



Impact of Demographic Variables on School Environment among High School Students

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ABSTRACT

The present research is to inquire the impact of demographic variables on home environment among high school students. For the present study 480 high school boys and girls were selected. To assess the school environment among high school students; School Environment Questionnaire by Manjuvani was admitted to the students. To test the hypotheses the data was interpreted using ANOVA. Results revealed that there is significant impact of gender, locality and type of school on School environment.

KEYWORDS : School Environment, Gender, Locality and Type of School.

INTRODUCTION

One of the fundamental aspects of education is the distribution of knowledge through culture from generation to generation. Education means facilitating realization of self potential and latent talents of an individual, it is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning. Through education, one may develop the capacity to think rationally and logically and to cope with transitions, stress, traumas and losses that occur in all lives, in ways that allow emotional stability and growth. Through their own observation, individuals value themselves, perceive reality as it is, accept its limitations and possibilities, respond to its challenges, carry out their responsibilities, establish and maintain close relationships, deal reasonably with others, pursue work that suits their talent and training, a feel, a sense of fulfillment that makes the efforts of daily living worth.

Environment is a broad and a comprehensive term. It means social, moral economic, political, physical and intellectual factors which influence the development of the individual. Defining the term environment is as difficult as quantifying it. For environment, educational researchers usually resort to empirical definitions of the climate or atmosphere. School environment implies a measure of the quality and quantity of the cognitive, creative and social support that has been available to the subjects during their school life in terms of teacher-pupil interaction. According to Misra (1986) any school include six characteristics viz, creative stimulation, cognitive encouragement, permissiveness, control, acceptance and rejection.

School is the chief continuing and supplementing institution in which children develop positive learning and good adjustment styles. The teacher, besides the parents, has the greatest responsibility and opportunity to foster adjustment styles. The experiences at school and school curriculum contribute to the child's feeling of personal worth, social competence in winning acceptance from associates, physical satisfaction necessary to the wellbeing of the body, freedom to play and to accomplish tasks and to develop interests and activities providing social values.

Therefore the present study is focused to examine whether there is any impact of gender, locality of residence and type of school on school environment. Keeping the above view the following objectives are formulated for the present study.

OBJECTIVES

- To find out the impact of demographic variables such as gender, locality of residence and type of school on school environment among High school students.
- To find out the interaction among the three demographic variables such as gender, locality of residence and type of school with school environment among High school students.

Based on the above objectives the following hypotheses are formulated for the present study:

HYPOTHESES

1. There would be significant impact of Gender on School Environ-

ment among high school students

2. There would be significant impact of Locality of residence on School Environment among high school students
3. There would be significant impact of Type of School on School Environment among high school students

Tool

The School Environment Inventory developed and standardized by Manjuvani (1989) was used in the present study. The inventory consists of 60 statements and it was sub divided into part-A and part-B. Part-A consist of 50 statements and the statements are sub divided into six dimensions designed with three point scale (many times, sometimes and rarely). Part-B consist of 10 items with two point scale (Yes/ No). The particulars of dimensions are given below.

1. **Creative Stimulation:** This refers to such teacher's activities which promote the child's ability to find new solutions to a problem, new modes of artistic expression, bring into existence a product new to the individual.
2. **Cognitive Encouragement:** It implies teacher's behaviors which promote the child awareness off its surrounding, understanding things and solution, to think and reason clearly and an overall efficiency in intelligent behavior.
3. **Permissiveness:** It indicates a school climate in which students are provided opportunities to express their views freely.
4. **Acceptance:** It refers to teacher recognition that students have the right to express feelings, to uniqueness, and to be autonomous individuals. Teachers accept the feelings of students in a non-threatening manner.
5. **Control:** It indicates autocratic atmosphere of the school in which general restrictions are imposed on students to discipline them.
6. **Influence of Classmates:** It implies behavior of other students in the class towards the child.

In part-A of the seventh factor score can be obtained separately. School environment score for each subject was obtained by summing the scores of seven factors. The higher the score, better the school environment. In part-B all the ten items can be added to yield score on school physical setting. The reliability of the test established using test retest method 0.82.

SAMPLE AND PROCEDURE

The population of the present study comprised 1200 high school children. The schools were selected randomly in and around Chittoor and Kadapa districts of Andhra Pradesh. Systematic random sample technique was used. Subjects were divided into two groups i.e., urban and rural areas, co-education and non-co-education including both boys and girls. Of the 1200 subjects 600 were boys and 600 were girls. From each category 300 from rural and 300 from urban and 150 from private and 150 government school students were taken in to consideration and suitable statistical techniques were used to analyze the data.

RESULTS AND DISCUSSION

Table- I: Means and SDs of School Environment Scores.

Locality		Gender			
		Boys		Girls	
		Type of School		Type of School	
		Co-Edu- cation	Non Co-Ed- ucation	Co-Edu- cation	Non Co-Edu- cation
Rural	Mean	114.10	107.81	118.42	107.89
	SD	29.10	26.97	30.45	26.87
Urban	Mean	112.26	109.45	121.23	118.77
	SD	28.65	27.35	29.76	28.31

Boys = 110.92 Rural = 112.06 Co-Education = 116.50
Girls = 116.56Urban = 115.42 Non Co-Education =110.98

Table-I showed that girls studying in co-education schools in urban areas have obtained the score of (M= 121.23), indicating that they possess high school environment and boys pursuing in non co-education schools in rural areas have obtained the scores (M= 107.81) indicating they have low school environment compared to other groups.

In term of gender, girls (M=116.56) have obtained high school environment than boys (M=110.92). In case of locality of residence, urban students (M= 115.42) have high school environment than rural students (M=112.06). When we take into consideration of type of school, co-education students (M= 116.50) have high school environment than non co-education students (M= 110.98).

There are differences in the mean scores of the groups. In order to test whether gender, locality of residence and type of school have any significant impact on school environment of the students, the data were further subjected to three way analysis of variance and the data is presented in Table- II.

Table- II: Summary of ANOVA for School Environment Scores.

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
Gender (A)	91.295	1	91.295	93.61 **
Locality (B)	46.335	1	46.335	47.23 **
Type of School (C)	1348.514	1	1348.514	13.75 **
AXB	82.153	1	82.153	58.38 **
BXC	1284.257	1	1284.257	13.09 **
AXC	2063.399	1	2063.399	21.05 **
AXBXC	327.346	1	327.346	33.39 **
WSS	116771.793	1192	968.045	---
Total	123329.960	1199	---	---

** Significant at 0.01 level

The obtained 'F' value of 93.61 was significant at 0.01 level, suggesting that gender of the students significantly influenced the school environment. Girls secured better score (M=116.56) than boys. (M=110.92). Studies of Bisht, 1980; Singh, 2006; Patnakar et al, 2007; Meers and Parthapan, 2008 who reported that perceptual styles of girls towards school are better than boys.

The 'F' value of 47.23 was significant at 0.01 level, indicating that locality of residence of the students significantly influenced the school environment. Student of urban locality secured better score (M= 115.42) than rural students (M= 112.06). The findings are corroborated with the earlier findings of Padhi, 1991; Punekar, 1993; Aima, 1999; Dwivedi, 2005; Thakur et al 2005; Saikia, 2008;McMohan, 2009; Ming-Te Wang and Rebecca Holcombe, 2010; and David AkinloluAdeyemo, 2012 who reported that there is significant impact of locality on perception of school environment.

The calculated "F" value of 13.75, for type of school which is significant at 0.01 level, suggesting that type of school (co-education/non co-education) of the subjects have significant influence on their school environment. Students who enrolled in co-education schools are high in

their school environment (M=116.50) than the students who enrolled in non co-education school (M=110.98). It clearly shoes that there is significant impact among three variables (gender, locality and type of school) with regard to school environment.

CONCLUSIONS:

1. There is significant impact of gender on school environment; girls possess high score in their school environment than boys.
2. There is significant impact of locality of residence on school environment among high school students. Urban students are impacted by the school environment than rural school students.
3. There is significant impact of type of school on school environment; type of school, co-education students has high scores on their school environment than their counterpart of non co-education students.
4. There is significant interaction among three variables (gender, locality and type of school) with regard to school environment.

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