational environment and academic achievement is -0.305, which indicated that there exists a relationship between intimacy and academic achievement. The value obtained is showing a negative relationship between the two, which signifies that academic achievement, is affected by this dimension of climate. Here the intimacy of the teachers like involving the personal life with professional life, talking about their personal life with staff members affects the achievement of students which make them distracted from their profession and hence result in decreasing of academic achievement of students.

5. The value of r between psychophysical hindrance dimension of organizational environment and academic achievement is -0.305, which indicated that there exists a relationship between psychophysical hindrance and academic achievement. The value obtained is showing a negative relationship between the two, which signifies that academic achievement, is affected by this dimension of climate. This dimension includes the interference of routine duties of teacher with the job of teaching, exertion of pressure to do work according to the will of headmaster affects the students which than result in decrease in academic achievement.

6. The value of r between controls dimension of organizational environment and academic achievement is -0.228, which indicated that there exists a relationship between controls and academic achievement. The value obtained is showing relationship between the two, which signifies that academic achievement, is affected by this dimension of climate. This dimension interrupts when headmaster sets the rules and to

body is allowed to questioned; teachers have to work with a tight agenda.

7. The value of r between production emphasis dimension of organizational environment and academic achievement is -0.272, which indicated that there exists a relationship between production emphasis and academic achievement. The value obtained is showing a negative relationship between the two, which signifies that academic achievement, is affected by this dimension of climate. In this all the work is done by the headmaster, he/she does not allow anybody to interfere, he/she only schedule the work, gives suggestions to teacher's mistakes, post extra duties etc which disturbs the teachers method of teaching and so affects the achievement of students.

8. The value of r between humanized thrust dimension of organizational environment and academic achievement is 0.434, which indicated that there exists a relationship between humanized thrust and academic achievement. The value obtained is showing a positive relationship between the two, which signifies that academic achievement, is affected by this dimension of climate. In this dimension headmaster sets an example by working hard, he/she is well prepared when speaks at school functions, explain the reasons for criticism to teachers, tell teachers new ideas he has run across, he/she understands, favours when needed and hence result in increase of academic achievement.

Hence the investigator can conclude that the above stated hypotheses are rejected because there exists a significant relationship between organizational environment and academic achievement.

**Table 2**

**t-Ratio for organizational environment and academic achievement of government and private secondary school students**

Sr.no.	Variables	Sub sample	N	Mean	SD	SED	Mean Diff.	t-Value
1	Organizational Environment	Government	100	149.27	18.83	5.52	42.03	7.64
		Private	100	191.57	52.01			
2	Academic Achievement	Government	100	275.94	43.51	6.82	22.73	3.32
		Private	100	298.67	53.49			

\*Significant

Table 2 shows that t-value between mean scores of organizational environment of govt. and private

secondary school is 7.64. The t-value at 98 df in order to be significant at 0.05 & 0.01 level should

be 1.98 & 2.62 respectively. Obtained value is greater than this and hence it is significant. This shows that organizational environment of private schools differ much than Government schools. Calculated mean shows that organizational environment of private schools is better than organizational environment of government schools. Whereas the academic achievement of private and government secondary school students is 3.32. The t-value at 98 df in order to be significant at 0.05 & 0.01 level should be 1.98 & 2.62 respectively. Obtained value is greater than this and hence it is significant. This shows that academic achievement of private schools differ much than Government schools. Calculated mean shows that academic achievement of private schools is better than academic achievement of government schools.

Hence Hypothesis-I1 that there is no significant difference in the organizational environment and academic achievement of private and government secondary school students stands rejected.

### **Findings:**

1. There is no significant relationship between organizational environment and academic achievement of secondary school students. Different dimensions of organizational environment were correlated with academic achievement and the findings of this hypothesis were as follows:

- First dimension disengagement of organizational environment is related to the academic achievement of students, which signifies that academic achievement is affected by this dimension of climate, which means that the teacher's behaviour is not acceptable.

- Second dimension alienation of organizational environment is not related to academic achievement which signifies that academic achievement, does not affected by this dimension of climate, which includes activities of teacher's like leaving school during the day, evaluation of teachers behavior strictly by headmaster but this do not affect the achievement of students.

- Third dimension Spirit of organizational environment is related to academic which signifies that academic achievement, is affected by this dimension of climate, which means that the morale of teacher's is high, they accomplish

their work with great vigor and pleasure and have a feeling of let's get thing done in groups and obviously helpful in making students learning better with an increase in academic achievement.

- Fourth dimension intimacy of organizational environment is related to academic achievement, which signifies that academic achievement is affected by this dimension of climate. Here the intimacy of the teachers like involving the personal life with professional life, talking about their personal life with staff members affects the achievement of students which make them distracted from their profession and hence result in decreasing of academic achievement of students.

- Fifth dimension psychophysical hindrance of organizational environment is related to academic achievement, which signifies that academic achievement is affected by this dimension of climate. This dimension includes the interference of routine duties of teacher with the job of teaching, exertion of pressure to do work according to the will of headmaster affects the students which than result in decrease in academic achievement.

- Sixth dimension controls of organizational environment are related to academic achievement, which signifies that academic achievement is affected by this dimension of climate. This dimension interrupts when headmaster sets the rules and to body is allowed to questioned; teachers have to work with a tight agenda.

- Seventh dimension production of organizational environment is related to academic, which signifies that academic achievement is affected by this dimension of climate. In this all the work is done by the headmaster, he/she does not allow anybody to interfere, he/she only schedule the work, gives suggestions to teacher's mistakes, posts extra duties etc which disturbs the teachers method of teaching and so affects the achievement of students.

- Eight dimension humanized thrust dimension of organizational environment is related to academic achievement, which signifies that academic achievement, is affected by this dimension of climate. In this dimension headmaster sets an example by working hard, he/she is well prepared when speaks at school functions, explain the reasons for criticism to teachers, tell teachers new

ideas he has run across, he/she understands, favours when needed and hence result in increase of academic achievement.

2. Organizational environment of private schools differ much than Government schools. This shows that organizational environment of private schools is better than organizational environment of government schools. So Hypothesis that there is no significant difference in the organizational environment of govt. and private secondary Schools stands rejected.

3. Academic achievement of private schools differ much than Government schools. This shows that academic achievement of private schools is better than academic achievement of government schools. So hypothesis that there is no significant difference in the academic achievement of private and government secondary school students stands rejected.

#### **Educational implications:**

The findings of this study have their usability for teachers, curriculum planners, textbook writers,

educational administrators and government and non-government agencies.

- The result of this study can be used to know the organization environment of schools and if there is found any discrepancies, various methods and strategies can be adopted to improve their expectation level.

- The result of the present study help us to find out the difference of opinion of different teachers and its effect on the various aspects of organizational environment and to know the extent that affects the academic achievement of secondary school students.

- The present study will be of greatest importance for the teachers because they can understand the various needs and problems and can improve themselves in relation to their organisational environment.

- The students learning in private schools possess significantly higher academic achievement towards the organized environment as compare to government school students.

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