



SCHOOL ENVIRONMENT OF GOVERNMENT AND PRIVATE SECONDARY SCHOOLS

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Abstract: *The present study was conducted on 120 school students to study of school environment of government and Private secondary schools. A school environment scale developed by Dr. Karuna Shanker Mishra was used for the present study to collect the relevant data. Mean, S.D. and t-test was used to analyze the data. The finding revealed that there was no significant difference between school environment of government and private secondary schools. Furthermore it was concluded that there was no significant difference between school environment of government and private secondary school students in relation to their gender.*

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INTRODUCTION

According to Collins English Dictionary (2000) environment means external conditions or surrounding, especially those in which people live and work. Human beings are always immersed in a social environment, which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two Environments home and school share an influential space in child's life and there exists a unique juxtaposition between the two. The family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behavior. Next to family, the school is the most important experience in the process of child development. When the Child enters the School arena, he or she presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and may have a direct impact can be understood if we devote our research energies to find out the environmental variables that are most effective in promoting optimum development of each child's potentialities.

Environment is the sum of substance and forces external to the organism in such a way that it affects the organism's existence in relation to man, the environment constitute of air, land, water, flora and fauna because these regulate man's life. Environment is a multistage of change. By environment, we mean not only our immediate surrounding but also a variety and productivity. Therefore, a man has to be aware for his environment or surroundings.

Therefore, awareness and education of is the paramount concern of all the citizens of society. Environment protection starts by creating awareness among the people so that it becomes part of their life style.

SCHOOL

Schools are the most important educational agency where the new generation is trained for certain types of activities that are part of the society. School is the place where formed situation are created to facilitate teaching learning process among young minds to draw out best of them. School is an integral part of entire social fabric of society and hence acts as a most important agent of child's natural, intellectual, emotional, moral and physical potentialities.

School imparts not only the basic knowledge but also serve as a center to faster their aptitudes, habits, thoughts, process, beliefs, ideas and other interests. Schools serve as a mean to meet the changing needs of the society in accordance with the national objectives and social demands.

ACCORDING TO HERBERT JOHNSON (1893) "School is an auxiliary of the home called into being by parents to aid them in fulfilling one of their parental responsibilities."

ACCORDING TO JOHN DEWEY (2004) "School is a special environment where a certain type of activities and occupations are provided with the object of securing child's development along desirable lines."



ENVIRONMENT

Environment stands for all those circumstances which are influencing the child since conception to death. The environment molds the personality, behavior, attitude and level of aspiration of the child. The child's harmonious development depends upon his/her ability to adjust himself/herself to his/her environment.

The term environment in educational and social sciences came into prominent popular usage during late 1950. It has been recognized as a complex system of situational dimensions that exerts an influence upon participating individuals. Situational dimensions may be factors of social, emotional, and intellectual significance.

RAJAMANICKAM (1998), "Sated that if environment is to kept clean and pure techniques should be developed to recycle the wastage and convert them into some useful material .For example the garbage and waste products can be convert into some kind of measures or fertilizers instead of allowing them to pollute the environment".

ACCORDING TO WOODWORTH (1948) "Environment covers all the outside factors that have acted on the individual since he began life."

MEANING OF SCHOOL ENVIRONMENT

School Environment is the sum total of all the physical, social, emotional and mental factors that contributes to the total teaching learning situation. School environment can also be defined as those school-level variables that relate directly to the school environment, teacher, curriculum, coordinators, principals and also reflects policies created at the school, district, or community level that impact the entire school faculty, parents, and students. School environment can also be defined a as measure of the quality and quantity of cognitive, emotional and social support that has been available to the students during the school life in terms of teacher-pupil interactions. School environment has very important role to impart right type of education to the children. School environment implies all the circumstances, people, things and events that are around the pupils at schools, which influence their lives. It includes sum total of all social, moral, economic, physical and intellectual factors which influence the development of the individual and contribute to teaching learning situations.

CARTER.V.GOOD (1945) "defined school environment as the environment prescribed by students and its measured on the environment scale."

SIGNIFICANCE OF THE STUDY

This study will provide necessary information to all those concerned with the community model schools and Government secondary Schools and those directly involved in the implementation of such programmes of these institutions are moving in the right direction towards attaining the goals and objectives of education.

This study will further add to the finding of several other similar research studies on various dimensions of the community model schools which are still in process. Moreover, this study will help in making analysis of the provincial education directorates and of the federal ministry of education whether or not to extend further such multilateral programmes to other schools i the country on the basis of their performance. This study will also provide a rationale for improvement of educational programs of other various types of existing secondary schools in the country.

STATEMENT OF THE PROBLEM

The problem has been stated as "School Environment of Government and Private Secondary Schools."



OBJECTIVES

1. To study the school environment of government and Private secondary schools.
2. To study the school environment of government and Privates secondary students in relation to their gender.

HYPOTHESES

1. There is no significant difference between school environment of government and Private secondary school.
2. There is no significant difference between school environment of government and Private secondary school students in relation to their gender.

METHOD

Survey method was employed for the present study.

SAMPLE

The sample of 120 students was randomly selected from both Govt. and Private recognized schools of the Tehsil Safidon.

TOOL USED

A School Environment Scale developed by Dr. Karuna Shanker Mishra was used for the present study.

STATISTICAL TECHNIQUES USED IN THE STUDY

Mean, Standard Deviation and t-test were used for the analysis of the present investigation.

ANALYSIS OF DATA

TESTING THE HYPOTHESES

The results have been interpreted in the light of the hypotheses of the study as below:

HYPOTHESIS- 1

There is no significant difference between school environment of government and private secondary schools students.

To verify the above hypothesis t-ratio was computed between mean scores of school environment of government and private secondary schools. The results are shown in table-1.

Table -1: t-ratio between School Environment of Government and Private Secondary Schools.

Variables	N	M	SD	SE _D	t-ratio	Level of significance
Government	60	781.41	317.87			Not significant at .05 level



Private				53.01	1.20	and .01 level
	60	717.66	260.04			

Table-1 showed that t-ratio between government and private secondary schools is 1.20 which is not found to be significant even at .05 level of confidence. Hence the result infers that there exists no significant difference in the school environment of government and private secondary schools. Thus the hypothesis – 1 “There is no significant difference between school environment of government and private secondary schools students” is accepted.

HYPOTHESIS- 2

There exists no significant difference between school environment government and private secondary school students in relation to their gender.

To verify the above hypothesis t-ratio was computed between school environment of government and private secondary school students in relation to their gender. The results are shown in table-2.

Table -2

t-ratio between School Environment of Government and Private Secondary School students in relation to their gender

Variables	N	M	SD	SE _D	t-ratio	Level of significance
Male	60	741.25	259.38	53.34	0.31	Not significant at .05 level and .01 level
Female	60	757.83	321.63			

Table-2 showed that t-ratio between mean scores of government and private secondary school students in relation to their gender are 0.31. The t value in order to be significant at .05 level and .01 level should be 1.98 and 2.62 respectively and obtained t value is less than this. As t-value is not found to be significant even at .05 level of confidence, hence, the result infers that there is no significant difference exists between school environment of government and private secondary school students in relation to their gender. Thus the hypothesis -2 that “There exists no significant difference in school environment of government and private secondary school students in relation to their gender” is accepted.

CONCLUSION

Therefore from the above investigation it was concluded that:-

There was no significant difference between school environment of government and private secondary schools. The reason may that now a days there are equal facilities and opportunities in government schools as comparative to private secondary schools. We found that creative stimulations are equally provided in government secondary schools as comparative to private secondary schools.

There was no significant difference between school environment of government and private secondary school students in relation to their gender. The reason may be that in this era females are equally ahead comparative to males.

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