The Role of Educational Environment on Student Achievement in Elementary Period

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Abstract:

This study sought to examine role of educational environment on student achievement of elementary school girl Sari city. Research method was descriptive correlation comparison in order to assess overall environment of learning and teaching environment education and Dundee questionnaire to measure achievement, grade point average previous section and third section of first and second current was considered. Population studied in this review was all of elementary school girls in Sari city that 382 patients using multistage random sampling method were selected to Morgan. For data analysis, Pearson correlation coefficient test and t-test for independent groups, one way ANOVA test were used. There is correlation between academic success and educational environment and also between academic success and perceived student learning, student perceptions of teachers, student perceptions of school climate and student perceptions of its social conditions, but significant relationship between academic achievement and student perceptions of their academic ability was not statistically significant. In this study, suggested that teachers should try their own relationships with their students better and more intimate as well as respectful.

Key words: Educational Environment, Student Achievement, Elementary Period

Introduction

In this era where students experience information and emotions in every way, person needs sufficient cognitive and emotional abilities to solve problems and success of various to achieve efficiently to be able to adapt to changing conditions in variety of fields, including education (Gardner, 2005).

The school is as small sample of social system of social environment that students deal with it. Student's relationships with teachers and their peers is essential role in social and academic success and can be influenced by understanding of community and environment in which it is located. Because student is faced with intense emotion, can school through classroom instruction, extracurricular activities, supportive school environment improvement and engaging students in their social, emotional skills is one of most important tissues(Safavi, 2009). Key thought more research on effect of education is largely cognitive, motivational, affective, and behavioral characteristics of learning environment of student learning environment, quality education, classroom structure(Ludtke et al., 2009). Learning environment and evaluation can be changed and for this issue, it is necessary to use appropriate methods to assess learning environment (Roff et al., 1997).

In a global study on necessity of measuring educational environment as an important indicator of learning refers to learning environments and need to quantify it has been emphasized. Given importance of atmosphere and learning environment, teaching quality assessment tools can measure educational environment. Prevailing atmosphere and environment education can be different in each area of learning and teaching so that standard and it is far(Dimoliatis at el., 2010).

Prevailing atmosphere and environment education can be different in each area of learning and teaching so that

standard should be near or away from it. Governing education, motivation to learn is determining factor in behavior will lead to better learning and achievement will strengthen (Varma et al., 2005). A good learning environment is essential for providing quality education. Between environment and learning valuable outcomes such as satisfaction, there is clear relationship between student achievements. To improve quality of learning is necessary to identify weaknesses and strengthen learning environment. Therefore, students should be perceived to be more important to improve learning environment (Mohammadi and Mohammadi, 2013).

Schools in general sense, are five major component or subsystem, teachers, staff and services, programs, education, peer groups are formed and physical environment. Each of these components interacts with other components and is important to look at any part of such an important factor in development of personality of students (Lotf Ata,2008).

Thus, many factors can affect educational atmosphere on campus that determines quality of these components can be trained in a training facility. On one hand, educational success also depends on various factors such as demographic, social, academic, educational, psychological noted. Review and determine level of contribution of each factor in determining ways to identify factors affecting academic achievement and academic failure leads to success. These positive factors influencing educational planners help to improve and reduce effect of negative factors.

Accordingly, correlation between learning environment and experience to be understood by students and their academic success in school, studying and evaluating school environment is necessary. Therefore, this study sought to examine role of educational environment on student achievement of elementary school girl Sari city.

Background

Meaning of progress and achievement, success or failure in business of learning about subject or course materials are provided to students during year. In other words, to achieve educational goals and objectives of educational system to reach its predetermined target, this success can be evaluated by criteria of academic success is certain so to perform an act of academic achievement to obtain a desired result, and supremacy of one group of skills or knowledge(Ali Vandi,2005). Academic success is one of important indicators of school effectiveness. In several studies researchers investigate ways to increase academic success and to do and to have different results. Some of issues within school, such as teacher characteristics, student behavior, school culture, school leadership, school climate, and activities associated with teaching - learning outside school, and some other variables such as social status - Economic students, geographical area of residence and students have given their family topographic(Hoy & Mikel, 2008). Results indicate that effects of these factors were significantly higher and effect of some of these variables is dependent on other variables(Hallinger & Heck, 1998; Mascall et al., 2008; Leithwood & Wahlstrom, 2007). Since achievement of variables that depend on numerous factors and are multi-dimensional, i.e., study of factors that influence a complex issue seems, because it is a very elegant way to develop physical, social, cognitive and affective student is concerned. Many researchers in mental and cognitive abilities on academic achievement have repeatedly emphasized. Studies that have been done on effect of non-cognitive factors suggest that mental and cognitive abilities in areas of academic success are not only factor, though much of it can be expected. That's why in recent years, researchers have noticed a number of non-cognitive factors that can affect achievement (Parker, 2004).

Researches of Bar-aon (2002) in prominent role of non-cognitive factors on academic success show that such non-cognitive factors to predict success factors can be added to cognitive intelligence, we can predict academic success, so that only factors contributing to achievement in field of cognitive intelligence to know. Current education system, students aiming for success in field of education, employment and training, but question is whether success criteria can be successful only as a scientific mind?

This field must be said that in past answer was positive, but many researchers have been presented in accordance with new theories and deliver us to conclusion that cognitive intelligence alone is not individual success criteria, In addition to student achievement, but also in explaining social intelligence and emotional intelligence to be paid (Safavi, 2009). Issue of non-cognitive factors can affect overall performance of students in schools is school climate and effects of recent decades have attracted attention of many researchers. This variable is a rare factor that can be manipulated to help achieve educational goals (Bazargan, 1994). In this context, following factors must be considered: 1.Protective environment 2.The student-centered, 3.Positive expectations, 4. Feedback, 5.Rewards, 6.Felt closer towards parents and society, 7. Communications, 8. Progress 9. Trust.

Learning environment includes all conditions and possibilities of physical, mental, emotional, cultural and social development of learner in an educational impact (Days, 2009).

Bloom challenges learning environment as conditions and forces individual to external stimuli and defines conditions and forces, these forces may be physical, social, intellectual or (Mohammadi and Mohammadi, 2013).

The most important environmental aspects, as well as interactive activities teaching and teacher - student is in school every day. Learning environment, teachers have great influence on learning effectiveness (Mohammadi and Mohammadi, 2013).

Learning environment is a determinant of behavioral diagrams in field of learning is student perception of environment. These perceptions and attitudes of students, academic success and success in learning impact (Sultani Arab Shahi et al, 2008). Environment in which student is enrolled in academic and social emotional environment in which learning takes place for any child that often (Elen, 2010).

Settlement (2001) has divided atmosphere and climate of school environment and academic to academic and social environment or atmosphere that feature that considers social climate which indirectly affect student learning and are more important (Alikhani and Mehrmohamdi, 2004). Johnson (2000) Classroom learning environments as "social climate" is described. Allen (2010) argues that prevailing mental atmosphere in classroom and school teachers and peer support, academic competence and satisfaction as size of class will consider. Classroom and school system, school administration and teacher education practices have undeniable effects on academic performance and cognitive processes (Anderson, 1997). However, a necessary condition for having extensive training in teaching, but not enough, purposeful learning environment is an environment where a variety of opportunities to engage with ideas and there are different opinions. Learning should take place in an environment that provides - fresh and new opportunities for inclusivity, such an environment will enable learners to explore their surroundings with their technique, it could be for teacher's opportunity to make to create a different way of dealing with learners find (Sanagoo et al, 2012).

A variety of models to measure environment and atmosphere at training institutions and schools has been suggested that first model, CUES (College University Environment at Scale) was introduced in 1963 by Pace and following dimensions were measured:

- Facilitate scientific activities - intellectual and academic achievement or scholarship;
- According to academic skills;
- The attitudes and environment friendly;
- Facilitate and foster social responsibility - Awareness;
- The environment with respect and courtesy (Varma et al., 2005).

Many researchers have studied effect of physical conditions, including availability of training facilities, educational environments, spatial density, thermal control, lighting, ventilation, noise, safety and arrangement of equipment, training of interactions, performance, success and satisfaction of students examined have. Based on these studies, quality of physical environment can impact significantly on student achievement. Development of physical environment, equipment and technology, education, perceptions and attitudes of teachers and students in teaching and learning is effective (Khoshgoftar and Ahmadi, 2013). Some investigations have declared building that students learn well with their time to admit that; in fact, it affects quality of education (Arsman, 2004). Research suggests that teachers in schools that met in open class, adequate opportunity to discuss, comment on and even most of students have expressed opposite opinion, ability, confidence, enthusiasm and motivation for learning and student success students increased (Alikhani and Mehrmohamdi, 2004). Interact in a friendly and supportive relationship with students is primary goal of every teacher should be in it. Teacher must be aware of fact that any deal with students strengthen or weaken their perception towards effective teacher. So try for a positive relationship with students, teachers, and students should take all time (Esmail Nasab,2004).

The relationships that are established between teacher and student perceptions of student support which may have a positive impact on motivation through improvements in

education and educational goals and values, behavior and self-concept is related to democratic society, students who have a good relationship with teacher to students who have a good relationship tend to receive higher grades (Mc Dowel, 2007). It is important to deal with students as individuals worthy. If learners as creatures to be treated like a robot, it is feared that all affections and interests, and attitudes toward learning, school, or any kind of negative learning environment and provide intellectual stagnation conditions and learn meaning not be true (Sanagoo et al, 2012).

The results show that school atmosphere achievement, student attitudes toward teachers, schools and education, moral development, obedience and subjection, self-confidence, motivation, social harmony, loyalty and commitment, innovation, and strive more students are linked (Alikhani and Mehrmohamdi, 2004). Vining (2006) conducted a study in school of West Philadelphia, in order to examine effects of indoor and outdoor school on student achievement and attitude. Study results reveal impact of indoor and outdoor design school spirit, mind and attitude of students that interior space of physiological state and mental state of person using it will affect.

Stern and Pace showed that learning environment with emphasis, stress, procedures and policies, reward and values available in classroom or school environment is described that it refers to (Fala'ah kheiri Langroodi et al., 2012).

Zins (2007) believed that warm and friendly learning environment that is warm and empathic emotional communication between students and teachers are together lead to strengthening and growing capability of - Emotional Relations communication and empathy, socially desirable social others, to identify and manage their emotions, and others.

Atmosphere is warm and empathic schools, along with emotional competence can affect academic success. Controlled

environment and lack of growth capacity intimated relationships and a sense of competence (Maddux, 2002).

Research has shown that little bag school curriculum greatest impact on student achievement, but only strongest measures to ensure that a high school student academic success, gain is not enough. Ways in which social support is successfully prepare and motivate students to improve academically, reach higher levels of education and increase educational purposes, certain to be (Boswell, 2,008).

The study on student achievement and result is also an educational environment where quality learning environment of school and student achievement as a major influence.Accordingly, this study sought to examine role of educational environment on student achievement of elementary school girl Sari city.

Research Hypotheses

- There is significant relationship between learning environment and academic achievement in elementary school girl Sari city.
- There is significant relationship between perceived student learning and academic achievement in elementary school girl Sari city.
- There is significant relationship between perception of teachers and student achievement in elementary school girl Sari city.
- There is significant relationship between students' perceptions of their academic ability and academic achievement in elementary school girl Sari city.
- There is significant relationship between student perceptions of school climate and student achievement in elementary school girl Sari city.

- There is significant relationship between perceptions of its social conditions and student achievement in elementary school girl Sari city.
- There is significant relationship between space and learning environment and students' perceptions of elementary school girl in sari varies according to degree

Method

Research method was descriptive correlation comparison in order to assess overall environment of learning and teaching environment education and Dundee questionnaire to measure achievement, grade point average previous section and third section of first and second current was considered. Validity of learning environment questionnaire was estimated by calculating Cranach's alpha coefficient of 0.848.

Population studied in this review was all of elementary school girls in Sari city who were 5270 and of these 382 patients using multistage random sampling method were selected to Morgan. For data analysis, Pearson correlation coefficient test and t-test for independent groups, one way ANOVA test were used.

Findings

To study the research hypotheses (1 to 6) of Pearson correlation coefficient was used. Following results are presented in correlation matrix.

Table 1: Correlation matrix of variables

Variable	1	2	3	4	5	6	7
	1	**0.218	**0.193	0.004	**0.113	**0.211	**0.197
Achievement	----	0.000	0.000	0.935	0.027	0.000	0.000
Student perceptions of learning	**0.218	1	**0.740	**0.501	**0.149	**0.449	**0.920
	0.000	-------	0.000	0.000	0.004	0.000	0.000
Student	*0.193	**0.740	1	**0.312	**0.106	**0.440	**0.759

perceptions of teachers	0.000	0.000	---------	0.000	0.039	0.000	0.000
Student perceptions of their academic ability	0.004	**0.501	**0.312	1	0.064	**0.281	**0.676
	0.935	0.000	0.000	-----	0.209	0.000	0.000
Student perceptions of school climate	**0.113	**0.149	**0.106	0.064	1	**0.281	**0.311
	0.027	0.004	0.039	0.209	-------	0.000	0.000
Student perceptions of its social conditions	**0.211	**0.494	**0.440	**0.281	**0.291	1	**0.646
	0.000	0.000	0.000	0.000	0.000	--------	0.000
Educational environment	**0.197	**0.920	**0.759	**0.676	**0.311	**0.646	1
	0.000	0.000	0.000	0.000	0.000	0.000	---------

** Correlation between the 0.01 (two-tailed) are significant

The presence or absence of relationship between academic success and educational environment and its components and realize significance or lack of significance of correlation between Pearson correlation coefficient was used that results can be seen in Table 1. According to exit SPSS and Pearson correlation between academic success and educational environment at 0.001 is meaningful and also between academic success and perceived student learning, student perceptions of teachers, student perceptions of school climate and student perceptions of its social conditions, but significant relationship between academic achievement and student perceptions of their academic ability was not statistically significant. Correlation matrix between components indicate strong positive correlation between them.

Seventh Hypothesis: There is significant relationship between space and learning environment and students' perceptions of elementary school girl in sari varies according to degree.

Table 2: Results of ANOVA on Perceived Knowledge ¬ Degree Students segregated educational environment

Variable		index	Sum of Square	df	Mean square	F	Sig.
Effect of Degree	Learning environment	Intergroup	1.051	2	0.525	2.336	0.089
		Intergroup	85.232	379	0.225		
		Total	86.282	381			

ANOVA showed that students' perception of educational environment, there is no significant difference with respect to degree variable.

Discussion and conclusions

School is social institution and represent distinct cultures of different societies that children worldviews, habits, customs, skills and knowledge to pass certain. When you take your first steps in new space in area of collection, will impact either go back to place you are interested and looking for new characters to life, giving you accurate angles. This Thread is important in 12-7 years of age due to a lack of intellectual engagement.

This research explores pay attention to relationship between space and learning environment on achievement. The findings showed significant relationship between academic success and educational environment exists also between academic success and perceived student learning, student perceptions of teachers, student perceptions of school climate and student perceptions of social conditions but it is significant relationship between academic achievement and student perceptions of their academic ability was not statistically significant. Correlation matrix between components indicate strong positive correlation between them.

In many cases, the research related to effective learning environment such as the availability of space and educational facilities, space density, thermal control, lighting, ventilation, noise, safety and arrangement of training equipment on the

interaction, the success of student's satisfaction have been studied.

Khoshgoftar and Ahmadi (2014) showed development of physical environment, equipment and technology, education, perceptions and attitudes of teachers and students in teaching and learning is effective. Earthman (2004) concluded that students learn best with their time to admit that, in fact, it affects quality of education.

Alikhani & Mehrmohamadi (2004) showed that teachers in schools are having free class, adequate opportunity to discuss, comment on and even most of students have expressed opposite opinion, ability, confidence, enthusiasm, motivation learning and increased student achievement. Vining's research (2006) in West Philadelphia revealed that at school, in order to examine the effects of indoor and outdoor school on student achievement and attitude. The study results reveal the impact of indoor and outdoor design school spirit, mind and attitude of students that interior space of physiological state and mental state of the person using it will affect.

While a negative atmosphere in the interest of science education, achievement motivation and academic success of students seeking to reduce (Alikhani & Mehrmohamadi,2004). Mortazavi and Kazemi (1997) showed in study of more successful students and students who have more positive attitude towards their learning environment, better educational facilities to find and evaluate. The results also show positive correlation exists between school and perception of being rejected (Tabatabaeeian & Abedi, 2011).

Pimparyon (2000) describes learning environment in which students gather anywhere and at any time there are several factors that have share of learning.

Stern and Pace showed that learning environment with emphasis, stress, procedures and policies, rewards and values are described in the classroom or school, it refers to

environmental community (Fallah Kheiri Langroodi et al., 2012).

Meyer (1968) found that students in close queries are less likely to express their views and learning are passive role (Alikhani & Mehrmohamadi, 2004).

Zins (2007) believed that the warm and friendly learning environment that is warm and empathic emotional communication between students and teachers together contributes to strengthen and develop emotional competence - social empathy and good social relationships with others and others will identify and manage their emotions.

The atmosphere is warm and empathic schools, along with emotional competence can affect academic success. Controlled environment and lack of growth capacity within intimate relationships and a sense of competence are (Maddux, 2002). It can be seen that results of present study confirm findings in other words, research indicates that between space and learning environment on academic achievement is positively correlated. The following suggestions are offered;

-A happy, safe and peaceful environment to physical environment of schools .

-Teachers try their own relationships with their students better and more intimate as well as respectful .

-Administrators, teachers and leaders by providing diverse opportunities to learn, to enjoy learning for students .

-Teachers to appeal to different learning and teaching techniques, educational technology use .

-Authorities with standards and competitive exams to students' perceptions of their academic abilities help.

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