

A STUDY OF THE EFFECT OF SCHOOL LEARNING ENVIRONMENT ON TEACHERS 'AND STUDENTS PERFORMANCE AT SECONDARY SCHOOL

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Abstract

The purpose of this study was to investigate the impact that the atmosphere of the school has on the academic performance of students attending private and public secondary schools for girls in Murshidabad

. The purpose of the research was to examine the differences and similarities between the environments of girls' private and public schools. Participants in the research study were female teachers working in secondary schools in the west bengal . Learning environment, as a variable that contributes either positively or negatively to the academic achievements of student, has attracted only a small amount of attention in the struggle to find a long-term solution to the persistent lacklustre result by students from the education system in the country. This is because learning environment is a variable that can contribute either positively or negatively to the academic achievements of student. Since the learning environment has lately come to the forefront as an essential component that should be taken into consideration and well controlled in order to improve students' academic performance, Utilizing a secondary research methodology, the purpose of this study is to conduct an analysis of the influence that students' learning environments have on their overall academic achievement. As a result, the notion of a learning environment and the connection between that and the academic achievement of students in Murshidabad is investigated in this study. According to the data, the learning environment has an important role in determining the academic achievement of students in Murshidabad. On the basis of the findings, recommendations on the modalities to make the learning environment productive and competitive such as adequate funding of the education sector, proper supervision of school activities, and regular training or re-training of staff are suggested. These recommendations are based on the modalities.

keywords : *school learning, environment, students, teachers*

Introduction

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012), in the modern world, education systems are required to undergo continuous change in order to successfully meet the ever-evolving requirements of the societies that they serve. An investigation of the connection that exists between place and process is required in order to arrive at a consensus on how the physical and social aspects

of learning settings influence the overall quality of the learning processes that take place in such environments. In settings designated for formal education, the process of teaching and learning cannot take place in a vacuum. It takes place as a consequence of the interplay between the many aspects of the educational setting. The following are components of the teaching-learning process that are found in a learning environment: the instructor, the students, the material, the learning process, and the learning setting. Academic achievement and a desire to study should be recognised, appreciated, and rewarded in a school atmosphere that fosters productive collaboration between students and faculty. Better academic performance is typically the byproduct of an environment like this, in which pupils grow to appreciate studying just for its own purpose. Education, training, and personality development of children who are the future assets of a community are founded and run at schools because schools are special social spaces where proper training methods, appropriate physical space, and a psychological environment that is favorable to learning can be found. Students who are still developing their social skills require a positive atmosphere and positive models in order to improve their academic achievement. Therefore, a learning environment should be clean, peaceful, and pleasant. These are crucial components of a learning environment. Furthermore, the creation of an ideal learning environment should be a goal for any concerned educationalist. This is because comfort should be a mix of numerous variables, such as temperature, lighting, and noise management, etc., and an ideal learning environment should reflect this. The pupils' capacity to study might be improved depending on where they are located inside the school grounds, the layout of their classroom, and the accessibility to educational resources and accessories. According to it is considered that a school that provides an acceptable learning environment contributes to stir up desired consequences of learning, which would promote strong academic achievement. This is accomplished by supporting effective teaching and learning.

Concept of Learning Environment

According to a learning environment consists of instructional methods, learning styles, learning materials and technology, ties to societal and global settings, and so on. This concept also encompasses human behavioral and cultural components, such as the significant part that feelings play in the educational process. An ecology is the mix of living creatures and their physical surroundings; similarly, the learning environment is a combination of human actions and material systems.

Learners in the modern day are deserving of learning environments that cater to both their individual and communal requirements. Educational leaders need to create cultural and physical settings that are empowering and engaging for their students in order to successfully address this challenge. Different classrooms and different settings each have their own distinct characteristics that contribute to the overall learning environment. Learning environments can be learner-centered, knowledge-centered, assessment-centered, or community-centered, according to study.com (2018). Community-centered learning environments are also a possibility. Environments that are created with the learner in mind facilitate the active creation of knowledge both by and for students. Learning environments that are centred on the acquisition of knowledge are ones that encourage students to do in-depth research on significant concepts through the use of generative educational activities. Learning environments that are centred on assessment include assessments that are frequent, continuous, and varied. These assessments may include chances for students to examine themselves and their peers, as well as opportunities to revise previously learned material. Community-centered

environments place a high importance on collaboration, the negotiation of meaning, the respect for diverse views around which knowledge is built, and links to the local community and culture (Raccoon gang). (2018). The learning environment is made up of a few different parts, all of which have an impact on the learning curve of the learner. According to Balog (2018), these components comprise the following: people; curriculum, training, and instruction; teaching materials, technological tools, and learning resources; and physical environment/learning space. The people are the persons who have an impact, either directly or indirectly, on the student through a connection or relationship, and who have the potential to contribute to the student's development and achievement in the context of their professional lives. As a component of the educational assistance offered to students, the teaching materials, technological tools, and learning resources are comprised of instructional materials, highly sophisticated tools, and other types of instructional resources that are correlated with the curriculum.

The curriculum, training, and instruction are the primary pillars around which the learning process is built. These pillars mutually impact one another and play important roles in order to support the flow of information and the delivery of instructional content and curriculum. The term "physical environment" or "learning space" refers to the physical setting of the learner's surroundings. This setting should elicit favorable responses from people who occupy it and continue to maintain their interests. According to Mondal (2012), there are a number of significant aspects that have the potential to influence the learning process. The individual's intellectual capacity is accounted for by the intellectual element. Learning factors are things like improper ways of working or studying, as well as a limited experimental background, that can have an effect on the learning process. Learning variables can be a factor. Health, physical development, nutrition, visual and bodily deformities, and glandular abnormalities are examples of what are considered to be physical variables. Mental elements are attitudes that are vital in the formation of personality and include things like interest, cheerfulness, and open-mindedness, among other things. A complex psychology of motivation is intimately tied to both individual elements, such as instincts and emotions, and social factors, such as cooperation and rivalry. The personality of the instructor is an essential component of the classroom setting and should not be underestimated. They are essential components that contribute to the formation of a conducive atmosphere for learning and teaching, which will render the educational process simple, joyfully flexible, and helpful.

The manner in which his personality engages with the personalities of the students helps to shape the sort of conduct that results from the educational setting (Brown,2015). The physical circumstances necessary for learning include things like classrooms, textbooks, equipment, school supplies, and various other educational resources, etc.

According to in order for students to be successful academically, they need to first feel secure in both their physical and mental environments. Furthermore, in order to have a safe learning environment, kids need to feel welcomed, supported, and respected. Students are able to develop skills such as critical thinking, using knowledge and information to solve complex problems, working collaboratively, effectively communicating, learning how to learn, and developing academic mindsets. These skills would greatly increase students' engagement in their academic work. Personalizing students' learning experiences helps students develop these skills more importantly, they need to have a sense of connection to the faculty, staff, and other students. By placing an emphasis on kids' social and emotional development, schools have the ability to foster these ties

(SEL). In order for students to achieve better academic success, they need to feel supported by everyone who is related to their learning experience, including their instructors, classmates, administrators, family members, and members of the community. Students' intellectual, emotional, and social performance in school is directly tied to the quality of the learning settings they are provided with. There is no such thing as a naturally occurring or accidental environment that is favorable to learning. They should be produced by means of conscientious processes such as engaging with students in a positive manner, demonstrating good behaviors, and other similar actions that would enhance learning activities in the learning environment.

Studies on Effect of Learning Environment on Student's Academic Performance.

There is no room for doubt regarding the fact that the nature of the learning environment as well as the relevant amenities that are readily available are directly related to the high-quality academic performance and results of students. It has been determined via a number of empirical investigations that the educational setting of a student's school is an essential factor in determining the student's academic success in *Murshidabad*. The educational process of growth takes place in a student's physical, social, cultural, and psychological environment, which indicates that a proper and appropriate setting is quite important for successful learning. Learners who have achieved a high level of academic success are more likely to have been immersed in the subject matter of the curriculum in an ideal learning environment. As a result, the belief that "educational attainment or accomplishment is likely to be determined by the idealness of the learning environment" has been validated. In a study that did to determine the influence of learning environment on students' academic achievement at the senior secondary school level in Yobe state, west bengal, she found that there was a significant difference between the mean performance of students who were taught in an ideal learning environment and that of students who were taught in a dull learning environment. The students who were taught in the dull learning environment performed significantly worse on average.

There was a significant difference in the performances of the two groups (Experimental and Control), which suggests that a classroom building; class with adequate furniture; class with small class population and the use of instructional materials has a positive impact on the performance of students in junior Secondary school. examined the impact of learning environment on the Performance of Students in public secondary schools in district, *Murshidabad*. The findings revealed a significant difference in the performances of the two groups. In a separate but related piece of news, carried out an investigation on the ways in which the atmosphere of certain secondary schools in the state of Kuala Terengganu influences the academic achievement of the kids who attend such schools. According to the findings of the research, the academic performance of students attending schools that have sufficient facilities, qualified teachers, and an enabling environment is superior to that of students attending schools that have fewer facilities, teachers who are not qualified, and an environment that is less enabling. In another piece of research, the authors investigate how students' academic performance is affected by the learning environment in secondary schools in Ota, *Murshidabad*, taking into account factors such as the number of students in each class, the school's facilities, its location, its school plant planning, its aesthetics, its maintenance culture, its sanitation, and its conveniences.

According to the findings of the study, "the state of learning environment and quality of infrastructure, combined with the amount to which they are being maintained has a major influence on academic

achievement among students." In addition to this, conducted an investigation of the classroom atmosphere and the academic interests of students as potential predictors of success in senior secondary chemistry students attending selected public secondary schools in district, *Murshidabad* . The findings indicated that there were strong correlations between the classroom environment and academic success, and that the combined contribution of academic interest and classroom atmosphere was equally important. Gilavand (2016) found that environmental factors (appropriate colouring, lighting of educational environment, and schools' open space) have an impact on the learning and academic achievement of elementary school students. The purpose of the study was to investigate the impact of environmental factors (schools' open space, noise, lighting, and paintings in educational institutions) on the academic achievement of elementary school students. The researchers found that environmental factors (schools' open space, noise, lighting, and paintings in educational institutions) have an impact on academic achievement. The findings of a study entitled "the effect of environmental factors in teaching and learning in primary and secondary schools in district of *Murshidabad* " examined environmental factors to determine the outcome of teaching and learning at all times and in all places, and the researchers came to the conclusion that the more enriched the learning environments are, the greater and more widespread the benefits are for academic performance and other student outcomes. In a similar vein, a study was carried out with the primary objective of investigating the impact that students' environments at their secondary schools have on the level of academic accomplishment they attain. According to the findings of the research, the atmosphere of the school, the level of student discipline, and the quality of the physical facilities all have a substantial impact on the academic performance of secondary school students in Benue State and West Bengal

. This suggests that schools that are unable to offer the essential learning facilities and establish an atmosphere that is appropriate for teaching and learning may not be able to bring out the best in their pupils, particularly in the area of academic accomplishment.

Research Methodology

In this particular study, the research sample consisted of female teachers who worked in secondary schools in *Murshidabad*, both public and private, and taught classes 9th and 10th. The existing study was restricted to secondary schools in *Murshidabad* that were either publicly or privately funded and to female instructors who worked in secondary schools. The Likert scale that was produced was based on the influence of school environment and on the performance of public and private school instructors. This scale was established after examining the relevant literature and also holding conversation with the experts in the area. The responses collected from the respondents were compiled using the scale. One hundred questionnaires based on the Likert scale were prepared and distributed to the secondary school teachers in both public and private schools (female). The questionnaires that were marked were returned at a rate of one hundred percent.

Data Analysis

The purpose of this study was to investigate the influence that the atmosphere of the school has on the academic performance of students attending private and public secondary schools in *Murshidabad* that are geared exclusively toward female students. Within the confines of this discussion, a questionnaire based on a Likert scale was carried out for the purpose of data collection, and the findings were then analysed using

SPSS. Numerous statistical methods, including percentages, means, T-tests, and standard deviations, were utilised. The following is an analysis of the data:

Table 1 Difference between Performance of Public and Private Sector Schools (for girls) at Secondary Level in Murshidabad .

School	Private	Public	Total
Female	68	32	100

Chi-square

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Chi-square 99.861

Df 1

p-value 0.01

Discussion

The fact that there is a connection between the two factors shown in the preceding table, which are the influence on students' performance and the learning environment, is demonstrated by the first table. In this scenario, the importance of the school as a main component in determining how the learning environment affects the student's performance cannot be overstated. The conclusion that can be drawn from the investigation described above is that the calculated value is 99.861, while the degree of freedom value is 1, and the P-value is 0.01, which is a smaller number than the calculated value. As a result of this, it is abundantly evident that the educational setting of private schools, as opposed to the educational setting of public sector schools, has a far greater beneficial impact on the academic achievement of students.

Pearson Correlation

Table 2 Matrix Correlation regarding Impact of School Environment on Students' performance (Learning) at Secondary Level

		School environment	Students' performance
School environment	Pearson Correlation	1	.535**
	Sig. (2-tailed)		.000
	N	100	100
Students' performance	Pearson Correlation	.535**	1
	Sig. (2-tailed)	.000	
	N	100	100

Pearson Correlation coefficient

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{n})(\sum Y^2 - \frac{(\sum Y)^2}{n})}}$$

Discussion

The relationships between a variety of characteristics, including students' attitudes, the learning environment, the conduct of teachers, and the physical environment, are presented in Table 2. According to the data shown in the table above, a statistically significant link was discovered between all of the categories. The p value is 0.05, which indicates that there is a substantial positive correlation between all of the categories.

Findings

Following the completion of the data analysis, it became abundantly evident that the educational atmosphere in private schools has a greater impact on the overall performance of students when compared to the educational atmosphere in public sector schools. There was found to be a statistically significant difference in the impact of the learning environment on the performance (learning) of students attending private and public sector schools (for girls). In addition, a positive association was discovered between the student's performance and the atmosphere of the classroom in which they were taught. The examination of the data demonstrated that a student's level of academic accomplishment is affected by their favorable reflection on the quality of the intellectual and physical school environment, particularly with regard to the school building. As a result, 99.6 percent of instructors in general provided a favorable perspective on the extent to which the quality of the intellectual and physical school environment with regard to school building has an influence on the academic accomplishment of the pupils. The higher degree of acceptability was demonstrated by the mean score value, which was 4.82, which was bigger than 3.00. In connection with the provision of contemporary methods and audio-visual aids at classrooms, 86 percent of instructors concurred with the statement that these are offered in the educational institutions. The higher degree of acceptability was shown by the higher mean score value of

4.33, which was more than 3.00. One hundred percent of the instructors polled believed that the services provided by the library have a significant influence on the students' overall academic performance.

The higher degree of acceptability was demonstrated by a mean score value of 3.31, which was more than 3.00. In a similar vein, 98.7 percent of instructors expressed a favorable answer when asked about the extent to which the quality of the school's facilities has a significant impact on the academic accomplishment of pupils. The higher degree of acceptability was underlined by having a mean score value that was 4.32 percentage points higher than 3.00. In all, 88.5% of teachers have said that they had a good response about the appropriateness of the equipment in the science laboratories in the schools. The higher degree of acceptability was shown by the mean score value of 4.12, which was more than 3.00. The results of the survey showed that 96.3 percent of instructors are in agreement that there are adequate play ground facilities for the pupils at the schools. Larger levels of acceptability were indicated by having a mean score value that was greater than 3.00, which was 3.64 percent. When asked about the availability of health facilities, 89.5% of instructors gave a favorable response, stating that these facilities are adequately provided for at the schools.

The higher degree of acceptability was demonstrated by a mean score value that was larger than 3.00, which was 4.25 percent. In addition, 91.3 percent of instructors gave a positive response to the question of whether or not classrooms are adequately provided in the schools. The higher degree of acceptability was demonstrated by a mean score value that was 4.26 percentage points higher than 3.00. At addition to that, 95.3 percent of instructors provided a good reaction to the question of whether or not the administration in the schools manages the main office properly. The higher degree of acceptability was represented by a mean score value that was higher than 3.00, which was 4.31 percent. Next, 94.4 percent of instructors expressed their agreement that students make effective use of available space in schools, which is directly correlated to kids' high levels of academic success in schools. The higher degree of acceptability was demonstrated by a mean score value that was 4.38 percentage points higher than 3.00. The majority of instructors, 95.0 percent, gave a favorable response when asked about the subject of whether or not pupils had been given suitable guidance to proceed in a constructive path in their lives while they were attending the school. The higher level of acceptability was shown by the higher mean score value of 4.25 percent, which was more than 3.00. Similarly, 94.3 percent of instructors have responded positively to the question of whether or not students share their experiences and expertise in an open and understandable manner in the classroom. The higher degree of acceptability was demonstrated by a mean score value that was 4.15 percentage points higher than 3.00.

In addition, 92.4% of instructors gave good responses on the fact that teachers share, collaborate, and maintain friendly and respectful behavior with pupils while they are in the schools. The higher degree of acceptability was indicated by the higher mean score value of 3.96 percent, which was bigger than 3.00. In this discussion, 92.0 percent of instructors have responded positively to the question of whether or not they are able to keep the attention of pupils in the classroom to a significant degree. The higher degree of acceptability was demonstrated by a mean score value of 4.26, which was more than 3.00. Next, 93.0 percent of teachers have provided a good answer towards providing positive comments regarding the capacity of students to learn while they are enrolled in the school. Overall, this is a very high percentage.

The higher degree of acceptability was shown by the higher mean score value of 4.40, which was more than 3.00. In addition, 56.0 percent of instructors strongly agreed that they resort to the use of physical punishment in the classroom in order to keep students in line. The higher degree of acceptance was shown by the mean score value of 3.35, which was greater than 3.00. In general, 57.0% of instructors have provided a favorable response when asked about the extent to which the quality of the intellectual and physical school environment associated to the school building has an influence on the academic accomplishment of the children. The rejection was indicated by a mean score value of 2.86, which was lower than 3.00.

A favorable reaction was shown by 44.7 percent of instructors toward the question of whether or not they are well connected with the kids in the classroom. The higher degree of acceptability was indicated by the mean score value of 3.01, which is more than 3.00. In addition, 88.0 percent of instructors have provided a positive reaction to the statement that students are needed to provide an appropriate response to the teachers while they are in the classroom. The higher degree of acceptability was demonstrated by a mean score value of 4.32, which was more than 3.00. In all, 89.0 percent of instructors commented favorably on the question of whether or not the level of the courses was adequately reflected in the school's level of decoration. The higher degree of acceptability was demonstrated by a mean score value of 4.32, which was more than 3.00. In addition, 68.4 percent of the teaching staff had a favorable attitude toward the extra-curricular activities that were organized in the schools. The higher degree of acceptability was demonstrated by a mean score value that was 3.44, which was higher than 3.00. As a result, a considerable disparity was discovered between the influence of the learning environment on the academic achievement of students attending private and public schools.

Conclusion

The studies that were looked at all demonstrated that there is a significant association between the learning environment and the academic accomplishment of students in the school system in *Murshidabad* as well as in other places. It is often held that students will have better academic success if they attend classes in an atmosphere that is conducive to learning and has amenities that are not just easily available but also put to good use. As a consequence of this, there is an urgent requirement for the government and other relevant stakeholders in the education sector to step up their efforts to create environments that are learner-centered, knowledge-centered, assessment-centered, and community-centered. These environments should be places where all of the fundamental components of a model learning environment are brought together to ensure that students in *Murshidabad* achieve the highest possible level of success in their academic endeavors. Following the completion of the study, it was determined that an important component that is connected with the academic success of students is active participation on the part of instructors in the learning and teaching process.

Recommendations

- i. There should be consistent monitoring, supervision, and evaluation of the activities that take place at schools in order to determine the level of participation, involvement, and comprehension exhibited by the students, as well as to provide assistance to instructors who lack the competencies necessary to improve the learning situation and environment.

- ii. The education sector should have adequate funding so that it may acquire the required facilities to create a learning environment that is highly adaptive, helpful, and sustainable in order to accomplish the educational goals of the state of bangle .
- iii. The positions of school administrators should be filled by seasoned educationists and administrators who have a strong reputation and years of expertise in the field. Because of this, they will be able to formulate policies and administer educational institutions in a manner that is up to par with the norms accepted internationally.
- iv. The teachers in our educational system, who are the link between knowledge and learning, should be given opportunities for regular training and re-training so that they can have a good understanding of the educational principles and philosophies. This will allow them to better serve their students. This would serve to regularise the teaching and learning environment, therefore guaranteeing that the educational system in *Murshidabad* maintains its high level of quality.
- v. The participation of the community in the management of schools should be promoted so as to support the promotion of a harmonious connection between the school and the community, which will increase the safety of staff, students, and educational facilities.
- vi. A good remuneration and welfare system that rewards hard work and reassures future prospects should be instituted for teachers so that they will be accorded the status of trained workforce rather than the seeming low-priced labour of the present day. This will ensure that teachers will be able to secure their positions in the workforce.
- vii. Outdated school buildings and learning facilities should be replaced with contemporary ones that are in keeping with the needs of today's students and the expectations of society.

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