

Influence Of Type Of School On Perceived School Environment Among High School Student

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Abstract

Introduction: Education is a powerful instruments for reducing poverty and improving health, gender equality, peace, and stability. Education is often regarded as the potential instrument of national development. Although there have been consistent efforts made to improve the standards in educational systems yet the progress have been deficient ,according to UNESCO around 260 million globally are out of primary and in secondary schools there found to be deficit of basic literacy skills. The Indian educational system made significant changes to provide education to all the sections of society. According to the 2009 Right to Education Act, schooling was made free and compulsory for all children from the ages of 6 to 14. However, improvements are slow in being implemented and disadvantaged children may still not have adequate access to education.

Objectives: to measure the difference in the perceived school environment among Private, Aided and Government Higher Secondary students.

Methods: The hypothesis of the study was there will be significant influence of type of school on perceived school environment among high school students. The second hypothesis of the study was there will be significant influence of gender on perceived school environment among high school students. The sample consisted of 433 High school students. In 433, 144 students each from Government, and Private school and 145 from the Aided school. Purposive sample technique was used to the collect the data. The sample comprised of participants from various socio-economic status and Religion. The present study used the School Environment Inventory (SEI) developed by Mishra (2002) to collect data. The purposive sampling techniques was used to collect data.

Results: The 2-way ANOVA method used to find the influence of perceived school environment among higher school students. The leven's test has been used to find the homogeneity of the sample. The p value was not significant and the 2 way ANOVA has been used to find the influence of type of school and gender on perceived school environment among high school student's.

Conclusions: The present research shows that there is significant influence of the type of school and gender on perceived school environment.

Keywords: Percived school environment, Government and Private school, Students.

1. Introduction

Education is a powerful instruments for reducing poverty and improving health, gender equality, peace, and stability. Education is often regarded as the potential instrument of national development. Although there have been consistent efforts made to improve the standards in educational systems yet the progress have been deficient ,according to UNESCO around 260 million globally are out of primary and in secondary schools there found to be deficit of basic literacy skills. The Defining of Education the term 'education' has been interpreted in different ways. Some educationists refer to it as formal schooling or to lifelong learning, others refer to it as acquisition of knowledge, skills and attitudes.

The School System in India: Education is a powerful instruments for reducing poverty and improving health, gender equality, peace, and stability. Education is often regarded as the potential instrument of national development. Although there have been consistent efforts made to improve the standards in educational systems yet the progress have been deficient ,according to UNESCO around 260 million globally are out of primary and in secondary schools there found to be deficit of basic literacy skills.

Defining Education: The term 'education' has been interpreted in different ways. Some educationists refer to it as formal schooling or to lifelong learning, others refer to it as acquisition of knowledge, skills and attitudes.

The School System in India: The Indian educational system made significant changes to provide education to all the sections of society. According to the 2009 Right to Education Act, schooling was made free and compulsory for all children from the ages of 6 to 14. However, improvements are slow in being implemented and disadvantaged children may still not have adequate access to education. The society still places a high value on education, as it ensures a stable future for the young children. Many parents prefer their children to be educated in the best private English schools, but the admission process has turn out to be highly competitive and expensive. Generally people perceived the traditional

schooling methods in India emphasize more towards rote learning and memorization, rather than encouraging liberated or creative thinking. Examination grades and percentage have become a parameter to judge a successful student thus most parents want their child to be ahead in the world of competition. This creates a need to choose a progressive school.

The Indian education system is structured using different criteria i.e./ based the educational grades, type of ownership/management and catering to the needs of the stakeholders. Pre-school, Private playschools, Kindergarten, Primary school, Middle school, Secondary school, Higher secondary or pre-university, Undergraduate: Postgraduate
Types of Schools: Public/Government schools: Most schools in India are funded and run by the government. However, the public education system faces serious challenges including a lack of adequate infrastructure, insufficient funding, a shortage of staff and scarce facilities

AIDED schools : Schools which receive financial aid from Government but are owned and operated by private management subject to compliance of Government laid norms

Private schools: Since many government schools do not provide adequate education, Indian parents aspire to send their children to a private school. Some expats choose to send their children to private Indian schools

International schools: There are international schools in all major cities. They are attended by expat and Indian children

National open schools: Provide education up to the higher secondary level for children whose schooling has been interrupted and have been unable to complete formal education

Special-needs schools: Provide non-formal education and vocational training to children with disabilities

School Environment : A safe, healthy and stimulating school environment is crucial for the development among children as they spent a large span of time in school, thus school environment is of supreme importance in influencing and shaping young minds.

School environment has been defined in numerous ways. School environment is defined as the quantity and quality of emotional, social and cognitive support available to the students throughout their school life in terms of interaction between student and teacher (Mishra, 2000). Dave (1963) defined educational environment as the conditions, process and psychological stimuli which affect the educational achievement of the child. Haynes et al. (1994) define school climate as 'the quality and consistency of interpersonal interactions with the school community that influence children's cognitive, social and psychological development'.

School Environment: Beyond the Physical conditions: A school's environment is all-encompassing of physical, psycho-social factors. The school's physical environment includes the school building and the surroundings such as noise, temperature, and lighting as well as physical, biological, or chemical agents.

Impact of school Environment: The School environment can have a dramatic impact on how students learn. It can affect mood, motivation, creativity and productivity of students positively or negatively

A Positive School Environment or Climate: A positive school environment or climate exists when there is a favorable environment which is comfortable, inclusive, valued, accepted, and secure and where they can have positive interaction among peers, teachers and management as positive school climate affects everyone associated with the school. School management and educators need to constantly work toward improving their school environment so that student learning is improved and helps in holistic development of a student.

Objectives

The present study direction was aimed to find whether the school type influenced on one's perception of their school environment. The objective of the study was to study the influence of school type on the perception of school environment among high school students. To study the influence of type of School on the Perception of School environment among high school students and to study the role of gender on the perception of school environment among higher school students.

1. Methods

The study hypothesised that there would be significant differences in perception of school environment between Private, AIDED and Government higher secondary students and there would be significant gender difference in the perception of school environment among high school students. The type of school and gender was the Independent Variables and perception of school environment was the dependent variable. The sample consisted of 433 (Female 172 and Male 261) high school students belonging to Government, AIDED and Private schools from Bangalore secondary students. Purposive sample technique was used to collect the data. The participant's age range was between 3- 16 years, belonging to high school students. 144 students from Private school, 145 student (59 girls and 85 Boys) from aided school and 144 students (66 girls and 79 boys) from government school student (47 girls and 97 boys). The Inclusion criteria of the study was Students having knowledge and understanding of English language, Students studying in Government school, Aided school and Private school, Students are staying with Family and Students are going for regular school. The Exclusion criteria of the study was Students studying in rural area and Students are not undergoing any counselling or Therapy. The Socio Demographic Sheet was used to collect the information about the participants. The details are like, Name, Age, Gender, name of the school etc. The study used School Environment Inventory (SEI): Dr. Karuna Shankar Mishra (2002)

Creative stimulation, cognitive encouragement, Acceptance Permissiveness, Rejection and Control. The reliability coefficients for six scales range from .762 to .919. Inventory was found to possess content validity as measure by the judges, because of lack of appropriate external criteria criterion related validity could not be established. The School Environment Inventory scoring consisted of five alternatives: Always (4), Often (3), Sometime (2), Very rarely (1) , Never (0) . Individual total for each of the six dimensions namely: creative stimulation, cognitive encouragement, acceptance, permissiveness, rejection and control and Individual total and six separate totals were added up. The Data was collected from a cross section of students from three different schools in the city of Bangalore, in the form of questionnaires, Prior consent was taken from the school management before administering the survey. Questionnaire administration was conducted in whole class groups during class time and fully supervised by the researcher. This was done by the researcher alone, in calm, quiet surroundings.

All standard procedures of test administration was maintained, data was collected over a period of two to two-and-a-half hours in each school. The rapport was established with the students and instructions were given and the participants were asked to complete the scale. The objectives and relevance of the study was explained to respondents in all schools, in simple terms. Respondents were willing to share information. The respondents read the statements, interpreted what was expected and then wrote down the answers or ticked statements accordingly. The statements themselves were clear and easy to understand. The researcher was present and answered any queries that arose during the administration of the questionnaire. The socio demographic details such as the name, age and gender of each participant were taken prior administering the actual questionnaire. The analysis of the scores for the School Environment was done by obtaining the Mean and Standard Deviation and Normality check for the normal distribution of the data. The 2 way ANOVA has been used to find the influence of type of school and gender on perceived school environment among high school students.

2. Results

The obtained data were analyzed using SPSS 20.0, and Mean SD, ANOVA were used to verify the hypothesis. The aim of the present study, as already stated is to investigate the differences in perception of school environment among higher secondary students belonging to different types of schools i.e., Private, AIDED and Government schools. In this study different types of schools, gender and classes are considered as independent variables and perception of school environment was the dependent variables.

Table 1 shows the mean scores and F value for the perceived school environment between Private, AIDED and Government high school students

| Component | School | N | Mean | SD | F | Significant/not significant |
|-------------------------|------------|-----|-------|------|--------|-----------------------------|
| Creative stimulation | Private | 144 | 29.22 | 8.98 | 224.91 | Significant** |
| | AIDED | 145 | 21.95 | | | |
| | Government | 144 | 13.49 | | | |
| Cognitive Encouragement | Private | 144 | 30.56 | 9.71 | 202.76 | Significant** |
| | AIDED | 145 | 23.61 | | | |
| | Govt | 144 | 14.19 | | | |
| Permissiveness | Private | 144 | 23.66 | 9.98 | 83.49 | Significant** |
| | AIDED | 145 | 21.85 | | | |
| | Govt | 144 | 13.48 | | | |
| Acceptance | Private | 144 | 26.92 | 8.59 | 192.22 | Significant** |
| | AIDED | 145 | 21.57 | | | |
| | Govt | 144 | 12.44 | | | |
| Rejection | Private | 144 | 10.45 | 4.94 | 153.49 | Significant** |
| | AIDED | 145 | 20.60 | | | |
| | Govt | 144 | 23.11 | | | |
| Control | Private | 144 | 11.52 | 5.85 | 119.71 | Significant** |
| | AIDED | 145 | 20.79 | | | |
| | Govt | 144 | 24.14 | | | |

*p< .05, **p< .01

Table 1 shows the mean and F value for the school environment between Private, AIDED and Government High schools students. The obtained F ratio reveals that there is significant differences in perception of the school environment between the groups.

The mean score for the private school students reveals that they tend to perceive their school environment to be favorable , where their teachers learning activities and behavior stimulate creativity and cognitive development among students ,and also experience a high level of permissiveness where the school climate provides opportunities to express students

views freely (“ Teachers discuss with their students about different plans”), and also that teachers accept the feelings of students to be a unique and autonomous in a non-threatening manner (“ our teachers think that students should learn by their own experiences”). Whereas the Government higher secondary students tend to perceive their school environment to be more autocratic in which several restrictions are imposed on students to discipline them (‘Teachers criticizes the students opinion’) and controlling which prohibits to act freely (“ Teachers wish that the subject matter taught by them should be essentially learned”).

Table 2 Shows the mean scores and t value for school environment between Female and male students.

| Component | School | N | Mean | SD | t | Significant/not significant |
|-------------------------|----------|-------|--------|------|------|-----------------------------|
| Creative stimulation | Female | 172 | 21.68 | 8.66 | .23 | Not significant |
| | Male 261 | 21.47 | 9.21 | | | |
| Cognitive Encouragement | Female | 172 | 22.89- | 9.48 | .17 | Not significant |
| | Male 261 | 22.72 | 9.73 | | | |
| Permissiveness | Female | 172 | 19.91 | 8.25 | .47 | Not Significant |
| | Male 261 | 19.51 | 8.48 | | | |
| Acceptance | Female | 172 | 20.13 | 8.41 | .345 | Not significant |
| | Male 261 | 20.43 | 8.89 | | | |
| Rejection | Female | 172 | 17.81 | 8.57 | .484 | Not significant |
| | Male 261 | 18.22 | 8.43 | | | |
| Control | Female | 172 | 18.11 | 8.59 | 1.34 | Not significant |
| | Male 261 | 19.29 | 9.12 | | | |

*p< .05, **p< .01

The obtained t value from the table 2 reveals that there is no significant differences in perception of the school environment between these two groups on all the dimensions of school environment, thus the hypothesis that there is difference in the perception of school environment is accepted. Failure to find the differences between the genders on the perceived environment might be due to socio-economic background of the respondents. However on the dimension control there is gender differences wherein the male respondents perceived more restrictions than compared to the female students.

3. Discussion

The findings of the present study is supported by the findings of the earlier research conducted by Kansal, Baliga, Mallapur, and Katti (2015) where they assessed the school services in government and private schools of Belgaum, the results indicated that private schools provided better services in comparison with government schools. A related study by (Perry (1988), the findings indicated that the education process denies intellectual growth among Government students, this effect is seen in the school adjustment and academic performance.

The Private schools facilitates creativity in the practice of giving assignments and projects and additional efforts to increase the pass percentage which is more often absent in the Government high school, where in the direction is more towards completion of the syllabus, thus limiting any activities to promote creativity thereby resulting the classes to be more mundane. This also gives us insight why the Government high school students scored a high mean value for rejection and control. Students of Private and AIDED schools scored a high mean value for acceptance, where teachers accept the feelings of students in a non-threatening manner, which might be due to a constant performance evaluation both from the school management and ratings from the students where in the teachers get a glimpse of their strengths as well as their limitations which in turn helps in enhancing performance and improvement among the teachers. However, the school sector (private or public) and class size are the two important structural components of the school. Private school tends to have both better funding and smaller sizes than public school. The additional funding for private schools leads to a better academic performance and more access to resources such as a computer that have been shown to enhance academic achievement (Danial KK. and Felix K) that could have resulted in favorable perception of the environment. The findings from the present study is not in accordance with the previous studies which found that male and female students tend to perceive their school environment differently Verma (2016). The small amount of gender differences in the perception level found in the present study might be due to lesser sample size, sample being non representative amounting to greater degree of variances in the scores. The Implications of the study was India is home to 253 million adolescents; young people in the age group of 10-19 years who comprise 21% of the country's population (Census, 2011). Not only does this cohort represent India's future in the economic realm, but its experience, attitudes and behaviors will largely determine whether India is able to realize the vision of an equitable civil society envisaged in its constitution. The findings of this study can help the school management, teacher's parents, counsellors to understand the actual causes for poor academic performance and academic stress. It helps in creating a life skills programme within the school system to lessen the

impacts of stress on the students and enhance better coping mechanism among students. The authorities of higher secondary can understand importance of a supportive school environment by organizing all required curricular and co-curricular activities, by encouraging the teachers to experiment innovative methods of teaching. The future Suggestions of the research was to study the role of home environment and parental education and teacher's involvement on children's education attainment. To study the level of aspirations of the children in the academic achievement. To study the effect of size of the school and learning materials available in the school to improve the academic achievement. The Limitations of the present study was Sample size was relatively small and geographically restricted to one area. Intervention programme could have been implemented at two levels namely: School Management and students. School Management could adhere change in the policy and practices that result in a positive and supportive environment. Implementing learning strategies and curriculum that enhances creativity and helps in building a strong personality. Direction towards holistic development of a student. Management giving opportunities for teachers to bring forth their own teaching strategies that helps students in learning. Implementing life skills, vocational and career counselling that facilitates students to cope up with academic stress and to attain academic goal. Home environment, parental education, Socio-economic factors and other behavioral problem could also been the cause for negative school perception, high academic stress, and low self esteem. The present study concluded that The results shows that there is a significant influence of type of school on perceived School environment among Private, Aided and Government higher secondary students and There is significant gender difference in the perceived school environment among private, aided and government higher secondary school.

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