

## **A STUDY ON SCHOOL ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS**

**M. Tamil Tharagai, Dr. L. George Stephen,**

<sup>1</sup>Part time Ph.D Scholar, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Gangaianman Koil Street  
Karapakkam, Chennai - 600 097

<sup>2</sup>Assistant Professor, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Gangaianman Koil Street  
Karapakkam, Chennai - 600 097

### **Abstract**

School environment includes all the components that contribute to create an environment in teaching-learning process both physical and non-physical. The present study the significance difference of higher secondary school students towards school environment in Cuddlare district of Tamilnadu state. Data for the study were collected using School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consists of 600 standard XI and XII students. For analyzing data 't' test and F test were the statistical techniques used. Finding shows that there is a average level of school environment of higher secondary school students towards gender, resident of the student, father's qualifications, mother's qualifications, father's occupation and mother's occupation. The result of the study revealed that there was a no significant influences on school environment with respect to the variables gender, resident of the student, father's qualification such as 10vs12, 10vsPG, 12vs UG, 12vsPG, mother's qualifications, father's occupation and mother's occupation. There is a significant influences exists between father's qualification such as 10 vs UG and UG s PG of higher secondary school students towards school environment.

### **Introduction**

Education is an essential factor for effective development of any country like India. The quality of education not only depends on teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment. School environment, additionally called school climate, refers to the design and feel of a school. However students feel in school will influence how sure-fire they're. A school's setting is commonly tormented by its values, rules, safety, and discipline policies. a school setting is loosely characterised by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that have an effect on students. .Supportive school environments have a meaning influence on student outcomes.

School environment consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects and method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school (Mgbodile 2014). Belanger (2006) on writing on the importance of learning environment states that people's educational life histories are influenced not only by environment where they live or learn. Nwizu (2013) warned that the environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It has also been generally agreed that the quality of learning is markedly influenced by environmental and organizational factors.

The school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favourable school environment enriched with enough learning facilities and favourable climate make students more comfortable, more concentrated on their academic activities.

School environment includes all the components that contribute to create an environment in teaching learning process. Faulkner, et al. (2005) state that learning environment consists of both

physical and non-physical (social, psychosocial, cultural) environments that exist in learning situation. It cannot be only physical side to explain environment issue. It also includes non-physical components such as social interaction at school that involves all the school members. Hainš, et al. (2008) explain that an environment of the students learning encompasses a whole range of variables in the area of psychological, pedagogical, and cultural research. In other words, school environment is an integration all the school elements in influencing the situation of learning activities.

### **Significances of the study**

This study is expected to be the reference other researchers and readers who focus their study on the topic related to the school environment, students' interest or the relationship between school environment and students' interest. Practically, by examining school environment, stage holder and teachers can be more aware to find out the need of students in learning process both physical and psychological. Moreover, by measuring students' interest teacher will be easier to observe the preference of the students. In addition, this study is beneficial for school to develop their educational system in order to compete strictly facing the high demand of globalization era.

### **Definition of School Environment**

School members such as teachers, students, administrators, etc. need a supportive environment at school to support them dealing with their duties. Lamerle (2005) states that school environment is the workplace of school community which should be in a good support to help them do a great job. Apparently, poor working environment at school is caused of the bad environment the school provides. According to Mick Zais cited by Lawrence (2012), school environment means the level to which educational institution settings promote student safety and student health. The school settings may include the physical plant, the academic environment, the mental health services, the adequacy of disciplinary procedures that have been supported by relevant research and an assessment of validity. However, school environment not only includes the services and facilities the school provides, but also includes the relationship between student and student; student and teacher. Ajayi cited by Mege (2014) argues that school environment includes classroom, library, technical workshop, relation between student and student, and the way teacher teach students in the classroom. Thus, the interaction among students, teachers, and other members of school can be considered as the school environment factors.

## **Materials and methods**

### **Study Design**

This study was descriptive research design conducted at Cuddalore district at Tamilnadu. A total of 600 higher secondary school students (271 male, 329 female) participated in the study. The data collection was done during periods of a months. The purpose and nature of the study were explained and informed.

### **Statistical Analysis**

Data was coded, entered, cleaned and analysed using SPSS statistical software package version 22. For the data analysis, descriptive statistics including frequency, mean and standard deviation. Student's t-test and F test was used to compare mean test anxiety scores. Appropriate statistical analysis were carried out according to the study variables. The significance level was chosen as ( $p < 0.05$ ).

### **Objectives of the study**

1. To find out the level of School environment of higher secondary school students.
2. To find out the difference if any between the following higher secondary school students in respect of their school environment
  - a) Gender : Male / Female
  - b) Resident of the Student : Urban (City) / Rural (Village)
  - c) Father's Qualification :
  - (i) 10<sup>th</sup> and 12<sup>th</sup>
  - (ii) 10<sup>th</sup> and UG
  - (iii) 10<sup>th</sup> and PG
  - (iv) 12<sup>th</sup> and UG

- (v) 12<sup>th</sup> and PG
- (vi) UG and PG
- d) Mother's Qualification :
  - (i) 10<sup>th</sup> and 12<sup>th</sup>
  - (ii) 10<sup>th</sup> and UG
  - (iii) 10<sup>th</sup> and PG
  - (iv) 12<sup>th</sup> and UG
  - (v) 12<sup>th</sup> and PG
  - (vi) UG and PG
- e) Father's Occupation :
  - (i) Government and Private
  - (ii) Government and Own job
  - (iii) Private and Own job
- f) Mother's Occupation :
  - (i) Government and Private
  - (ii) Government and Own job
  - (iii) Private and Own job

### **Hypotheses of the Study**

1. The level of school environment of higher secondary school students is high.
2. There is a significant difference if any between the following higher secondary school students in respect of their school environment
  - a) Gender : Male / Female
  - b) Resident of the Student : Urban (City) / Rural (Village)
  - c) Father's Qualification :
    - (i) 10<sup>th</sup> and 12<sup>th</sup>
    - (ii) 10<sup>th</sup> and UG
    - (iii) 10<sup>th</sup> and PG
    - (iv) 12<sup>th</sup> and UG
    - (v) 12<sup>th</sup> and PG
    - (vi) UG and PG
  - d) Mother's Qualification :
    - (i) 10<sup>th</sup> and 12<sup>th</sup>
    - (ii) 10<sup>th</sup> and UG
    - (iii) 10<sup>th</sup> and PG
    - (iv) 12<sup>th</sup> and UG
    - (v) 12<sup>th</sup> and PG
    - (vi) UG and PG
  - e) Father's Occupation :
    - (i) Government and Private
    - (ii) Government and Own job
    - (iii) Private and Own job
  - f) Mother's Occupation :
    - (i) Government and Private
    - (ii) Government and Own job
    - (iii) Private and Own job

### **Descriptive Analysis**

**TABLE 1**  
**DESCRIPTIVE STATISTICS FOR SCHOOL ENVIRONMENT SCORES OF HIGHER**  
**SECONDARY SCHOOL STUDENTS**

Categories	Sub-Samples	N	Mean	S.D	Mean Score
	<b>Entire Sample</b>	<b>600</b>	<b>215.33</b>	<b>62.76</b>	152.57 and 278.09
Gender	Male	271	215.50	62.47	Average
	Female	329	215.26	62.95	
Resident of the student	Urban	388	216.77	63.34	Average
	Rural	212	213.76	62.96	
Father's Qualification	10 <sup>th</sup>	109	224.44	67.04	Average
	12 <sup>th</sup>	224	213.92	60.40	
	UG	135	201.54	60.74	
	PG	132	224.30	63.02	
Mother's Qualification	10 <sup>th</sup>	99	225.68	59.25	Average
	12 <sup>th</sup>	145	218.17	62.62	
	UG	135	211.26	63.41	
	PG	221	211.32	63.77	
Fathers Occupation	Government	245	214.21	60.85	Average
	Private	224	213.97	64.05	
	Own job	131	219.77	64.33	
Mothers Occupation	Government	213	208.67	62.90	Average
	Private	163	217.46	66.35	
	Own job	224	220.12	59.61	

In this study, based on normal curve of higher secondary school students secured scores in between 152.57 and 278.09 ( $-1\sigma$  to  $+1\sigma$ ) are classified as having average level of school environment. In the table 1 shows the school environment mean and standard deviation values. The calculated mean values are less than 278.09 and more than 152.57. Therefore, it is found that the higher secondary school students irrespective of their gender, resident of the student, father's qualifications, mothers qualifications, father's occupation and mother's occupation have average level of school environment.

#### Differential Analysis

**TABLE 2**  
**'t' TEST VALUES FOR SCHOOL ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON GENDER**

Gender	N	Mean	SD	't' Value	Remarks
Male	271	215.50	62.47	0.042	Not Significant
Female	329	215.26	62.95		

(Level of Significance: 0.05)

From the above Table 2 reveals the mean, standard deviation and 't' values of male and female higher secondary school students on school environment. The calculated 't' value is 0.042, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis no 2 (a) is rejected and null hypothesis is accepted. Further it is found that the male and female higher secondary school students do not differ significantly in their school environment.

**TABLE 3**  
**'t' TEST VALUES FOR SCHOOL ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON RESIDENT OF THE STUDENT**

Resident of the student	N	Mean	SD	't' Value	Remarks
Urban	388	216.77	63.34	0.483	Not Significant
Rural	212	213.76	62.96		

(Level of Significance: 0.05)

From the above Table 3 reveals the mean, standard deviation and 't' values of urban and rural higher secondary school students on school environment. The calculated 't' value is 0.483, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis no 2 (b) is rejected and null hypothesis is accepted. Further it is found that the urban and rural resident of student of higher secondary school students do not differ significantly in their school environment.

**TABLE 4**  
**'t' TEST VALUES FOR SCHOOL ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON FATHERS QUALIFICATION AND ITS SUB SAMPLES**

Fathers qualification	N	Mean	SD	't' Value	Remarks
10 <sup>th</sup>	109	224.44	67.04	1.438	Not Significant
12 <sup>th</sup>	224	213.92	60.40		
10 <sup>th</sup>	109	224.44	67.04	2.795	Significant
UG	135	201.54	60.74		
10 <sup>th</sup>	109	224.44	67.04	0.017	Not Significant
PG	132	224.30	63.02		
12 <sup>th</sup>	224	213.92	60.40	1.877	Not Significant
UG	135	201.54	60.74		
12 <sup>th</sup>	224	213.92	60.40	1.540	Not Significant
PG	132	224.30	63.02		
UG	135	201.54	60.74	3.004	Significant
PG	132	224.30	63.02		

(Level of Significance: 0.05)

Table 4 further reveals the school environment mean, standard deviation and 't' values of higher secondary school students based on their fathers qualification. The higher secondary school students based on their fathers qualification whose fathers qualification are between 10<sup>th</sup> and UG, UG and PG differ significantly in their school environment as the calculated 't' value is 2.795 and 3.004 which is greater than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis no 2 c (ii) and (vi) is accepted and null hypothesis is rejected. But in the case of other higher secondary school students based on their fathers qualification whose fathers qualification are between 10<sup>th</sup> and 12<sup>th</sup>, 10<sup>th</sup> and PG, 12<sup>th</sup> and UG, 12<sup>th</sup> and PG do not differ significantly in the school environment as calculated 't' values is 1.438, 0.017, 1.877 and 1.540 which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypotheses no 2 c (i) (iii) (iv) and (v) are rejected and null hypotheses are accepted.

**TABLE 5**  
**'t' TEST VALUES FOR SCHOOL ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON MOTHER S QUALIFICATION AND ITS SUB SAMPLES**

Mothers qualification	N	Mean	SD	't' Value	Remarks
10 <sup>th</sup>	99	225.68	59.25	0.941	Not Significant
12 <sup>th</sup>	145	218.17	62.62		
10 <sup>th</sup>	99	225.68	59.25	1.767	Not Significant
UG	135	211.26	63.41		
10 <sup>th</sup>	99	225.68	59.25	1.903	Not Significant
PG	221	211.32	63.77		
12 <sup>th</sup>	145	218.17	62.62	0.916	Not

UG	135	211.26	63.41	1.012	Significant
12 <sup>th</sup>	145	218.17	62.62		Not Significant
PG	221	211.32	63.77		Significant
UG	135	211.26	63.41	0.009	Not Significant
PG	221	211.32	63.77		Significant

(Level of Significance: 0.05)

Table 5 further reveals the school environment mean, standard deviation and 't' values of higher secondary school students based on their mothers qualification are between 10<sup>th</sup> and 12<sup>th</sup>, 10<sup>th</sup> and UG, 10<sup>th</sup> and PG, 12<sup>th</sup> and UG, 12<sup>th</sup> and PG and UG and PG as the calculated 't' value is 0.941, 1.767, 1.903, 0.916, 1.012 and 0.009 which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis no 2 (d) (i) (ii) (iii) (iv) (v) and (vi) is rejected and null hypothesis is accepted. It is found that the higher secondary school students do not differ significantly in their school environment irrespective of their mother's qualification.

**TABLE 6**

**'t' TEST VALUES FOR SCHOOL ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON FATHERS OCCUPATION AND ITS SUB SAMPLES**

Fathers Occupation	N	Mean	SD	't' Value	Remarks
Govt	245	214.21	60.85	0.041	Not Significant
Private	224	213.97	64.05		Significant
Govt	245	214.21	60.85	0.827	Not Significant
Own job	131	219.77	64.33		Significant
Private	224	213.97	64.05	0.822	Not Significant
Own job	131	219.77	64.33		Significant

(Level of Significance: 0.05)

Table 6 further reveals the school environment mean, standard deviation and 't' values of higher secondary school students based on their fathers occupation are between govt and private, govt and own job and private and own job as the calculated 't' value is 0.041, 0.827 and 0.822 which is not significant at 0.05 level of significance. Therefore, the research hypothesis no 2 (e) (i) (ii) (iii) is rejected and null hypothesis is accepted. It is found that the higher secondary school students do not differ significantly in their school environment irrespective of their father's occupation.

**TABLE 7**

**'t' TEST VALUES FOR SCHOOL ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON MOTHERS OCCUPATION AND ITS SUB SAMPLES**

Mothers Occupation	N	Mean	SD	't' Value	Remarks
Govt	213	208.67	62.90	1.311	Not Significant
Private	163	217.46	66.35		Significant
Govt	213	208.67	62.90	1.953	Not Significant
Own job	224	220.12	59.61		Significant
Private	163	217.46	66.35	0.412	Not Significant
Own job	224	220.12	59.61		Significant

(Level of Significance: 0.05)

Table 7 further reveals the school environment mean, standard deviation and 't' values of higher secondary school students based on their mothers occupation are between govt and private, govt and own job and private and own job as the calculated 't' value is 1.311, 1.953 and 0.412 which is not significant at 0.05 level of significance. Therefore, the research hypothesis no 2 (f) (i) (ii) (iii) is rejected and null hypothesis is accepted. It is found that the higher secondary school

students do not differ significantly in their school environment irrespective of their mother's occupation.

#### **Tool used for the study**

An adapted version of the School Environment Inventory (SEI) originally developed by Dr. Karuna Shankar Mishra (2002) was used for measuring the perception of students about the school ecology.

#### **School Environment**

The tool used in the present study to measure the school environment an adapted version of School Environment Inventory (SEI) was used to measure the various aspects of school ecology as perceived by students. The original tool was developed by Dr. Karuna Shankar Mishra (2002) which measures the psycho-social environment of schools as perceived by students. In the original tool, there are 90 items.

#### **Scoring Procedure of the School Environment**

At first, the researcher sifted through the relevant literature to find a suitable tool that could aptly measure all the aspects of school ecology. However, the researcher could not find one single tool that could suffice the purpose. Hence, the researcher and her research guide decided upon adapting the School Environment Inventory developed by Dr. Karuna Shankar Mishra (2002) after getting the responses from the experts, 10 items for each dimension were retained and were added to the original inventory. Thus, the adapted version of the inventory consisted of 90 items.

The items of the inventory are to be responded within the booklet itself. The five alternative responses are provided against all the items of the inventory that indicate the frequency of an event. The marks assigned to these five responses are as follows: 4 marks to Always, 3 marks to Often, 2 marks to Sometimes, 1 marks to Rarely and 0 to Never.

#### **Suggestions**

- Educational institution such a school should provide proper environment for supporting students to achieve their goal in learning process. Physical environment such as school facilities, building condition and learning tools take important part to support the quality of learning process. School as the educational institution is expected to fulfill all the need of students concerning this issue.

#### **Recommendations**

- The government should take initiative to improve libraries and laboratories in all institutions.
- A full time librarian and lab assistance should be appointed in all schools.
- Co-curricular activities like discussion, seminar, and exhibitions should be organized in schools.
- Guidance and counselling centres should be started in schools so that the students can be helped to solve their educational problems.
- Teachers should adopt effective methods of teaching so that the students may develop interest in the subject.
- Government and proprietors of schools should provide adequate classroom buildings.
- Government and proprietors of schools should ensure that students are not overcrowded in a particular classroom.

#### **Delimitations of the Study**

- The study was confined to students studying in classes XI and XII.
- The study was conducted in Cuddalore Districts in Tamil Nadu State.
- The study was delimited to the government, private and aided higher secondary schools of Tamilnadu state.
- The study can be generalized for the state level only after conducting a few similar researches in other parts of Tamil Nadu State.

#### **Conclusion**

Environment plays major role in the life of every individual whether a students, teachers, employer or employee. The government and especially the parents are very much concerned with the quality and volume of learning acquired by their children, wards and citizens as this is related to

the quality and quantity of the contribution which the individual can make to his immediate family, community and the nation as a whole.

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