



## **SCHOOL ENVIRONMENT OF IX STANDARD STUDENTS IN KANYAKUMARI DISTRICT**

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### **Abstract**

*This study is used to find out the level of attitude of IX Std. students in their school environment in Kanyakumari district. School is a socio-psychological system. If educational institutions are not provided with suitable provisions, they affect teachers as well as learners and their teaching- learning process. A healthy school climate motivates the teachers to better teaching and, motivates in turn gets prestige and achieves high status in the society. The school is one of the many forces etc. parent's attitudes and expectations, socio-economic environment of the family, community, close friends and mass media of communication acting on the student's life. The effectives of an institution depend on an atmosphere, which provides a unity of the person who is working in the institution. For attaining all the objectives of an institution a proper healthy atmosphere must be necessary.*



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### **School Environment**

School is a socio-psychological system. The school climate is the resulting condition from the social interaction between the teacher and the headmaster, teacher and the pupil, headmaster and the pupil, pupil and pupil teaching method, the physical facilities of the school including classrooms, labs, library etc. Conducive and supportive school environment would be an important factor. If educational institutions are not provided with suitable provisions, they affect teachers as well as learners and their teaching- learning process. A healthy school climate motivates the teachers to better teaching and, motivates In turn gets prestige and achieves high status in the society.

The picture of an ideal environment of a well-managed school for the optimum development of children has been very beautifully described by S. Balakrishna Joshi (1955) as "A school is not a mere brick and mortar structure, housing a miscellany of pupils and

teachers; a school is not a ,market place where a heterogeneous crowd gathers with diverse objects, a school is not a rigorous reformatory where juvenile suspects are kept under vigilant watch, a school is a spiritual organism, with distinctive personality of its own; a school is a vibrant community Centre, radiating life and energy all round, a school is a wonderful edifice, resting on the foundation of good will- goodwill of the public, goodwill of the parents, goodwill of the pupils. In a word a well conducted school is a happy home, a sacred shrine, a social Centre, a state of miniature and bewitching Brindavan, all beautifully blended into a synthetic structure”.

The schools are formal centers of education and therefore the environment of the school influences the various aspects of students. Skinner (1995) defined school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing student’s development along desirable lines.

Next to home, the students spend most of their time in school and here his environment is exerting a different influence in performance through curricula, teaching techniques relationship between teachers and pupils, peers, methods of learning and so on. The school is one of the many forces etc. parent’s attitudes and expectations, socio- economic environment of the family, community, close friends and mass media of communication acting on the student’s life. The effectiveness of an institution depend on an atmosphere, which provides a unity of the person who is working in the institution. For attaining all the objectives of an institution a proper healthy atmosphere must be necessary. The atmosphere can distinguish one institution from the other. Beautiful surroundings generate a congenial atmosphere for work.

### **Objectives of the study**

- To find out the level of attitude of IX Std. students in their school environment in Kanyakumari district.
- To find out the significant difference between the attitudes of IX Std. students towards school environment with respect to their Demographic variables: Gender, Nature of school, Location of school, Type of school and medium of instruction.
- To find out the significant association among the attitude of IX Std. students towards school environment with respect to their Demographic variables: Nature of school and type of school

### **Methodology**

For the present study **survey method** had been used. The investigator used convenient sampling technique and has chosen 300 IX Std. students in Kanyakumari district.

### **Tools used**

In the present study the investigator constructed and standardized a tool to measure the attitude of IX Std. students in Kanyakumari district. The tool was framed as three - point scale of “Always, Sometimes, and Never” and the scoring is 3, 2 and 1. The pilot study of the tool consists of 84 statements. The final tool consists of 63 statements and all statements are favorable to the variable or study.

### **LEVEL OF SCHOOL ENVIRONMENT OF IX STANDARD STUDENTS WITH RESPECT TO GENDER**

Dimensions	Category	Low		Moderate		High	
		N	%	N	%	N	%
Physical Environment	Boys	37	25	84	56.8	27	18.2
	Girls	16	10.5	114	75	22	14.5
Managerial Commitment	Boys	31	20.9	114	77	3	2
	Girls	14	9.2	138	90.8	0	0
Teaching Environment	Boys	34	23	97	65.5	17	11.5
	Girls	10	6.6	123	80.9	19	12.5
Teacher Commitment	Boys	31	20.9	116	78.4	1	0.7
	Girls	11	7.2	141	92.8	0	0
Friendship	Boys	23	5.5	93	62.8	32	32
	Girls	18	11.8	102	67.1	21.6	21.6
Technological Environment	Boys	40	27	81	54.7	27	18.2
	Girls	31	20.4	98	64.5	23	15.1
School Environment	Boys	37	25	93	62.8	18	12.2
	Girls	13	8.6	104	68.4	35	23

It is inferred from the table that 25% of the boys have low, 62.8% of them have moderate and 12.2% of them have high level of school environment and its dimensions. Also it is inferred from that 8.6% of the girls have low, 68.4% of them have moderate and 23% of them have high level of school environment and its dimensions.

### **NULL HYPOTHESIS**

There is no significant difference between boys and girls IX standard students in their school environment and its dimensions.

**TABLE DIFFERENCE BETWEEN BOYS AND GIRLS IX STANDARD STUDENTS  
IN THEIR SCHOOL ENVIRONMENT AND ITS DIMENSIONS**

Dimensions	Boys N=148		Girls N=152		Calculated Value of 't'	Remark at 5% level
	Mean	S.D	Mean	S.D		
Physical Environment	23	3495.46	24.14	3.076	3.026	S
Managerial Commitment	34.11	4.473	35.83	4.086	3.483	S
Teaching Environment	27.13	4.495	28.96	3.472	3.944	S
Teacher Commitment	32.53	5.739	35.80	4.153	5.640	S
Friendship	24.09	2.487	15.52	3.904	1.287	NS
Technological Environment	15.52	3.904	16.30	3.506	1.825	S
School Environment	156.39	20.325	165.52	16.154	4.302	S

**(At 5 % level of Significance, the table Value of 't' is 1.96)**

It is inferred from the above table there is no significant difference between boys and girls in their friendship and technological environment, but is there is significant difference between boys and girls in their physical environment, managerial commitment, teaching environment and technological environment.

**ANOVA TABLE**

Dimensions	Source of Variation	Sum of Squares	Mean Square Variance	df	Calculated 'F' Value	Remark at 5% level
Physical Environment	Between	476.407	238.204		25.171	S
	Within	2810.672	9.464			
Managerial Commitment	Between	712.903	356.451		21.301	S
	Within	4970.014	16.734			
Teaching Environment	Between	424.980	212.490		13.669	S
	Within	4617.057	15.548			
Teacher Commitment	Between	569.347	284.674		11.012	S
	Within	7677.569	25.850			
Friendship	Between	7.230	3.615	2,397	0.518	NS
	Within	2072.957	6.980			

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Technological Environment	Between	271.063	135.531	10.396	S
	Within	3871.854	13.037		
School Environment	Between	11968.607	5984.803	18.826	S
	Within	94418.340	317.907		

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**(At 5% level of significance, the table value of 'F' is 3.00)**

It is inferred from the above table that there is no significant association among government, aided and private school students in their friendship, but there is significant relationship among physical environment, managerial commitment, teaching environment teacher commitment and technological environment.

### **Findings**

1. IX Std, students in K.K.Dist have positive attitude towards school environment.
2. Majority of IX Std. students in K.K.Dist. have average level of school environment and its dimensions.
3. Female students are better than male students in K.K.Dist. have high level of school environment in dimensions.
4. There is no significant association among type of school in their friendship in IX Std. in K.K.Dist.
5. IX Std. students in K.K.Dist. have high physical environment and managerial commitment in their school environment and its dimensions.

### **Conclusion**

From the overall analysis, IX Std. Students in K.K.Dist. have above average positive attitude towards in their school environment. The result shows that female students have better than male students in their School environment and its dimensions in K.K.dist. The male students have to be motivated in their attitude to attain good school environment.

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