



# COMPARATIVE STUDY ON SCHOOL ENVIRONMENT AS PERCEIVED BY BOYS AND GIRLS

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## Abstract:

School is the most important setting for every individual where an individual encounters the world of work for the first time. Schools are fundamental forces in student's development which affect their enthusiasm to learn. Main emphasis is given on developing different skills and concepts i.e. intellectual, moral, social etc. necessary for public proficiency. The most significant factor in schools is the environment existing there. It is a dominant force and plays a crucial role in the all-round development of the children. The present research paper is an attempt to compare the school environment as perceived by the boys and girls. School Environment Inventory developed and standardized by Dr. Kurana Shankar Mishra was administered on 75 boys and 75 girls studying at senior secondary level. The result of the study showed significant difference between boys and girls about school environment.

**Key Words-** School Environment, Boys and Girls

## 1. Introduction:

School plays an imperative role in the life of every individual. School is regarded as a temple of learning where all the students sit together under the same roof and learn from same teacher without any discrimination. School is the most vital educational organization where students are taught to become responsible citizens of the nation.

The existing circumstances in the school affect the life and actions of the students. School environment is the summation of all the organizational factors, prospects and attitudes characterizing the school system. It deeply influences students' personality, accomplishments and values. An open and conducive school environment will enhance student's achievements, inculcates positive attitudes and will help in all round development of personality.

For developing the overall personality of students and to inculcate values among them, it is necessary to make their school environment healthy in which they learn.

## 2. Dimensions of School Environment (Mishra, K.S. 2000):

- 1) Creative Stimulation- It means activities of the teachers which provide situations and opportunities to children to motivate creative thinking.
- 2) Cognitive Encouragement- This refers to behaviour of the teachers to support cognitive development of children by encouraging their activities.
- 3) Permissiveness- It indicates the climate of schools which provide opportunities to the students to state their views freely.
- 4) Acceptance- This means that teachers accept student's feelings and views democratically.
- 5) Rejection- It indicates that teachers do not accord student's freedom.
- 6) Control- This means many restrictions are put on students to manage their activities.

## 3. Operational Definition:

School environment may be defined as the atmosphere prevailed in the school which affects all the aspects of student's life and influences his/her overall personality.

## 4. Review of Literature :

Usaini, M. I. & Bakar. N. A. (2015) examined the effect of school environment on academic performance of students studying at secondary level. The study was carried out in Kuala Terengganu, Malaysia. The sample of the study consisted of 377 respondents selected from four secondary schools through stratified sampling technique. The result of the study showed that students who were studying in schools with proper

facilities, good teachers and congenial environment performed better academically than the students who were studying in schools with improper facilities, less qualified teachers and unsupportive environment.

Jakhar, L. R. & Kaur, S. (2014) studied the relationship between career maturity and school environment of class XI students. The sample consisted of 150 students of Government Senior Secondary Schools of Chandigarh. The finding of the study revealed that there was no significant correlation between career maturity and school environment of class XI students.

Lawrence, A. S. A. & Vimala, A. (2012) carried out a research to know the relationship between school environment and academic achievement of class IX students. The researchers collected the data from 400 students who were selected through stratified random sampling technique. The researchers used self made questionnaire on school environment. The findings of the study indicated low school environment of class IX students and no significant relationship was found between school environment and academic achievement of class IX students.

Surapuramath, K. (2010) carried out a research to know the relationship between school climate and academic achievement of students in mathematics. The sample of 100 teachers and 100 students was selected through random sampling technique. The result showed that there was a significant and positive relationship between school climate and academic achievement of students in mathematics.

Chaturvedi, M. (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. 300 students between the age group of 12-15 years were selected through stratified sampling technique as a sample for the study from various schools of Bhopal. The results showed that school environment significantly affected achievement motivation and academic achievement of young adolescents.

The above studies had shown that school environment significantly affect the student's achievement, motivation etc. so it is imperative to know how boys and girls perceive the school environment.

## 5. Significance of the Study:

In this competitive world where all students are competing with each other for the one or the other thing needs an environment where they can grow their potentials to the maximum extent. It is the duty of the school authorities to provide congenial environment to all the students so that they can exhibit their talents to the fullest. A democratic and motivating school environment encourages cooperation, co-ordination and positive attitudes among the students. So it is imperative to know how students perceived their school environment and what can be done to make it more pleasant.

## 6. Objectives:

- 1) To study the school environment as perceived by the boys and girls.
- 2) To find the difference between boys and girls about six dimensions of school environment i.e. creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

## 7. Hypothesis:

There will be no difference between boys and girls about six dimensions of school environment i.e. creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

## 8. Design of the study:

### 8.1. Sample:

The sample of 150 students (75 boys and 75 girls) was selected through simple random sampling technique from three Government Senior Secondary Schools of Kalaburagi City.

### 8.2. Delimitations:

- 1) The study was delimited to 150 students (75 boys and 75 girls) only.
- 2) The study was delimited to three Government Senior Secondary Schools of Chandigarh.
- 3) The study was further delimited to one variable only i.e. School Environment.

### 8.3. Tool :

School Environment Inventory developed and standardized by Dr. Kurana Shankar Mishra was used for the study.

This tool measured psycho-social climate of schools as perceived by boys and girls.

#### 8.4. Data Collection:

The students were made comfortable by the researcher and purpose of the study was told to them. Their doubts were cleared and hence data was collected by the researcher.

#### 8.5. Statistical Techniques:

Individual scoring of each student was done. Then, the data was analyzed through mean, and t-test.

### 9. Results of the Study:

The has been analyzed based on Objectives:

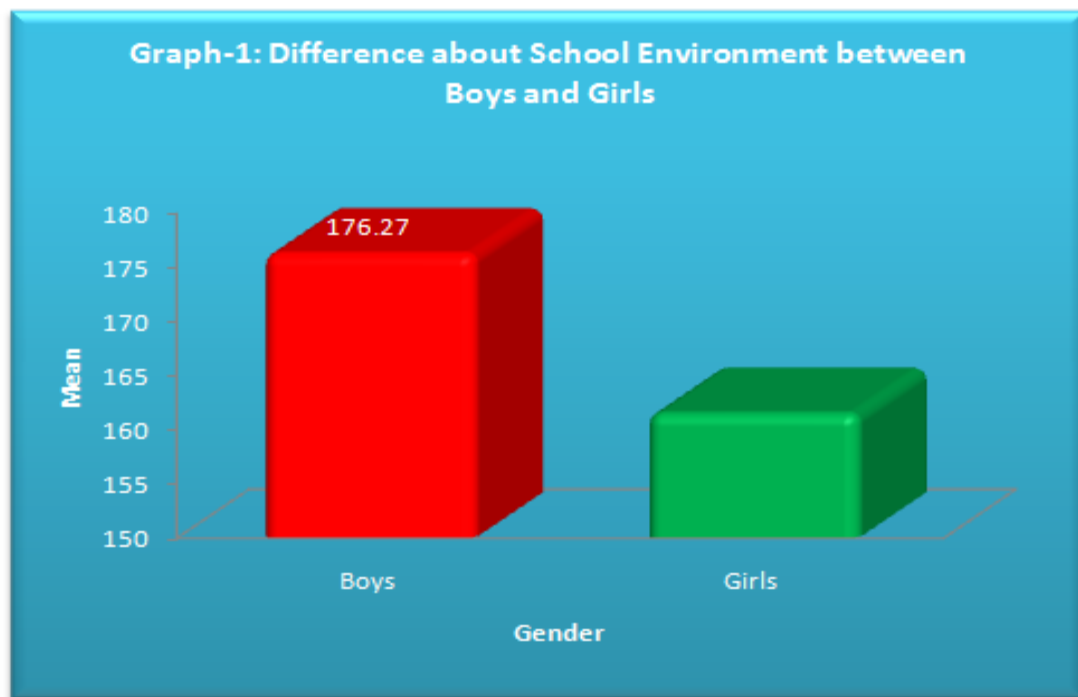
1) **Objective-1:** To study the school environment as perceived by the boys and girls.

**Table No. 1**

**Difference about School Environment between Boys and Girls**

Gende r	N	Mean	t-value	Level of Significance
Boys	75	176.27	2.8	Significant
Girls	75	161.52		

Table no. 1 shows the difference about School Environment between boys and girls. Mean value of boys was calculated 176.27 whereas of girls was 161.52. T-value came out to be 2.8 which is higher than the table value at 0.05 level of significance. Which means the difference is significant.



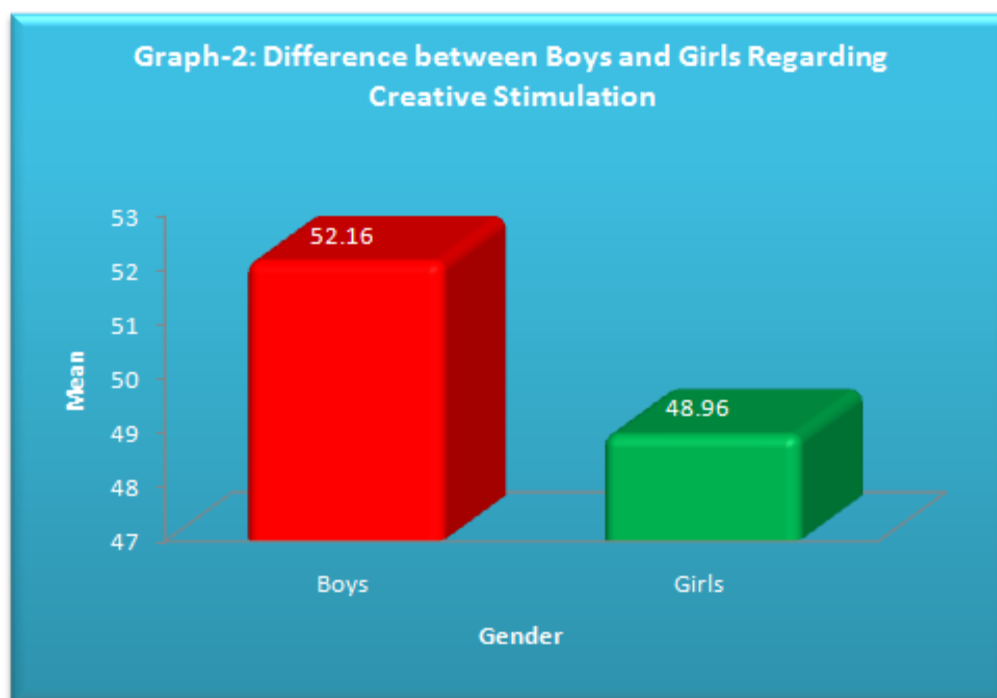
**2) Objective-2: To find the difference between boys and girls about six dimensions of school environment i.e. creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.**

**a) To find the difference between boys and girls about creative stimulation dimension of school environment**

**Table No. - 2**  
**Difference between Boys and Girls Regarding Creative Stimulation**

Gende r	N	Mea n	t- value	Level of Significance
Boys	75	52.16	1.57	Not Significant
Girls	75	48.96		

Table no. 2 shows the difference between boys and girls regarding school environment's first dimension i.e. creative stimulation. The mean score of boys and girls was calculated respectively 52.16 and 48.96. The difference was not significant at the 0.05 level of significance.



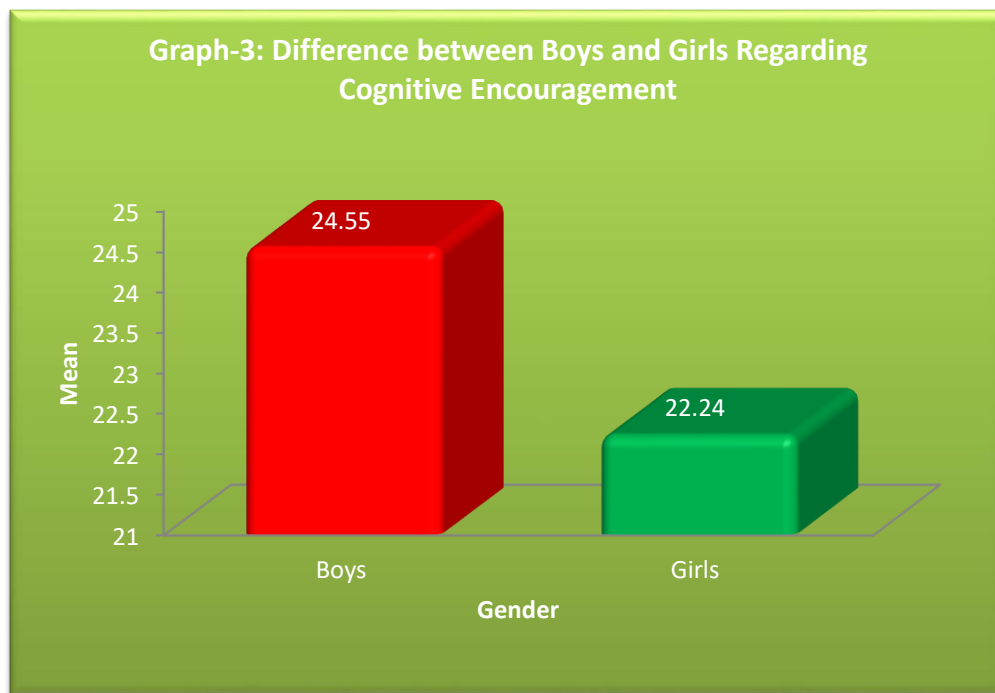
**b) To find the difference between boys and girls about creative Cognitive Encouragement dimension of school environment**

**Table No. 3**

**Difference between Boys and Girls Regarding Cognitive Encouragement**

Gender	N	Mean	t-value	Level of Significance
Boys	75	29.99	0.53	Not Significant
Girls	75	29.4		

Table no. 3 represents the difference between boys and girls regarding school environment's second dimension i.e. cognitive encouragement. The mean score of boys and girls was calculated respectively 29.99 and 29.4. The difference was not significant at the 0.05 level of significance.



**c) To find the difference between boys and girls about creative Acceptance dimension of school environment**

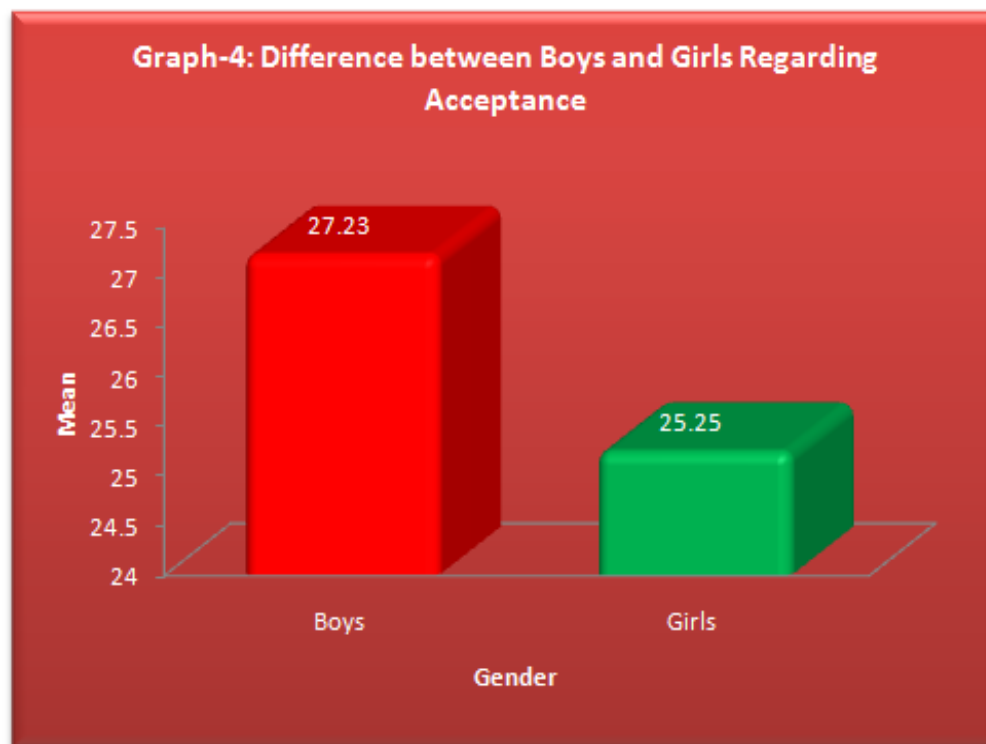
**Table No. 4**

**Difference between Boys and Girls Regarding Acceptance**

Gender	N	Mea n	t- value	Level of Significance
Boys	75	27.23	1.75	Not Significant
Girls	75	25.25		

Table no. 4 depicts the difference between boys and girls regarding school environment's third dimension i.e. acceptance of school environment. The mean score of boys and girls was calculated respectively 27.23 and 25.25. The difference was significant at the 0.05 level of significance.





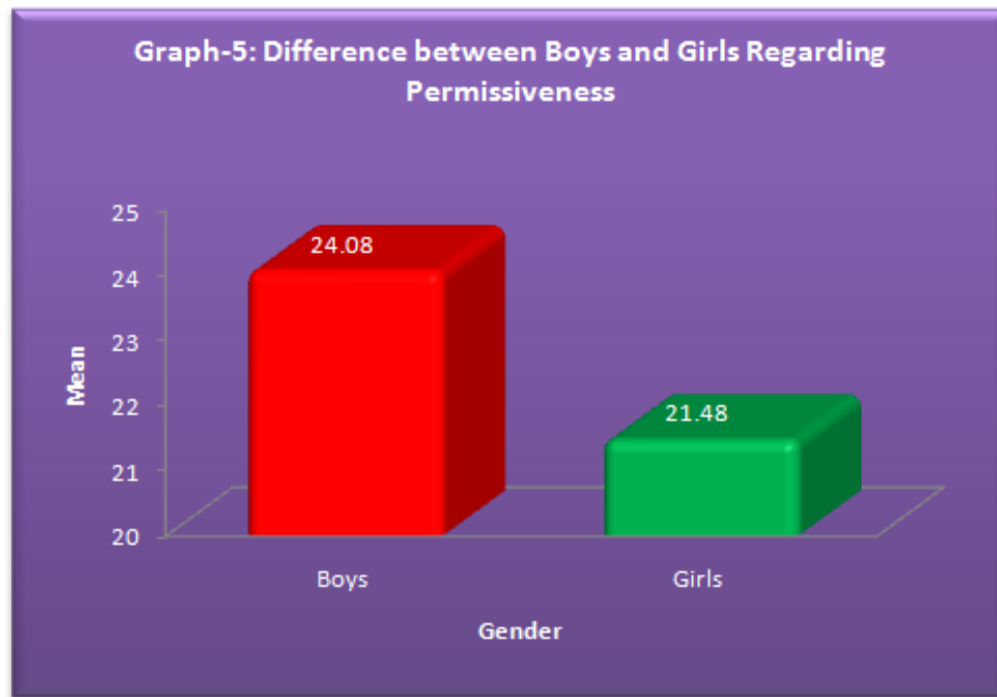
**d) To find the difference between boys and girls about creative Permissiveness dimension of school environment**

**Table No. 5**

**Difference between Boys and Girls Regarding Permissiveness**

Gende r	N	Mea n	t- value	Level of Significance
Boys	75	24.08	2.67	Not Significant
Girls	75	21.48		

Table no. 5 shows the difference regarding school environment's fourth dimension i.e. permissiveness between boys and girls. The mean score of boys and girls was calculated respectively 24.08 and 21.48. The difference was significant at the 0.05 level of significance.



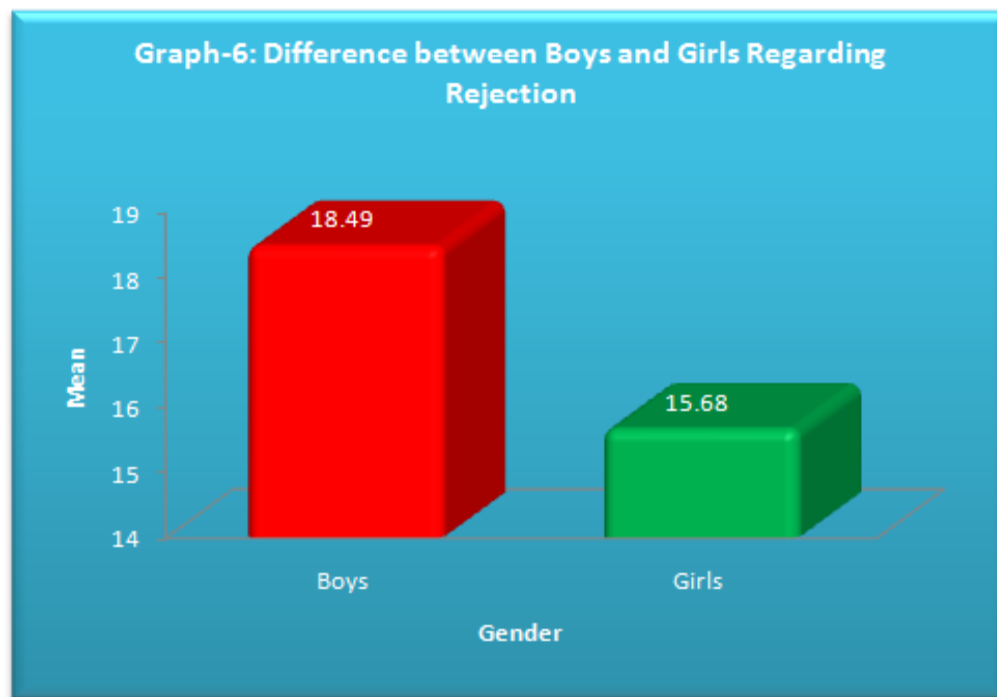
**e) To find the difference between boys and girls about creative Rejection dimension of school environment**

**Table No. 6**

**Difference between Boys and Girls Regarding Rejection**

Gende r	N	Mea n	t- value	Level of Significance
Boys	75	18.49	2.96	Not Significant
Girls	75	15.68		

Table no. 6 represents the difference regarding school environment's fifth dimension i.e. rejection between boys and girls. The mean score of boys and girls was calculated respectively 18.49 and 15.68. The difference was significant at the 0.05 level of significance.



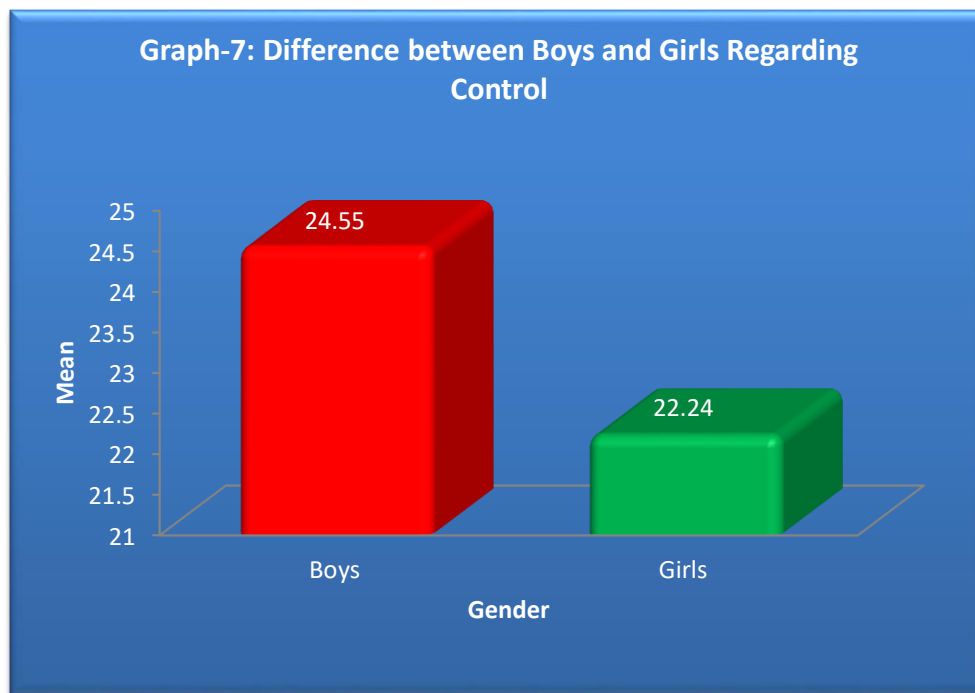
**f) To find the difference between boys and girls about creative Control dimension of school environment**

**Table No. 7**

**Difference between Boys and Girls Regarding Control**

Gende r	N	Mea n	t- value	Level of Significance
Boys	75	24.55	2.26	Not Significant
Girls	75	22.24		

Table no. 7 shows the difference regarding school environment's last dimension i.e. control between boys and girls. The mean score of boys and girls was calculated respectively 24.55 and 22.24. The difference was significant at the 0.05 level of significance.



## 10. Interpretation of the results

The table and figure no. 1 showed that there was significant difference regarding school environment as perceived by the boys and girls. The mean value of boys was greater than the girls which depicted that boys accepted the school environment easily as compared to the girls.

Table no. 2 showed that boys scored slightly higher in creative stimulation dimension of school environment which indicated boys were somewhat more creative stimulated than the girls.

Table no. 3 depicted that boys were little more cognitive encouraged than girls but the difference was not significant.

Table no. 4 revealed that boys and girls differ on how teachers accept their feelings and the difference was significant. The result indicated that boys were in favour of that teachers accept their views freely and democratically.

Table no. 5 showed significant difference among boys and girls regarding permissiveness. It depicted that girls were less expressive of their views as compared to the boys.

Table no. 6 revealed that girls scored less in school environment's rejection dimension than boys. This means boys were more independent and acted freely in the school environment.

Table no. 7 showed significant difference among boys and girls regarding control dimension of the school environment. It indicated boys were more autocratic in several school limits.

### **Hypothesis Testing:**

The value to t-test was calculated 2.8 which was significant at 0.05 level of significance. Thus, the null hypothesis that “There will be no difference about school environment between boys and girls” is rejected.

### **11.Suggestions:**

- 1) School environment should be made more co-operative and democratic for all the students.
- 2) All the students should be encouraged to participate in each school activity.

### **12.Conclusion:**

The study showed that boys perceived more co-operative and encouraging school environment than the girls. It is important to make school environment equally cheering for girls as well by providing them maximum opportunities to participate in all the school activities.

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