



# PERCEPTION OF TEENAGERS ABOUT SCHOOL ENVIRONMENT AND TEACHERS TREATMENT

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## ABSTRACT

This research examines the relationship between teachers, adolescent students and their perception of school environment and teachers treatment. Participants were from demographically and ethnically diverse sample of 600 students of tricity: Chandigarh (UT), Panchkula (Haryana) and Mohali (Punjab), the sample population consisted of adolescent students of classes 9<sup>th</sup> – 12<sup>th</sup> of both the genders: male and female. It is a comparative study and the findings demonstrate that sample population believe to be treated almost equally. As per the results majority population believe they are treated equally without any gender discrimination whereas some proportion of the population believes that girl students are treated with slight biasness.

Keywords: Gender discrimination, school environment, perception, teacher's treatment and teenagers.

## RESEARCH OBJECTIVES

1. To understand better how adolescent's feel they are treated in the school.
2. To understand how adolescent's perceive that they treated by the teachers of the school.
3. To understand and compare the feelings and observations of adolescents of three different states to know the overall scenario.
4. To assess educational resources given by the teacher to the students.
5. To draw attention to any kind of gender discrimination faced by adolescents in the schools.
6. To Research how teachers treatment and school environment affect the adolescents at large.

## INTRODUCTION

Children spend a lot of time at home, but the importance of the school in their lives cannot be understated. During school hours, they engage with teachers and peers and are continually influenced by them. They spend as much time at school as they do at home. Children in school both deliberately and unconsciously study their teachers and are influenced by their classmates and friends.

According to David Camp (2011), "The relationship between teacher and student is defined as a formalized interpersonal association between an authority figure and subordinate who interact virtually every day."

The goal of this paper is to examine how teachers affect adolescent's perception regarding gender discrimination.

## SCHOOL ENVIRONMENT AND ROLE OF TEACHER

Basic definition of a teacher is - A person who helps students to acquire knowledge, competence, or virtue, via the practice of teaching. A teacher is not only a role model for the students but also responsible for the setting the classroom environment for better learning and understanding of the students.

Today, more and more people are realizing and researching the impact that instructors have on students' lives. The teacher not only imparts knowledge, but also establishes a positive learning atmosphere, serves as a mentor who inspires the students to make their best effort, and guards them by spotting warning indications of problems. "No educational system, syllabus, methodology, or textbook can excel above the caliber of its professors. A nation must have competent instructors if it wishes to have quality education, according to Matthews (2012). Teachers have a significant impact on students' academic progress, according to numerous studies who have researched the effects of the school environment (Jackson, 2012; Chetty et al., 2014).

## PERCEPTION OF TEENAGERS REGARDING GENDER DISCRIMINATION

In layman's, language a teenager is a person belonging to the age 13 yrs to 19 years, this period of time is also known as adolescence. A teenager is considered neither a child and nor an adult. Thus this phase of life is very crucial for them as the experiences they live, knowledge they get and observations they make, help them build the person they will be in the future and mold their thinking, outlook and behavior in the times to come. Moreover a teenager's perception is essential at this time of the life to understand, realize and be aware of the situations around.

Adolescence is the time when gender attitudes and gender norms are constructed, and early adolescence is the time when a person's ideas of gender norms start to form and are still pliable.

Gender discrimination refers to the practice of treating a person or group of people unfairly because of their gender. It is commonly observed that women are treated unequally in various fronts of life.

According to Merriam Weber's online dictionary Gender discrimination is defined as "Prejudice or discrimination based on sex; especially discrimination against women". Gender Discrimination is also defined as "behavior, conditions, or attitudes that foster stereotypes of social roles based on sex."

Adolescence is a key time for girls compared to other life stages since it is the time when discrimination and violence are at their highest levels.

Young girls face unique difficulties due to concerns about sexual maturation, constrictive social norms, the establishment of strict social boundaries, restrictions on mobility, gender role confusion, mounting domestic responsibilities, pressure to get married, sexual violence, lack of participation in decision-making, and economic dependence. There is additional strain because some of the girls are compelled to leave the institution.

In order to analyze the effect of teacher behavior and treatment on respondent student's perception of gender discrimination in students, questions were asked from the respondent students about their relationship with teachers

## STUDY AREA

Tricity refers to the collective term used for the three cities in the Indian state of Punjab – Chandigarh, Mohali, and Panchkula.

*Chandigarh* serves as the capital city of both Punjab and Haryana and is known for its well-planned architecture, cleanliness, and greenery.

*Mohali*, also known as SAS Nagar, is a rapidly developing city and an important hub for IT and business.

*Panchkula*, located in Haryana, is known for its residential areas and is often considered a satellite town of Chandigarh.



Together, these cities form a vibrant and thriving region in North India.

Sample Population was from demographically and ethnically diverse sample of 600 students of tricity: Chandigarh (UT), Panchkula (Haryana) and Mohali (Punjab). Respondent adolescent students belonged various government schools of the tricity and belonged to classes 9<sup>th</sup> - 12<sup>th</sup> of both the genders: male and female.

## RELATED WORKS

According to numerous research, the main difficulties teenagers experience are those pertaining to their academic performance, physical and mental health, environment, social support, phobias, and excessive use of technology, financial stress, and family conflict. The majority of the research cited used a self-report questionnaire or scale to highlight the challenges facing school-aged teenagers. In order to meet the development needs of school-age adolescents, it is important to focus interventions that address both the school and home environments. Understanding the perspective of parents and teachers aids in understanding how daily careers perceive their ward's behavior and challenges.

Several studies have examined teenagers' perceptions of their school environment and teachers' treatment. The following are some recent studies related to this topic.

1. According to a study conducted by the University of Toronto, teenagers who felt respected and valued by their professors were more likely to have a favorable opinion of their school environment. The survey also discovered that pupils were more inclined to view their professors favorably if they felt appreciated by their classmates and a sense of belonging in their school.
2. According to a study that appeared in the Journal of Education and Practice, pupils who thought their school was helpful and caring were more likely to have a favorable opinion of their teachers. The study also discovered that pupils who perceived their teachers more favorably were more likely to be academically motivated.
3. According to a different study that was published in the Journal of School Violence, teens who were subjected to bullying and harassment in school had a poor opinion of their teachers and the school setting. The survey also discovered that pupils who believed their school to be hazardous were more prone to harbor unfavorable views of their teachers.

Overall, research demonstrates that adolescent students' opinions of their teachers and learning environment can have a big impact on their mental and intellectual well-being. To develop a successful teacher-student connection, teachers should work to create a good, secure, and supportive school atmosphere and treat children with respect and care.

## METHODOLOGY

### 1. Subject of study

The current study's goals are to evaluate adolescents' perceptions of the challenges that they are experiencing at their educational institutions by teachers and staff behavior, curriculum, opportunities, support, encouragement etc.

### 2. Analysis of data

Putting the raw data collected into a meaningful picture requires organization, analysis, and interpretation of the data as well as the drawing of conclusions and generalizations. The objective material and subjective responses to the content are discussed in the analysis and interpretation. In regard to the issue, the data have been used to derive some intrinsic meanings.

S.No	Response	Place								Chi-Square	p-value
		Chandigarh		Mohali (SAS Nagar)		Panchkula		Chandigarh			
Q1.	Men	11	5.5%	1	.5%	0	0.0%	12	2.0%	19.520	.001**
	Women	30	15.0%	32	16.0%	27	13.5%	89	14.8%		
	No discrimination in treatment	159	79.5%	167	83.5%	173	86.5%	499	83.2%		
Q2.	Men	13	6.5%	9	4.5%	6	3.0%	28	4.7%	3.318	.506
	Women	85	42.5%	86	43.0%	94	47.0%	265	44.2%		
	No discrimination in treatment	102	51.0%	105	52.5%	100	50.0%	307	51.2%		
Q3.	Men	13	6.5%	5	2.5%	6	3.0%	24	4.0%	14.144	.007**
	Women	38	19.0%	20	10.0%	39	19.5%	97	16.2%		
	No discrimination in treatment	149	74.5%	175	87.5%	155	77.5%	479	79.8%		
Q4.	Men	10	5.0%	3	1.5%	9	4.5%	22	3.7%	39.686	.0001**
	Women	23	11.5%	58	29.0%	16	8.0%	97	16.2%		
	No discrimination in treatment	167	83.5%	139	69.5%	175	87.5%	481	80.2%		
Q5.	Men	7	3.5%	5	2.5%	4	2.0%	16	2.7%	7.780	.100
	Women	66	33.0%	69	34.5%	90	45.0%	225	37.5%		
	No discrimination in treatment	127	63.5%	126	63.0%	106	53.0%	359	59.8%		
Q6.	Men	11	5.5%	13	6.5%	13	6.5%	37	6.2%	4.678	.322
	Women	34	17.0%	24	12.0%	20	10.0%	78	13.0%		
	No discrimination in treatment	155	77.5%	163	81.5%	167	83.5%	485	80.8%		
Q7.	Men	17	8.5%	47	23.5%	29	14.5%	93	15.5%	21.951	.0001**
	Women	45	22.5%	43	21.5%	31	15.5%	119	19.8%		
	No discrimination in treatment	138	69.0%	110	55.0%	140	70.0%	388	64.7%		
Q8.	Men	14	7.0%	8	4.0%	26	13.0%	48	8.0%	12.064	.017*
	Women	21	10.5%	17	8.5%	17	8.5%	55	9.2%		
	No discrimination in treatment	165	82.5%	175	87.5%	157	78.5%	497	82.8%		
Q9.	Men	29	14.5%	24	12.0%	16	8.0%	69	11.5%	4.416	.353
	Women	50	25.0%	55	27.5%	57	28.5%	162	27.0%		
	No discrimination in treatment	121	60.5%	121	60.5%	127	63.5%	369	61.5%		

	Men	8	4.0%	4	2.0%	8	4.0%	20	3.3%	3.818	.431
Q10.	Women	30	15.0%	23	11.5%	21	10.5%	74	12.3%		
	No discrimination in treatment	162	81.0%	173	86.5%	171	85.5%	506	84.3%		
	Men	11	5.5%	9	4.5%	16	8.0%	36	6.0%	17.490	.002**
Q11.	Women	52	26.0%	42	21.0%	21	10.5%	115	19.2%		
	No discrimination in treatment	137	68.5%	149	74.5%	163	81.5%	449	74.8%		
	Men	7	3.5%	9	4.5%	8	4.0%	24	4.0%	6.960	.138
Q12.	Women	28	14.0%	26	13.0%	13	6.5%	67	11.2%		
	No discrimination in treatment	165	82.5%	165	82.5%	179	89.5%	509	84.8%		
	Men	7	3.5%	1	.5%	6	3.0%	14	2.3%	8.332	0.08
Q13.	Women	26	13.0%	28	14.0%	16	8.0%	70	11.7%		
	No discrimination in treatment	167	83.5%	171	85.5%	178	89.0%	516	86.0%		
	Men	8	4.0%	8	4.0%	12	6.0%	28	4.7%	27.392	.0001**
Q14.	Women	55	27.5%	90	45.0%	44	22.0%	189	31.5%		
	No discrimination in treatment	137	68.5%	102	51.0%	144	72.0%	383	63.8%		
	Men	16	8.0%	13	6.5%	16	8.0%	45	7.5%	.564	.967
Q15.	Women	51	25.5%	51	25.5%	48	24.0%	150	25.0%		
	No discrimination in treatment	133	66.5%	136	68.0%	136	68.0%	405	67.5%		
	Men	11	5.5%	3	1.5%	5	2.5%	19	3.2%	8.138	.087
Q16.	Women	83	41.5%	71	35.5%	78	39.0%	232	38.7%		
	No discrimination in treatment	106	53.0%	126	63.0%	117	58.5%	349	58.2%		

**Table1: Overall perceptions of respondents in relation to School**

- Q.1. The teacher likes more to which category of students.
- Q.2. If the same mistake is done by both boys group and girls group, to which group the teacher punishes less.
- Q.3. If both boys group and girls group show the same performance/achievement, to which group the teacher praises more.
- Q.4. The teacher provides more study/learning materials to which category students.
- Q.5. When any quarreling continues/starts among the boys and girls, the teacher supports to which category students.
- Q.6. In the class, the teacher encourages which category students to ask questions and participate in teaching learning process.
- Q.7. The teacher tries to convince more to the parents of which category students for sending them to the institution for their better education
- Q.8. Which category students are guided more by the teacher for their future career and education?
- Q.9. Who are less exploited/harassed by the teacher in the institution?
- Q.10. In classroom sitting arrangement, which category students are given preference for sitting in better/ good seats?
- Q.11. The teacher accepts more to the ideas and views of which category students in the classroom discussion process.
- Q.12. The teacher gives more time to which category students for clarifying their doubts, difficulties and problems.

- Q.13. If the boys and girls answer to the questions in the similar way the teacher awards more mark to which category students.
- Q.14. The teacher considers which category students as the more intelligent, capable and competent.
- Q.15. The teacher praises which category students as more adjustive and self-confident.
- Q.16. The teacher always gives safeguard/ protection to which of the category.

Table 1 depicts that when studied the overall perceptions of respondents regarding school as a whole then it is found that 7 out of 16 statements i.e. 'teacher likes more to which category of students', 'if both boys group and girls group show the same performance/achievement, to which group the teacher praises more', 'the teacher provide more study/learning materials to which category students', 'the teacher tries to convince more to the parents of which category students for sending them to the institution for their better education', 'which category students are guided more by the teacher for their future career and education', 'the teacher accepts more to the ideas and views of which category students in the classroom discussion process' and 'the teacher consider which category students as the more intelligent, capable and competent' found significant in their interaction with school on the basis of place whether rest 9 statements had no significant interaction with school.

	Place							
	Chandigarh		Mohali (SAS Nagar)		Panchkula		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
School	28.44	23.72	28.03	22.22	25.38	22.48	<b>27.28</b>	<b>22.82</b>

**Table 2: Overall % of Gender Discrimination in schools- State-wise**

Table 2 indicates that when compared *State Wise Total*, it is found that from Chandigarh (28.44%), Mohali (28.03%), Panchkula (25.38%) and combined 27.28% respondents accepted that there is gender discrimination in educational institutions.

	Gender					
	Male		Female		Total	
	Mean	SD	Mean	SD	Mean	SD
School	37.09	23.01	17.28	17.75	27.28	22.82

**Table 3: Overall % of Gender Discrimination in schools- Gender-wise.**

Table 3 shows that when compared gender wise, 37.09% male respondents and 17.28% female respondents and overall 27.28% respondents believed that there exists gender discrimination in schools/ educational institutions of tricity.

## RECOMMENDATIONS

Planning strategically is therefore necessary to lessen gender discrimination in educational institutions. Existing government policies aimed at achieving gender equality in educational institutions should be completely reformed in order to make them more practical, achievable, and goal-oriented. Planning should be undertaken to ensure that there is no widespread gender discrimination in the country. According to the study, gender issues are present in educational institutions in some form or another. In some cases, gender issues in educational institutions favor men, while in others, gender issues in educational institutions favor women. Gender issues in educational institutions overwhelmingly favor men. Gender equality in educational institutions requires addressing gender issues in educational institutions.

It is imperative that endeavors be undertaken to eradicate gender prejudices and inequalities in diverse facets of academic establishments. Existing government policies aimed at eliminating gender discrimination in higher education institutions should be completely overhauled to make them more practical, achievable, and goal-oriented. Gender discrimination in educational institutions should be eliminated on a large scale. Gender discrimination is prevalent in educational institutions in the Indian Tricity of Chandigarh, Panchkula, and Mohali, according to the study. As a result, proper planning should be undertaken in order to establish gender-neutral educational institutions. In addition to Tricity, India, the study provides important insights for ending gender discrimination in educational institutions in many other parts of the country.

## CONCLUSION

Although gender issues are minor, the study concludes that they are present in educational practices (e.g., staff treatment, opportunities, support, encouragement, enrollment, enrollment procedures, teacher behavior, curriculum, institutional/departmental activities, and providing benefits to students) in educational institutions.

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