



COMPARISON OF STUDENT FRIENDLY ENVIRONMENT AMONG EARLY ADOLESCENTS IN SELECT GOVERNMENT AND PRIVATE SCHOOLS IN TIRUNELVELI DISTRICT

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ABSTRACT The study intended to compare student friendly environment among early adolescents in select government and private schools in Tirunelveli district. 60 sample (30 each from private and government schools) belonging to age range 13 and 14 were chosen using convenient sampling method. A scale with 60 items (6 dimensions with 10 items each) with response choices - have, would like it, and wouldn't like it was used. Survey method was used to collect the needed data. Results reveal that government schools are more student friendly compared to private schools.

KEYWORDS :

Introduction

Schools should take care of its students socially, psychologically and physically. Such schools can be said to be student friendly. The student friendly school environment should nurture student into healthy adults by giving them individual attention and provide a climate that is emotionally secure, physically safe and psychologically enabling.

Mental health of students, especially early adolescents should be cared as they are neither too impressionable nor overt thinkers about the future. These students are in perpetual stress, especially because of academics and the need to be successful in it. These students should feel secure and have a sense of being taken care of in school in order to see them as healthy adults.

Schools should teach students to have a more altruistic approach towards their community. Extra-curricular activities like chess, music, karate, drama, debate and other subject oriented clubs help students learn new things and find unknown talents in them and refresh their minds. Schools which give equal importance to both academics and skill development help the students find a good footing in life by giving them other ways for paving their future even if they don't succeed academically.

A good Teacher-Student relationship helps the student in many ways especially by giving them a good boost of confidence. Peer relationship help children in finding a sense of belonging which helps alleviate insecurities and inferiority complex. Lessons which are difficult, lots of homework and punishment if the students fail to do their work properly, boring classes all make them lose interest in school in turn making them unhappy which may lead to depression and other such problems. Comfortable seating arrangements, spacious and ambient classrooms may help the students feel comfortable in sitting quietly in class and pay better attention. But it is not normal for children to sit quietly in class hour after hour, day after day, year after year till they finish their studies.

Sexual education especially for early adolescents on topics like pubertal changes, good touch-bad touch and personal hygiene are necessary to create an awareness in them. But, sadly there is no awareness. Such classes are needed for these students especially girls.

Reviews

Erin B. Godfrey, David Osher, Leslie Williams, Sharon Wolf, et al (2011) in their study on Cross-national measurement of school learning environments: Creating indicators for evaluating UNICEF's Child Friendly Schools Initiative examined the psychometric properties of a student-reported measure of school quality, the CFS Conditions for Learning Survey, to examine its utility as a cross-national comparative measure to evaluate UNICEF's Child Friendly Schools initiative. Factor analyses were conducted on data from fifth and sixth grade students in 68 students across the Philippines, Nicaragua, and South Africa. The results suggested that items in the

CFS Conditions for Learning Survey can be used to create both reliable cross-national and country specific indicators of school quality and provide a blueprint for future psychometric work in the field of comparative child and family policy.

Khush Funer Murtaza (2011) studied Developing child friendly environment in early childhood education classroom in Pakistan wherein the study employed a case study approach. The focus group participants and interviewees were selected from a variety of stakeholders, which included parents, students, teachers and head teachers from public sectors. The study revealed that institutional support and monitoring teachers' personal propensity to learning for improving pupils' learning, the prior ECED learning experiences and pedagogical content knowledge play an important role in engaging teachers in developing their thinking and teaching practice.

Method

Aim

To compare select government and private school in terms of their student friendly environment.

Objectives

To find the level of student friendliness in government

To find the level of student friendliness in private school

To compare the level of student friendliness in government and private school.

Sample: 60 sample (30 each from private and government schools) belonging to age range 13 and 14 were chosen using convenient sampling method.

Tool: A scale with 60 items (6 dimensions with 10 items each) with response choices - has, would like it, and wouldn't like it.

Research Design: Survey method.

Results and Discussion

Table 1 shows the average score on student friendly school

Average Score on Student Friendly Schools	
Government	Private
34	33

Figure 1 shows the average score on student friendly school

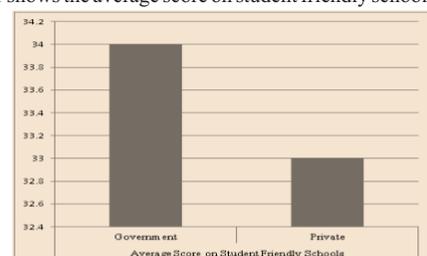


Table 2 shows percentage on students' attitude towards school

S.N	Items	Private	Government
1.	Satisfaction in school life	20%	10%
2.	Interest in school	37%	20%
3.	Happiness in school life	7%	3%
4.	Feeling of being taken care of in school	20%	27%
5.	Sense of how a school should be	40%	33%
6.	School is in the way you would like it to be	53%	50%
7.	School can be changed into something better	47%	43%
8.	School makes you a better person	40%	20%
9.	Confidence to express your thoughts and ideas in school	43%	47%
10.	School helps you get a sense of direction or meaning in life	20%	10%

Table 3 shows percentage of students' haves in terms of Extracurricular, Recreational Activities and Skill Development Classes

S.N	Items	Private	Government
1.	Programs to help people in community	10%	13%
2.	Student council	37%	20%
3.	Activities like swimming, karate, acting, etc.	13%	43%
4.	NSS, NCC, Scouts and Guides	10%	97%
5.	Drama club, debate club, science club, etc.	83%	23%
6.	Activities like chess, music, art, etc.	100%	97%
7.	Intra and inter-school competition	7%	3%
8.	Self-development skills like public speaking	0%	0%
9.	Equal importance given to both skill development and academics	37%	30%
10.	Personal skills are developed by school	23%	20%

Table 4 shows percentage on students' haves in terms of Teacher-Student and Peer relationship

S.N	Items	Private	Government
1.	Kind and friendly teachers	67%	83%
2.	Teachers who teach well	87%	93%
3.	Teachers who treat you as an individual and notice your activities	37%	33%
4.	Teacher they like	93%	90%
5.	Teacher they don't like	90%	93%
6.	Good relationship with teachers	57%	37%
7.	Teachers who punish	0%	10%
8.	Teachers who show partiality	87%	83%
9.	Many friends in your school	93%	87%
10.	Sense of belonging with your peer group	93%	80%

Table 5 shows percentage on students' have in terms of Syllabus, School policy and Way of Teaching

S.N	Items	Private	Government
1.	Lessons they like	13%	10%
2.	Lessons are difficult	97%	73%
3.	Sufficient teachers in school	17%	100%
4.	Sufficient free time	10%	57%
5.	Can pay attention for the full span of class	37%	40%
6.	Health care assistant in school	90%	0%
7.	Classes that are practical and interactive	57%	43%
8.	Classes that are boring	97%	83%
9.	Lots of homework	100%	87%
10.	Assignments	100%	97%

Table 6 shows percentage on students' haves in terms of Classroom

Settings and School Environment & Surrounding

S.N	Items	Private	Government
1.	Comfortable seating arrangements	67%	50%
2.	Audio-video classes and smart boards	10%	57%
3.	Good ambience in class	3%	27%
4.	Drinking water facilities in school	93%	50%
5.	Good toilet facilities in your school	77%	40%
6.	Lots of play space	10%	57%
7.	Permission to eat lunch outside class	0%	77%
8.	Spacious classrooms	60%	50%
9.	Rules to keep your school clean	93%	63%
10.	Lots of trees in school	40%	63%

Table 7 shows percentage on students' haves in terms of Sexual, Moral (Character), and Physical Education

S.N	Items	Private	Government
1.	Education classes about pubertal changes	0%	0%
2.	Education classes about Good Touch-Bad Touch	0%	0%
3.	Education classes about personal hygiene	0%	0%
4.	Moral education classes	0%	0%
5.	Benefited from moral education classes	0%	0%
6.	Activities to implement morals in your day-to-day school life	0%	0%
7.	Less than two physical education classes per week	97%	80%
8.	Regular checkup for height and weight	27%	63%
9.	Sports equipment	20%	10%
10.	Play different indoor and outdoor sports	13%	10%

From table 1 to 7 and Chart 1, the Government school was more student friendly compared to the Private school in terms of Student's attitude towards school; Extracurricular, Recreational, and Skill development classes; Teacher-Student and Peer relationship, School policy; Class room and School settings; Sexual, Moral and Physical Education.

Government schools scored better in terms of confidence to express thoughts and ideas in school; programs to help people in community; Activities like swimming, karate and acting, NSS, NCC, scouts and guides; kind friendly teachers; teachers who teach well; sufficient teachers in school; sufficient free time; paying attention to full span of class; classes that were less boring; less homework; less difficult lessons; audio-visual classes and smart boards; good ambience in class; lots of play space; lots of trees in school; regular height and weight check up; more physical education classes.

Private schools scored better in terms of availability of sports equipments; playing in-door and out-door games; comfortable seating arrangements; drinking water facility; good toilet facility; spacious class room; rules to keep class clean; health care assistance; practical interactive classes; more assignments; teacher who treat students as individuals and notice their activities; teachers they like; good relationship with teachers; teachers who show partiality; many friends in school; sense of belongingness with peers; activities like student council, science club, drama club, chess, music, art; intra and inter school competitions; equal importance to skills and academics; development of personal skills

Neither the government schools nor the private schools had avenues

for the skills pertaining to skill development; educational classes on pubertal changes, good touch and bad touch, personal hygiene, moral values and activities that implement moral education.

Conclusion

While, it has become a given that students should be in school for 8 hours a day, the comfort level of the students has not been given much importance. The Indian system of education is not student-oriented. Schools should be made more student friendly to help the students become healthy and happy individuals. Even though the study reveals that the government school is more student friendly, it lacks some factors that can be found in private schools. These when attended could make government schools even more enabling and more student friendly.

Limitations

1. The study is limited to only select government and private schools.
2. Only a limited number of data was selected from a large number of data collected due to data mining.
3. The tool is yet to be standardized.

References

1. Godfrey E et. al (2012, March 01). Cross-national measurement of school learning environments: Creating indicators for evaluating UNICEF's Child Friendly Schools Initiative. Retrieved September 18, 2017, from [https:// www.ncbi.nlm.nih.gov/pmc/articles/PMC3341137/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3341137/)
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