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Research Paper Education

Influence of Gender and Management of School on School Environment of Higher Secondary Students

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ABSTRACT

Education is a powerful instrument to empower an individual. Many factors influence the academic achievement of students at all levels. School environment plays a prime role in educating a child being a bridge between the school and child. This study is carried out to find out the influence of gender and management of school on school environment of higher secondary students. A stratified random sample of 500 first year higher secondary students has been involved in the study. School Environment Inventory constructed and standardized by Karuna Shankar Misra (2000) was used. Survey method was adopted by the investigators. Descriptive and Differential Analysis were used to analyse and interpret the data meaningfully. The study indicates the average level of school environment of higher secondary students. It also reveals the significant difference in overall school environment and in all its dimensions except the dimensions of Creative Stimulation and Control of higher secondary students with respect to gender. The girls have gained more mean score when compared to the boys. Further no significant difference is observed among the higher secondary students school environment not only in the overall aspect of school environment, but also in all its dimensions, expect the dimension of Control.

KEYWORDS : Education, Gender, School Environment, Management of School, Higher Secondary Students

INTRODUCTION

Education to an individual is prerequisite to effectively perform the day to day life. Even though education, begins at home the major responsibility of educating the children is completely entrusted to school and other form of educational institutions. To continue formal education, the school environment becomes an essential component. School facilitates necessary provisions, planning and execution of educational system. Thus the school becomes an important agent of educating the individuals and also it ensures the success of education system.

NEED FOR THE STUDY

The success of an individual irrespective of his / her demands, aspirations and other achievements mostly depends upon the school environment in addition to the home environment of the individual. The educational system of any culture predominantly transacted by the educational institutions an educational agent and link to the community. Unless the school effectively interact with the stakeholders of education, steady progress of education both at the individual level and societal level is not possible. Hence the need for an empirical study is necessary to know the significant role of school in the academic performance of the students.

STATEMENT OF THE PROBLEM

The present study is stated as "INFLUENCE OF GENDER AND MANAGEMENT OF SCHOOL ON SCHOOL ENVIRONMENT OF HIGHER SECONDARY STUDENTS".

OBJECTIVES OF THE STUDY

The investigators framed the following specific objectives related to the present study:

- To find out the level of school environment of higher secondary students.
- To find out whether there is any significant difference in school environment of higher secondary students with respect to gender.
- To find out whether there is any significant difference in school environment of higher secondary students with respect to management of school.

HYPOTHESES OF THE STUDY

The investigators formulated the following hypotheses pertaining to the present study:

- The level of school environment of higher secondary students is high.
- There is no significant difference in school environment of higher secondary students with respect to gender.
- There is no significant difference in school environment of higher secondary students with respect to management of school.

METHOD OF STUDY

In the present study, the investigators have adopted survey method.

POPULATION AND SAMPLE OF THE STUDY

Students pursuing plus one course during the academic year 2012-13 constituted the population of the study. The present study involves 500 (250 boys and 250 girls) first year higher secondary students studying in various schools located in and around Dindigul Educational District of Tamil Nadu. Stratified random sampling technique was used to collect the data.

TOOLS USED

The investigators of the present study used the following tools for data collection.

1. Students Profile developed by the Investigators.
2. School Environment Inventory constructed and standardized by Karuna Shankar Misra (2000).

STATISTICAL TECHNIQUES USED

For the analysis of the data, the following statistical techniques have been used.

1). Descriptive Analysis
2). Differential Analysis

1). DESCRIPTIVE ANALYSIS

HYPOTHESIS-1: The level of school environment of higher secondary students is high.

Table-1: Level of school environment of higher secondary students

Levels of school environment	N	Percentage
Low	126	25.20
Average	247	49.40
High	127	25.40
Total	500	100.00

From Table-1, it is observed that 49.40 % of higher secondary students (N=500) involved in the study have only average level of school environment, 25.20 % of them have low level of school environment and the remaining 25.40 % have high level of school environment.

Table -2: Mean and SD scores of higher secondary students on school environment

Dimensions of School Environment	N	Mean	SD
Creative Stimulation	500	61.53	12.41
Cognitive Encouragement	500	31.82	6.23
Acceptance	500	30.35	6.68
Permissiveness	500	29.77	7.23
Rejection	500	31.41	7.60
Control	500	28.27	7.10
Over all School Environment	500	213.14	42.40

From Table-2, it is observed that the higher secondary students have gained more mean score (M=61.53) on Creative Stimulation dimension of school environment. But they have obtained very low mean score (M= 28.27) on Control dimension. However the students have obtained the overall mean score (M=213.14) in school environment is somewhat closer to the maximum possible score of 280.

2) DIFFERENTIAL ANALYSIS
HYPOTHESIS -2

Null Hypothesis: There is no significant difference in school environment of higher secondary students with respect to gender.

Table -3: Mean, SD and t-value in school environment of higher secondary students with respect to gender.

Dimensions of School Environment	Gender				t-value	Significant at 0.05 level
	Boys		Girls			
	Mean	SD	Mean	SD		
Creative Stimulation	60.54	13.01	62.53	11.72	1.802	NS
Cognitive Encouragement	30.97	6.88	32.66	5.38	3.063	S
Acceptance	29.36	7.29	31.33	5.85	3.329	S
Permissiveness	28.76	7.78	30.77	6.50	3.137	S
Rejection	29.97	8.45	32.84	6.33	4.307	S
Control	28.29	7.32	28.25	6.88	0.063	NS
Over all School Environment	207.89	45.72	218.39	38.19	2.788	S

Note: 1. S - Denotes Significant
2. NS - Denotes Not Significant

From Table-3, it is observed that there exists significant difference in overall school environment and in all its dimensions except the dimensions of Creative Stimulation and Control of higher secondary students with respect to gender at 0.05 level. However on overall school environment, the higher secondary girls have gained more mean score (M=218.39) when compared to the boys (M=207.89).

HYPOTHESIS -3
Null Hypothesis: There is no significant difference in school environment of higher secondary students with respect to management of school.

Table -4: Mean, SD and F-ratio in school environment of higher students with respect to management of school.

Dimensions of School Environment	Management of School			F-ratio	Significant at 0.05 level
	Government	Government Aided	Self - Finance		
Creative Stimulation	61.53 (10.71)	60.24 (10.12)	62.84 (15.62)	1.830	NS
Cognitive Encouragement	31.85 (5.53)	32.59 (4.28)	31.01 (8.18)	2.683	NS
Acceptance	30.57 (6.06)	29.61 (5.64)	30.86 (8.06)	1.610	NS
Permissiveness	29.56 (6.27)	29.14 (5.69)	30.60 (9.22)	1.803	NS
Rejection	32.04 (6.56)	31.41 (5.47)	30.77 (10.02)	1.155	NS
Control	28.17^{ab} (6.49)	27.16^{a} (5.98)	29.48^{b} (8.45)	4.555	S
Over all School Environment	213.72 (36.61)	210.14 (31.87)	215.57 (55.25)	0.704	NS

Note: 1.The value within ( ) refers to SD
2. S - Denotes Significant
3. NS - Denotes Not Significant
4. Different alphabet among management of school denotes significant at 5% level using Duncan Multiple Range Test (DMRT).

From Table-4, it is noted that there exists no significant difference in overall school environment and in all its dimensions except the dimension of Control of higher secondary students with respect to the management of school at 0.05 level. Based on Duncan Multiple Range Test (DMRT), the students of government aided school significantly differs with students of self-finance school at 5 % level in Control dimension of school environment, but the students of government school do not significantly differs with students of government aided and self-finance school at 5 % level in Control dimension of school environment.

Further on overall school environment, the self-finance school students have gained more mean score (M=215.57) when compared to government (M=213.72) and government aided school students (M=210.14).

MAJOR FINDINGS:
The following are the major findings of the present study:

- The school environment of higher secondary students is only at average level.
- The school environment ensures Creative Stimulation to the higher secondary students, which indicate the conductive atmosphere prevailing in higher secondary school composes.
- On the whole the higher secondary boys and girls significantly differ in the overall and also in all its dimensions of school environment, except the dimensions of Creative Stimulation and Control. However the girls have an advantage of favourable school environment when compared to their counterpart.
- No significant difference is noted in the overall and also in all its dimensions of school environment, expects the Control dimension of higher secondary students with respect to the management of school.

RECOMMENDATIONS
The higher secondary students have experienced average level of school environment. The authorities of higher secondary schools need to provide good school environment by organising all required curricular and co-curricular activities, encouraging the teachers to experiment innovative methods of teaching, motivating the learners to actively involve in learning process and ensuring a threat-free atmosphere in the school campus to enable the students experience all kind of behavioural modification.

CONCLUSIONS
In school environment, the higher secondary students have been clas-

sified in to three categories. The present investigation indicates that majority of the plus one students expressed that they have only average level of school environment. This result reveals the uncomfortable situation to the higher secondary students to explore and utilize the available resources of the school for their scholastic and non-scholastic achievements. The higher secondary girls have excelled the boys in school environment. This might be due to the attitudinal change of the society towards in encouraging the girls at par with the boys. The self-finance school students have slightly a better environment when compared to the government and government aided school students.

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