



Study on School Environment as Perceived by Adolescents in Urban and Rural Government Schools of Jhajjar district of Haryana

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Abstract

The purpose of the study was to assess the school environment as perceived by adolescents in urban and rural government schools of Jhajjar district of Haryana State. Descriptive survey method was employed to fulfil the objectives of the study. A sample of 160 adolescent students (80 boys and 80 girls) of class X were recruited from four randomly selected urban and rural government schools. Prior permission was taken from concerned authority to collect the data. School Environment Inventory by K.S Mishra (2013) tool was applied to make the study success. Interview technique was used to collect qualitative data. The results of the study displayed significant difference in school environment observed by adolescents in urban and rural government schools.

Key Words - School Environment, Type of School (Urban & Rural), Gender (Boys and Girls)

Introduction

The first school of the child is his/her home and school is the second and formal school where the child polishes his abilities to become a successful person in life and enable himself to serve the country. Proper utilization of human resource is possible if the environment of the school is conducive where a child receives all the supportive facilities that help him to avoid failures in life. Many researches revealed the positive impact of flexible school environment on academic learning of the students. Zais (2011) said that "School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity". According to Gill (2016) there are three main factors which affect a study environment that includes illumination or lighting which influence student's academic learning, noise pollution which distracts the concentration of the student and interruption created by school itself like student – unrest or social evils etc. For avoiding the wastage of human potential and finding out the unknown potential of the student, the school environment should be healthy and positive. Misra (2013) mentioned six dimensions of the school environment that includes (a) Creative Stimulation: "teacher's activities to provide conditions and opportunities to stimulate creative thinking." (b) Cognitive Encouragement: "teacher's behavior to stimulate cognitive development of students by encouraging his actions or behaviors". (c) Permissiveness: It indicates "a school climate in which students are provided opportunities to express their views freely and act according to their desires with no interruption from teachers". (d) Acceptance: "Expecting feelings of the students and their ideas in the class". (e) Rejection: "a school climate in which teachers do not accord recognition to students' rights to deviate, act freely and be autonomous



persons.” (f) Control: “autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them”.

Operational definition

School environment may be described as formal atmosphere created by the school family members itself which influence their overall personality development. The school environment was measured by the School Environment inventory by K.S. Misra (2013). It has six dimensions creative stimulation, cognitive encouragement, permissiveness, control, acceptance and rejection.

Review of related literature

Koepakkeand Harkins (2008) collected a data from 698 (333 boys and 365 girls) from kindergarten to 4th grade and 35 teachers from Northeastern United States to examine the gender differences in the teacher-child relationship that influence the school environment. Significant results were found in teacher-child relationship. Results revealed that more distance and quarrel between boys and their teacher disconnect the boys from self and society that diminishes their academic performance.

Majara and Gur (2010) randomly selected 20 government schools in rural karnatak with the purpose to check the status of school environment and sanitation that influence the learning of the students. Output of the study showed that rural students were received unsatisfactory facilities in the schools that hinder their studies than those schools where adequate facilities were available for the students.

Sreekanthachari and Nagaraja (2013) pointed out various differences in urban education and rural education in India. The paper written by the investigators mentioned that urban school students enjoyed all the supportive facilities that increase their learning ability whereas the rural school students face despair for inflexible school environment. The paper also provided the suggestions for the teachers to feel proud by teaching in rural area schools and also acting as helping hand for the students to avoid the educational wastage.

Usaini, M. I. & Bakar. N. A. (2015) conducted a study on 377 respondents recruited from four secondary schools situated in Kuala Terengganu, Malaysia, through stratified sampling technique. The study was carried out to find the impact of school environment on the academic output of the students. The results of the study displayed that those school students performed well in the academics, who were receiving flexible environment in the school than those schools where the environment was unsupportive for students.

Anbalagan (2017) recruited 160 students of 9th and 10th standard of rural and urban higher secondary schools in Madurai district to examine the impact of school environment on academic trajectory. The results of the study revealed significant differences between gender observation about school environment and also showed that urban students received better school environment than rural students.

Need of the Study

NITI AYOJ (The National Institution for Transforming India) presented the school education quality index (SEQI) in which Punjab secured a performance score 41.14 with 18th rank in the list among 20 large states. The index focused the efforts of the school to polish the learning abilities



of the students. Many studies supported that flexible school environment increases the learning of the students. Thus the present study was taken up keeping in view the above mentioned reason.

Objectives

1. To study and compare school environment of adolescents in urban and rural government schools.
2. To study and compare school environment of adolescents boys and girls in urban and rural government schools.

Hypotheses

The following null hypotheses were formulated for the present study.

1. There will be no significant difference in school environment of adolescents in urban and rural government schools.
2. There will be no significant difference in school environment of adolescent boys and girls in urban and rural government schools.

Delimitations of the Study

1. Only 180 adolescent students of class 10th were selected for investigation.
2. It was delimited to two urban government and two rural government schools situated in district Jhajjar .
3. Only three variables were taken namely school environment, type of school (urban and rural), gender (boys & girls) for investigation.

METHODOLOGY

In the present study, Descriptive survey method was employed

SAMPLE

A sample of 200 adolescent students (80 boys and 80 girls) of class X were recruited for study purpose from four randomly selected urban and rural government schools of Jhajjar district of Haryana state.

VARIABLES OF THE STUDY

- **Dependent Variable**
School Environment
- Independent Variables**
Rural and Urban School
- **Demographic variables**
Gender

SELECTION OF TOOLS USED IN STUDY

- School Environment Inventory by K.S Mishra (2013) was applied to make the study success.
- Interview technique was used to collect qualitative data.

Statistical techniques used:

- The statistical techniques were employed to concise picture of the data, so that it can be easily comprehend. It was employed to test the hypotheses in the study. Mean, S.D., and t-vale.



Results and Discussions

Table 1: Mean Standard Deviation; Mean Differentials of School Environment of Adolescents in Urban Government and Rural Government Schools.

Dimensions of School Environment	M1	M2	S.D1	S.D2	t-value (df=158)
	Govt. Rural	Govt. Urban	Govt. Rural	Govt. Urban	
CRS (A)	8.76	9.63	2.61	2.83	2.08*
COE (B)	5.50	5.67	1.05	1.15	.50
ACC (C)	5.67	5.96	1.20	2.39	1.46
PER (D)	5.73	6.45	2.21	2.40	2.03*
REJ (E)	4.81	4.66	1.74	2.04	.182
CON (F)	6.40	6.48	2.03	2.14	.60

Note: * significant at .05 levels

CRS: creative stimulation, **COE:** cognitive encouragement, **ACC:** acceptance,

PER: permissiveness, **REJ:** rejection, **CON:** control.

The calculated t-value between the mean score of rural and urban government school adolescents with regard to various dimensions of school environment are 2.08, .50, 1.46, 2.03, .182, .60 at 158 degree of freedom out of which only creative stimulation and permissiveness was found to be significantly different at 0.05 level of significance in rural and urban government school adolescents.

Table 2: Mean, Standard Deviation, Mean Differentials of School Environment of Adolescent Boys and Girls in Urban Government and Rural Government Schools.

Dimensions of School Environment	M1	M2	S.D1	S.D2	t-value (df=158)
	Boys	Girls	Boys	Girls	
CRS (A)	5.26	5.35	1.75	1.83	.205
COE (B)	6.71	6.14	2.74	2.58	1.33
ACC (C)	5.77	6.46	2.22	2.41	2.09*
PER (D)	6.30	5.98	2.38	2.30	1.30
REJ (E)	6.54	6.62	1.97	2.22	.089
CON (F)	8.36	8.56	2.25	2.00	.866

Note: * significant at .05 levels

(**CRS:** creative stimulation, **COE:** cognitive encouragement, **ACC:** acceptance,

PER: permissiveness, **REJ:** rejection, **CON:** control).

The calculated t-value between the mean score of boys and girls in rural and urban government schools with regard to various dimensions of school environment are .205, 1.33, 2.09, 1.30, .089, .866 at 158 degree of freedom out of which only acceptance dimension was found to be significantly different at 0.05 level of significance in boys and girls of rural and urban government schools.

Interpretation of the results



Table 1 indicated the significant difference among rural and urban school students regarding creative stimulation dimension and permissiveness dimension of school environment. It showed that urban school students develop their creative thinking more than rural school students by receiving various opportunities from teachers and also act according to their desire without the interference of teachers. It may be due that there are proper facilities available in the urban area schools. Answers collected through interview technique from respondents showed that rural students were facing physical facilities related problems like noise around the school, unhygienic toilets and kitchen, lack of transportation system, infrastructure and discipline problems etc. The results are in consonance with the results of study conducted by Anbalagan (2017), Majara and Gur (2010) & Sreekanthachari and Nagaraja (2013).

Table 2 indicated the significant difference among girls and boys regarding acceptance dimension of school environment. It reveals that feelings and ideas of the girls are more accepted by the teachers than boys. After receiving the responses from sample through interview questions, results showed that teachers gave more preference to the feelings of the girls; it may be due to reason that boys have ability to handle their emotions strongly. Boys have better problem solving ability that help them to make emotionally strong (Kaur, 2015). The results are in consonance with the results of the study directed by (Koepakke & Harkins, 2008).

Educational Implications:

Proper supportive physical facilities should be available in rural area schools so that teachers can stimulate creative thinking of the students by providing them various opportunities. Teacher should act as helping hand in the development of the students for avoiding the failures in academics and non-academic activities.

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