

STUDY OF SCHOOL ENVIRONMENT OF GOVERNMENT AND NON GOVERNMENT SECONDARY SCHOOLS

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ABSTRACT

The present study was conducted on 120 school students to study school environment of government and non government secondary schools. School environment scale developed by Dr. Karuna Shanker Mishra was used for the present study to collect the relevant data. Mean, S.D. and t-test was used to analyze the data. The finding revealed that there was no significant difference between school environment of government and non-government secondary schools. Furthermore it was concluded that there was no significant difference between school environment of government and non-government secondary school students in relation to their gender.

Keywords: Social environment, Optimum development, Child's potentialities, Social-biological unit.

INTRODUCTION

According to Collins English Dictionary (2000) environment means external conditions or surrounding, especially those in which people live and work. Human beings are immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two Environments home and school share an influential space in child's life and there exists a unique juxtaposition between the two. The family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behavior. Next to family, the school is the most important experience in the process of child development. When the Child enters the School arena, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and may have a direct impact can be understood if we devote our research energies to find out the environmental variables that are most effective in promoting optimum development of each child's potentialities.

Environment is the sum of substance and forces external to the organism in such a way that it affects the organism's existence in relation to man, the environment constitute of air, land, water, flora and fauna because these regulate man's life. Environment is a multistage of change. By environment we mean not only our immediate surrounding but also a variety and productivity. So a man has to be aware for his environment or surroundings.

Therefore, awareness and education of is the paramount concern of all the citizens of society. Environment protection starts by creating awareness among the people so that it becomes part of their life style.

MEANING OF SCHOOL ENVIRONMENT

School Environment is the sum total of all the physical, social, emotional and mental factors that contributes to the total teaching learning situation. School environment can also be defined as those school-level variables that relate directly to the school environment, teacher, curriculum, coordinators, principals and also reflects policies created at the school, district, or community level that impact the entire school faculty, parents, and students. School environment can also be defined a as measure of the quality and quantity of cognitive, emotional and social support that has been available to the students during the school life in terms of teacher-pupil interactions. School environment has very important role to impart right type of education to the children. School environment implies all the circumstances, people, things and events that are around the pupils at schools, which influence their lives. It includes sum total of all social, moral, economic, physical and intellectual factors which influence the development of the individual and contribute to teaching learning situations.

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CARTER.V.GOOD (1945) “defined school environment as the environment prescribed by students and its measured on the environment scale.”

OBJECTIVES

1. To study the school environment of government and non government secondary schools.
2. To study the school environment of government and non government secondary students in relation to their gender.

HYPOTHESES

1. There is no significant difference between school environment of government and non government secondary school.
2. There is no significant difference between school environment of government and non government secondary school students in relation to their gender.

METHOD

Survey method was employed for the present study.

SAMPLE

The sample of 120 students was randomly selected from both Govt. and Non Government recognized schools of the Tehsil Jalalabad.

TOOL

A School Environment Scale developed by Dr. Karuna Shanker Mishra was used for the present study.

RESULT AND DISCUSSION**Table 1**

Showing t-ratio between School Environment of Government and Non-Government Secondary Schools

Variables	N	M	SD	SE _d	t-ratio	Level of significance
Government	60	781.41	317.87	53.01	1.20	Not significant at .05 level and .01 level
Non-Government	60	717.66	260.04			

Table 1 shows that t-ratio between government and non-government secondary schools are 1.20. The t value in order to be significant at .05 level and .01 level should be 1.98 and 2.62 respectively. Obtained t value is less than this. Hence the result infers that there exists no significant difference in the school environment of government and non-government secondary schools. Thus the hypothesis 1 that there is no significant difference between school environment of government and non-government secondary schools students is accepted.

Table 2

Showing t-ratio between School Environment of Government and Non-Government Secondary School Students in relation to their Gender

Variables	N	M	SD	SE _d	t-ratio	Level of significance
Male	60	741.25	259.38	53.34	0.31	Not significant at .05 level and .01 level
Female	60	757.83	321.63			

Table 2 shows that t-ratio between mean scores of government and non-government secondary school students in relation to their gender are 0.31. The t value in order to be significant at .05 level and .01 level should be 1.98 and 2.62 respectively and obtained t value is less than this. Hence the result infers that there is no significant difference between school environment of government and non-government secondary school students in relation to their gender. Thus the hypothesis 2 that there exists no significant difference in school environment of government and non-government secondary school students in relation to their gender is accepted.

CONCLUSION

From the above investigation it was concluded that there was no significant difference between school environment of government and non-government secondary schools. The reason may be that now days there are equal facilities and opportunities in government schools as comparative to non-government secondary schools. We found that creative stimulations are equally provided in government secondary schools as comparative to non-government secondary schools.

There was no significant difference between school environment of government and non-government secondary school students in relation to their gender. The reason may be that in this era females are equally ahead comparative to males.

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