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Academic Achievement of Undergraduate Students and Institutional Environment in Different Colleges of CBPBU

Hanin Badsah

Junior Research Fellow, Department of Education, Cooch Behar Panchanan Barma University, West Bengal, India.

Dr. Abdul Awal

Principal, Dinhata College, Cooch Behar Panchanan Barma University, West Bengal, India.

Abstract:

This study aims to determine whether there is a connection between academic achievement and institutional environment. Institutional environment divided in 3 parts which is Institutional Physical Environment, Institutional Social Environment, and Institutional affective Environment and also try to determine how these things relate to academic achievement. The research approach used for the study was a descriptive survey. Total 100 students use as a sample which was taken randomly from different Colleges of CBPBU. To know the academic achievement of students' researcher used average percentage of students in their last three year exams. To know the institutional environment researcher constructed a successful institutional environment scale by the expert opinion. To analyze the data investigator used Product moment correlation, mean, SD and t- test. The study's conclusions showed there is a positive, negative, slightly but not significant relationship between Institutional environment and academic achievement, Institutional Physical Environment, Institutional Social Environment, and Institutional Affective Environment and also, there is no discernible difference in the academic achievement of male and female students on the basis of institutional environment.

Keywords: Academic Achievement, Institutional Environment, Institutional Physical Environment, Institutional Social Environment, Institutional Affective Environment.

Introduction: In every organizational environment may influence his workers and work or outcomes, educational organization not except them. Support, coherence, and intrinsic recognition are characteristics of an organization's environment. It is also discovered that there are disparities in the environment dimensions that favour the employees' perceptions of the organization's support for innovations (Francisco Javier Llorens Montes et al, 2004). The climate or environment of a college may enhance or constrain the performance of students. The components of the organizational climate or environment are influence the

daily work in educational organizations and are essential for its successful operation and the achievement of good educational outcomes. According to Kaushik Kundu (2007) reveals that the organisational and psychological climate has a significant impact on an individual's job performance, work attitude, and other factors. Favorable or positive college climate promotes good relationship between principals and teachers, principals and students, Teachers and students, student and librarian which promotes students performance as well as student achievement. As a higher authority, principals should actively support and motivate teachers, students and other member of the organization, to create a favorable working atmosphere within the college. Organizational climate indicators show that factors including organisational process, role clarity, communication, the result-reward relationship, and interpersonal relationships all significantly contribute to a manager's ability to perform (Umes Kumar Bamel et al, 2011). Therefore, the college's overall efficacy in addition to student achievement will be improved if the administrator makes the necessary efforts to create a disciplined and productive college environment.

Background of the study: The essential and fundamental aspect of college is its atmosphere. The qualitative education plays an important role to developing skills and enhancing knowledge and the quality of education is greatly influence by institutional environment. It has been observed that many studies which have been conducted by researchers over the years to find out Institutional environment and educational success such as-

MS Bhat and SA Mir (2018) discovered a strong, positive association between secondary school students' academic achievement and school climate. Also, the study revealed a substantial distinction between secondary school students enrolled in government and private schools and those enrolled in secondary schools by gender. According to Abeya Geleta (2017) the entire climate of the school and student achievement are significantly and positively correlated. Are Srinivasa Reddy (2017) found that institutional climate and academic achievement have a significant relationship. Kutsyuruba et al. (2015) found that if schools concentrate on creating, fostering, and promoting a positive school climate, they can lessen and avoid violence. It has been discovered that a supportive learning environment increases academic achievement and decreases student disruption. According to Dagneu (2014) Academic achievement of students is improved by a supportive and democratic school environment, while an unfriendly and unsupportive environment encourages academic failure and antisocial behaviour. A.S. Arul Lawrence and A. Vimala (2012) revealed that standard IX student's school environments do not differ much from one another in terms of gender or method of instruction. The school environment for standard IX students also differs significantly depending on where the school is located. The school climate is better for urban children than it is for rural ones. This is a result of the extremely stressful environment that urban students deal with on a daily basis as a result of living in a fast-paced, mechanical world. They consequently believe that the learning environment at school is excellent.

The researcher has discovered from the discussion above that the majority of studies have focused on school level with one or more additional variables, and there has been relatively little research on the environment of colleges. For these contradictions the investigator found an ample opportunity to do the research work on college environment and explore this unbeaten area.

Objectives of the Study:

1. To identify the association between Institutional overall environment and Academic Achievement.
2. To determine the association between Institutional Physical Environment and Academic Achievement.
3. To determine the association between Institutional affective Environment and Academic Achievement.
4. To determine the association between Institutional social Environment and Academic Achievement.
5. To identify the difference between Academic Achievement of Male and Female studentson the basis of their Institutional Environment.

Hypotheses:

1. The overall institutional environment and academic achievement are not significantly correlated.
2. Physical environment of the institution and academic achievement are not significantly correlated.
3. The social environment of the institution and academic achievement are not significantly correlated.
4. The affective environment of the institution and academic achievement are not significantly correlated.
5. There is no statistically significant difference between Academic Achievement of Male and Female students on the basis of Institutional Environment.

OPERATIONAL DEFINATION OF THE USED TERMS

Institutional Environment: The environment of the colleges, or institutional environment, includes the facilities available, the conditions of employment, the culture, the rules of conduct, and the overall outlook of the institution. In its simplest form, institutional environment refers to the institution’s physical, social, and affective environments together.

Physical Environment: A welcoming and supportive physical environment. The appearance of the college’s building and its classrooms together. Basically it means the number of pupils per instructor in the classroom, the size of the College classroom, structure, safety, the accessibility of resources, Comfort and security.

Social Environment: A setting that fosters social contact and communication. It describes the nature of the connections that exist between and among workers, teachers, and students.

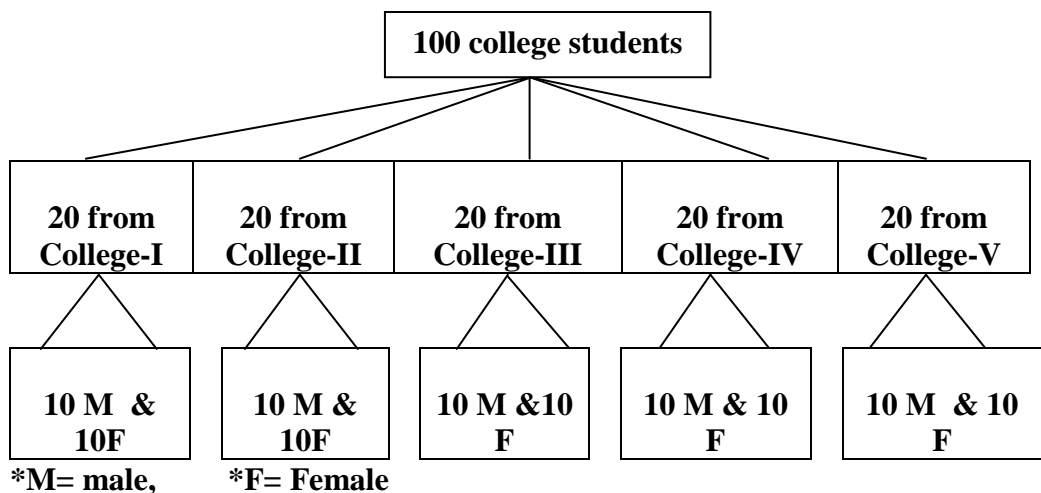
Affective Environment: A favorable emotional environment that fosters a sense of identity and self-worth. It implies that all interactions between instructors and staff and students be kind, responsible, encouraging, and respectful.

Academic Achievement of Students: Achievement means making an effort and doing it successfully. A student is a person who is enrolled in school, college, or a university for academic purposes. The result of education is thus student achievement, or the degree to which a student has met the objectives of education.

RESEARCH METHODOLOGY

Method: The researcher employed a descriptive survey research in the present study, which is of a quantitative nature and aimed at analyzing the problem.

Sample: The sample of the study is taken from various college students of Cooch Behar Panchanan Barma University. In this study, the sample was chosen by the investigator using a multistage random sampling procedure. In this case all the students are selected randomly from different colleges of Cooch Behar Panchanan Barma University. A sample of 100 college students from five colleges which is Dinhata College, Cooch Behar College, Mathabhanga College, Tufanganj College, Sitalkuchi College which are also affiliated in Cooch Behar Panchanan Barma University were selected. In this study the researcher were chosen 20 (10 males and 10 females) students from each colleges as the sample. Below is a precise description of the sample:



Tool used in the study: To measure the Institutional Environment the research used a self-made questionnaire which was constructed by the expert opinion. The questionnaire is included 33 affirmative and 2 negative statements. Affirmative statements received scores of 5, 4, 3, 2, 1 on the basis of these chosen options strongly agree, agree, undecided, and strongly disagree whereas negative statements received scores of 1, 2, 3, 4, 5 in the opposite direction. The scale has a minimum score of 35 and a maximum score of 175. To analyze

the academic achievement researcher used average percentage of students in their last three year college exams.

Statistical techniques: The researcher used Mean, SD, ‘t’ test and product moment correlation to analyze the collected data. The researcher used a t-test to assess the difference between male students and female student’s academic achievement and used product moment correlation to know if there exists significant correlation between various side of institutional environment and academic achievement.

Analysis and interpretation of data:

Table 1: Correlation Coefficients between Institutional Overall Environment and Academic Achievement

H0 ₁	N	Σxy	Σx ²	Σy ²	r (Correlation Coefficient)	P- Value	Remark at 5% level
	100	903.15	24690.99	1960.75	0.13	0.195	NS

*x= Institutional Environment *y= Academic Achievement *NS= Not Significant

Interpretation: Table 1 indicates that, correlation coefficients between Institutional overall Environment and Academic Achievement which is 0.13. This correlation is positive, slight but not statistically significant at 0.05 level (r = 0.13, p > 0.05). As a result the investigator concluded that there exists a positive, slight but not significant relationship between Institutional overall Environment and Academic Achievement.

Table 2: Correlation Coefficients between Institutional Physical Environment and Academic Achievement

H0 ₂	N	Σxy	Σx ²	Σy ²	r (Correlation Coefficient)	P- Value	Remark at 5% level
	100	-4.2	2628.56	1960.75	-0.002	0.195	NS

* x= Institutional Physical Environment *y= Academic Achievement *NS= Not Significant

Interpretations: Table 2 indicates that, correlation coefficient between Institutional Physical Environment and Academic Achievement which is -0.002. This correlation is negative, slight but not statistically significant at 0.05 level (r = - 0.002, p > 0.05). It demonstrates that there exists a negative, slight correlation between the institutional physical environment and academic achievement, but it is not statistically significant.

Table 3: Correlation Coefficients between Institutional Social Environment and Academic Achievement

H0 ₃	N	Σxy	Σx ²	Σy ²	r (Correlation Coefficient)	P- Value	Remark at 5% level
	100	-2.9	1115.24	1960.75	-0.002	0.195	NS

* x= Institutional Social Environment *y= Academic Achievement *NS= Not Significant

Interpretation: Table 3 indicates that, correlation coefficient between Institutional Social Environment and Academic Achievement which is -0.002. This correlation is negative, slight but not statistically significant at 0.05 level ($r = -0.002, p > 0.05$). It demonstrates that there exists a negative, slight but not significant relationship between Institutional Social Environment and Academic Achievement.

Table 4: Correlation Coefficients between Institutional Affective Environment and Academic Achievement

H0 ₄	N	Σxy	Σx ²	Σy ²	r (Correlation Coefficient)	P- Value	Remark at 5% level
	100	120	632	1960.75	0.107	0.195	NS

* x= Institutional Affective Environment *y= Academic Achievement *NS= Not Significant

Interpretation: Table 4 indicates that, correlation coefficient between Institutional Affective Environment and Academic Achievement which is 0.107. This correlation is positive, slight but not statistically significant at 0.05 level ($r = 0.107, p > 0.05$). It demonstrates that there exists a positive, slight but not significant relationship between Institutional Affective Environment and Academic Achievement.

Table 5: t- value of male and female academic achievement

H0 ₅	Variable	Category	N	Mean	SD	p-value	t-value	Remark at 5% level
	Achievement	Male	50	75.86	3.84	1.98	1.03	NS
		Female	50	74.44	4.92			

*NS= Not Significant

Interpretations: The computed ‘t’ value in this case, as shown in Table 5, is 1.03, which is lower than the critical value of 1.98 at the 0.05 level. So, it can be claimed that academic achievement between male students and female students is not significantly different. In light of this, H0₅ is adopted as the null hypothesis. As a result, we may conclude that the institutional environment has no discernible impact on the academic success of students, whether they are male or female.

Major findings: After completed the total investigation, the researcher has reached the following conclusions:

- The results of the current study show that there isn't a significant relationship between academic success and institutional overall environment, and we can't say with confidence that institutional environment has an impact on academic achievement.
- Also there is no strong correlation between institutional physical, social, and affective environment and academic achievement, and we can't say with any degree

of certainty that institutional physical, social, and affective environment has any effect on academic achievement.

- The researcher discovered that students who are part of the same academic institutional environment do not demonstrate any discernible differences in their academic performance between genders i.e Male and Female.

Conclusion: The study's findings demonstrated that there is no meaningful relationship between student's college environment and their academic achievement. But in case of school climate or environment it is totally different school climate or environment greatly impact on student academic achievement which was found in different studies (MS Bhat and SA Mir, 2018; Abeya Geleta, 2017; Are Srinivasa Reddy, 2017; Dagnew, 2014). One of the study's conclusions states unequivocally that the institutional climate as well as environment has no bearing on the academic achievement of male and female pupils.

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