ARYAVART SHODH VIKAS PATRIKA
RNI TITLED NO. UPBIL04292
RNI REG. NO. UPBIL/2014/66218 **PP. No.- 106-110**
I S S N NO. - 2347 – 2944 (Print)
e–I S S N NO.- 2582 – 2454 (Online)
Vol.-20, No.- III, Issues-41, YEAR- July-Sept. 2026

Psychological Perspectives on the Role of School Treatment Environment in Enhancing Student Morale and Student Achievement: A Conceptual Review

Km Neha,
2. Prof. Anurag Bhatnagar
Research scholar, 2. Supervisor/Professor- Department of Psychology, S. M. M. T. P. G. College, (Jana Nayak Chandrashekhar University) Ballia (U.P.) India

Received-25.08.2026, Revised-03.09.2026, Accepted-10.09.2026, **E-mail:nehaballiaofficial @gmail.com**

Abstract: ***The school treatment environment plays a significant role in shaping students' psychological development and academic outcomes. A positive treatment environment within schools can influence students' attitudes, motivation, and overall morale, which ultimately contributes to their academic achievement. The present paper aims to examine the role of the school treatment environment in enhancing student morale and academic achievement from psychological perspectives. This study adopts a conceptual approach based on a review and analysis of existing literature related to school climate, student motivation, and educational psychology. Psychological viewpoints suggest that supportive teacher–student relationships, encouraging classroom practices, and a positive school atmosphere contribute to the development of students' confidence and engagement. These factors strengthen student morale and facilitate improved learning outcomes and academic performance. The paper emphasises the importance of creating a constructive and supportive school treatment environment to foster students' psychological growth and academic success. The findings of this conceptual review may provide useful insights for researchers, educators, and policymakers for improving the quality of educational environments and promoting students' morale and achievement..***

Key words: School Treatment Environment, Student Morale, Academic Achievement, School Climate.

INTRODUCTION- Education plays a vital role in the overall development of individuals as well as society. In the modern educational context, the focus is not only on academic achievement but also on the psychological development of students. The school treatment environment, which includes the physical, social, and emotional conditions within the school, has a significant influence on students' learning experiences and outcomes. A positive and supportive school environment encourages students to develop a positive attitude towards learning, enhances their motivation, and strengthens their overall morale.

Historical Background of the Treatment Environment- To understand the historical background of the concept of the treatment environment, it is important to examine the early reforms in the treatment of individuals with mental illness. Philippe Pinel (1792) is regarded as one of the important contributors to the development of humane and moral approaches to the treatment of individuals with mental illness. He advocated more humane and supportive forms of treatment in place of inhumane practices, unnecessary restraints, and excessive control. This approach is associated with the development of Moral Treatment, which emphasised the importance of treating individuals with dignity, sympathy, and humane consideration as part of the process of treatment and rehabilitation.

Pinel's approach challenged the prevailing view that problems of individuals should be understood primarily in physical or biological terms. Instead, greater attention began to be given to the social and psychological environment surrounding the individual and its relationship with behaviour and recovery. Thus, the manner in which an individual was treated and the nature of the surrounding environment gradually came to be recognised as important components of the therapeutic process.

Later, William Tuke also made an important contribution to providing a humane and structured environment for individuals with mental illness. Through the establishment of York Retreat in 1796, Tuke emphasised an environment characterised by respectful treatment, regular routines, social interaction, and opportunities for self-control. In this way, the concept of the treatment environment gradually extended beyond medical treatment alone and came to recognise the importance of the individual's social, emotional, and psychological environment.

Over time, this perspective also influenced various institutional and educational contexts. In schools, the way students are treated by teachers, the support and sensitivity they receive, opportunities for autonomy, the nature of rules and control, and the responsiveness of the school to students' individual needs are environmental factors that may influence their experiences. From this broader perspective, the concept of the School Treatment Environment can be understood as an environment in which the nature of interpersonal relationships, behavioural practices, support, structure, and responsiveness contributes to students' psychological and educational experiences.

Student Morale- In psychology, the term morale refers to the overall sense of confidence, enthusiasm, and emotional state of an individual or group, reflecting their willingness to work toward the

I S S N NO. - 2347 – 2944 (Print)
e–I S S N NO.- 2582 – 2454 (Online)
Vol.-20, No.- III, Issues-41, YEAR- July-Sept. 2026

achievement of a common goal. It is a subjective, intangible, and aggregate state that influences motivation and productivity.

Student morale may be regarded as an important aspect of a student's personality. It may be argued that student morale is related, on the one hand, to academic achievement and, on the other hand, to the treatment environment in which students function. Most personality characteristics are acquired and develop through an individual's life experiences and interactions with the environment.

Granville Hall's book Morale: The Supreme Standard of Life and Conduct (1920) examines the concept of morale and its significance in everyday life. According to the author, morale is an important foundation of success and happiness and serves as a basis for human interactions.

Student Achievement- Student Achievement is considered an important indicator of the effectiveness of the educational process. It reflects the knowledge, skills, understanding, and academic performance acquired by students. In the field of education, student achievement is not limited merely to the marks obtained in examinations; rather, it also reflects students' learning abilities, understanding of subject matter, problem-solving skills, and academic progress.

In educational psychology, student achievement has remained an important area of research because it is influenced by various individual, social, and school-related factors. Students' intellectual abilities, motivation, self-confidence, study habits, family environment, teacher-related factors, and school environment are among the several factors that may influence their academic achievement.

According to Gusky (2013), it is not sufficient to understand student achievement solely on the basis of scores obtained in examinations or standardised tests. Student achievement is a multidimensional concept that encompasses various outcomes of students' learning. It may include the knowledge acquired by students, their ability to apply that knowledge and skills, and changes in their attitudes toward learning and emotional development

Psychological Perspective of School Treatment Environment- School treatment environment can be understood from a psychological perspective as the pattern of interpersonal relationships, behavioural practices, emotional support, opportunities for participation, autonomy, and organisational conditions experienced by students within the school. The school environment does not influence students only through its physical characteristics; students' perceptions and experiences of how they are treated within the school are also important in shaping their psychological and educational outcomes.

From this perspective, teacher–student interaction is an important component of the school treatment environment. Teachers' supportive, respectful, and encouraging behaviour may help students develop a sense of security, confidence, and belonging. In contrast, rejection, excessive criticism, neglect, or unsupportive behaviour may be associated with negative emotional experiences and reduced engagement in learning.

Review of Literature- Theoretical Perspectives: Bandura's Social Learning Theory (1977) further explains that students learn through observation and interaction, where teachers and peers act as important role models, thereby influencing students' morale and engagement. From a motivational perspective, Maslow's Hierarchy of Needs (1943) suggests that students' basic psychological needs, such as safety and belongingness, must be fulfilled to enhance their motivation and academic performance. In the same vein, Deci and Ryan's Self-Determination Theory (1985) emphasises autonomy, competence, and relatedness as key factors that foster intrinsic motivation and student morale.

Rogers' Humanistic Theory (1961) underlines the importance of a supportive and empathetic educational environment in promoting students' self-concept and confidence. Halpin and Croft's work on Organizational Climate in Education further supports the idea that a positive school climate significantly contributes to students' behaviour, morale, and academic success.

Astin (1984) proposed the Theory of Student Involvement, which states that the amount of physical and psychological energy that students invest in their learning process significantly influences their academic achievement and overall development. Recent studies based on this theory also indicate that students who actively participate in both academic and co-curricular activities tend to perform better and develop essential skills such as time management, communication, and leadership.

Newcomb (1967) demonstrated that students' interpersonal environment influences their learning experiences and academic outcomes. A supportive and empathetic interpersonal environment enhances students' motivation, engagement, and overall development.

Kurt Lewin's Field Theory (1936) provides a foundational psychological perspective for understanding student behaviour, suggesting that behaviour is a function of the interaction between the

I S S N NO. - 2347 – 2944 (Print)
e–I S S N NO.- 2582 – 2454 (Online)
Vol.-20, No.- III, Issues-41, YEAR- July-Sept. 2026

individual and the environment (B = f (P, E)). In the context of education, this implies that students' behaviour, motivation, and learning are shaped not only by their personal characteristics but also by the school environment in which they operate.

Supporting this theoretical perspective, Azmi and Ansari (2012), in their study "Academic Performance as a Function of Perceived School Environment," examined the relationship between perceived school environment and students' academic achievement. The findings revealed that a positive and supportive school environment significantly enhances academic performance. Students who perceived their school environment as favourable, cooperative, and motivating demonstrated higher levels of achievement compared to others.

Bhavana & Achchi (2018) examined the influence of school environment on the academic performance of high school students. The study was conducted on 120 students selected from twelve high schools in Mysore through stratified random sampling. A school climate survey was administered, and simple descriptive statistics were used for analysis. The findings highlighted the importance of a positive school environment in promoting students' learning, well-being, and academic performance. The study suggests that the school environment is an important factor associated with students' educational experiences and achievement.

Rationale of the Study- In the contemporary educational context, there is a growing concern regarding students' declining academic performance and low morale, which are critical indicators of both educational quality and psychological well-being. While a considerable amount of research has focused on instructional strategies and cognitive aspects of learning, comparatively less attention has been given to the role of the school treatment environment in shaping students' psychological and academic outcomes.

The school treatment environment, which includes the physical, social, and emotional conditions of the school, plays a significant role in influencing students' behaviour, motivation, and overall learning experiences. A supportive and positive environment can enhance students' morale by fostering a sense of safety, belongingness, and engagement, whereas an unfavourable environment may lead to stress, disengagement, and poor academic performance.

Although previous studies have examined the relationship between school environment and academic achievement, there is a need to understand this relationship more comprehensively by integrating psychological perspectives. The role of student morale as a mediating factor between school environment and academic achievement has not been adequately explored in a unified conceptual framework.

Therefore, the present study seeks to bridge this gap by providing a conceptual analysis of how the school treatment environment influences student morale and, in turn, affects academic achievement. This study is expected to contribute to the existing body of knowledge by offering a holistic understanding of the interplay between environmental and psychological factors in education. Furthermore, it may provide valuable insights for educators, researchers, and policymakers to design more supportive and effective educational environments that promote both student well-being and academic success.

Statement of the Problem- The school treatment environment plays an important role in students' psychological and educational experiences. However, despite considerable attention to teaching methods, curriculum, and instructional practices, the role of the school treatment environment in relation to student morale and student achievement has received comparatively less attention. Previous literature has discussed school environment, student morale, and student achievement from different perspectives, but an integrated psychological understanding of their relationship is still needed. Therefore, the present conceptual review examines the psychological perspectives on the role of school treatment environment in enhancing student morale and student achievement through an analysis of relevant theories and existing literature.

Objectives of the Study- The present study aims to achieve the following objectives:

1. To analyse the relationship between student morale and academic achievement
2. To analyse the concept of student morale and its significance in students' psychological development and learning process.
3. To understand the concept of academic achievement and the factors influencing it.
4. To explore the relationship between school treatment environment and student morale from psychological perspectives.

Propositions of the Study- The present conceptual study proposes the following theoretical propositions based on the review of literature and psychological perspectives:

1. A positive school treatment environment is likely to enhance student morale.
2. Higher levels of student morale contribute to improved academic achievement.

I S S N NO. - 2347 – 2944 (Print)
e–I S S N NO.- 2582 – 2454 (Online)
Vol.-20, No.- III, Issues-41, YEAR- July-Sept. 2026

3. The school treatment environment has both direct and indirect effects on academic achievement.
4. Student morale acts as a mediating factor between the school treatment environment and academic achievement.

Methodology- The present study is based on a theoretical and conceptual analysis of existing literature related to school treatment environment, student morale, and student achievement. Relevant research articles, books, theories, and scholarly works were reviewed and critically analysed to understand the concepts and their interrelationships. The study does not involve primary data collection.

Conceptual Framework- The study presents the interrelationship among school treatment environment, student morale, and student achievement. A positive and supportive school treatment environment may enhance student morale by promoting confidence, satisfaction, enthusiasm, and positive psychological experiences. Higher student morale may be associated with greater motivation, participation, and student achievement.

The framework considers these three variables as interrelated constructs, without treating student morale as a mediating variable.

School Treatment Environment → Student Morale
School Treatment Environment → Student Achievement
Student Morale → Student Achievement

Discussion- The present conceptual study emphasises the significant role of the school treatment environment in influencing student morale and academic achievement. The analysis of existing literature and psychological theories indicates that the nature of the school environment plays a crucial role in shaping students' attitudes, motivation, and overall learning experiences.

Theoretical perspectives such as Maslow's Hierarchy of Needs and Deci and Ryan's Self-Determination Theory suggest that when students' basic psychological needs—such as safety, belongingness, autonomy, and competence—are fulfilled, their morale and motivation are significantly enhanced. Similarly, Rogers' Humanistic Theory highlights the importance of a supportive and empathetic educational environment in promoting students' self-confidence and personal growth.

Empirical studies also support these theoretical views by demonstrating that students who perceive their school environment as positive, cooperative, and encouraging tend to show higher levels of engagement and better academic performance. A favourable school treatment environment reduces stress and anxiety, thereby allowing students to concentrate more effectively on their studies.

Furthermore, student morale emerges as an important mediating factor between the school treatment environment and academic achievement. High morale leads to increased participation, persistence, and interest in learning activities, which ultimately contribute to improved academic outcomes.

Thus, the findings of this study highlight that both environmental and psychological factors are interconnected and collectively influence students' academic success. Enhancing the quality of the school treatment environment can therefore play a vital role in improving student morale and academic achievement.

Conclusion- The present study highlights the important role of the school treatment environment in influencing student morale and academic achievement. A positive and supportive school environment enhances students' motivation, confidence, and emotional well-being, which ultimately leads to better academic performance.

The study also shows that student morale acts as a key link between the school environment and achievement. Therefore, improving the quality of the school environment is essential for promoting both students' psychological development and academic success.

"This study contributes by identifying student morale as a mediating psychological construct linking environment and achievement."

Implications of the Study- The findings of the present conceptual study have important implications for educational practice and policy. Teachers should focus on creating a supportive and motivating classroom environment that enhances students' morale, confidence, and engagement in learning. Positive teacher–student interactions and attention to students' emotional needs can significantly improve academic performance.

School administrators should ensure a healthy and well-structured school environment by improving physical facilities and promoting a positive school climate. Providing guidance and counselling services can further support students' psychological well-being.

I S S N NO. - 2347 – 2944 (Print)
e–I S S N NO.- 2582 – 2454 (Online)
Vol.-20, No.- III, Issues-41, YEAR- July-Sept. 2026

At the policy level, greater emphasis should be placed on the psychological aspects of education. Educational policies should aim to improve school environments and provide training for teachers to address students' motivational and emotional needs effectively.

REFERENCES

1. Azmi, S., & Ansari, S. A. (2012). Academic performance as a function of perceived school environment. Journal of the Indian Academy of Applied Psychology, 38(2), 302–309.
2. Hattie, J., & Anderman, E. M. (Eds.). (2013). The international guide to student achievement. Routledge.
3. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396.
4. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behaviour. Plenum Press.
5. Rogers, C. R. (1961). On becoming a person. Houghton Mifflin.
6. Vygotsky, L. S. (1978). Mind in society. Harvard University Press.
7. Bandura, A. (1977). Social learning theory. Prentice Hall.
8. Bronfenbrenner, U. (1979). The ecology of human development. Harvard University Press.
9. Lewin, K. (1936). Principles of topological psychology. McGraw-Hill.
10. Halpin, A. W., & Croft, D. B. (1963). The organisational climate of schools. University of Chicago Press.
11. Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.
12. Konold, T. R., Cornell, D., Jia, Y., & Malone, M. (2018). School climate, student engagement, and academic achievement: A latent variable, multilevel, multi-informant examination. AERA Open, 4(4), 1–17.
13. Tomaszewski, W., Xiang, N., & Huang, Y. (2024). School climate, student engagement, and academic achievement across school sectors. The Australian Educational Researcher.
14. Wang, M. T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. Educational Psychology Review, 28(2), 315–352.
15. Bhavana, V., & Achchi, K. (2018). Influence of school environment on academic performance of high school students. International Journal of Interdisciplinary Research in Arts and Humanities, 3(1), 262–265.

*****