



## A COMPARATIVE STUDY OF SCHOOL ENVIRONMENT OF SECONDARY SCHOOL STUDENTS OF SIRSA DISTRICT

**Balwinder Kumar**

Research Scholar  
Ph.D (Education)  
SKDU, Hanumangarh  
bks1911@gmail.com

**Dr. Anita Singh**

Associate Professor  
Deptt. Of Education  
SKDU, Hanumangarh

**Dr. Shushma Rani**

Associate Professor  
JCD PG College of Education  
Sirsa

### ABSTRACT

The current study investigated the School Environment of secondary school students in which 100 students which includes 50 Private and 50 Government secondary school students chosen from Sirsa District which were further classified into equal no. of boys and girls students. The School Environment was assessed by School Environment Inventory (SEI) –by Dr. Karuna Shankar Misra. The tabulated data was analyzed and interpreted through the usage of statistical techniques, mean, standard deviation and t test. The study affirms the distinction in School Environment of Private and Government boys and girls. It is recommended that instructors ought to train boy government secondary school students to keep in mind their School Environment. In this study School Environment of girls and Private secondary school students is better than boys Government secondary school students in Sirsa District.

**Keywords:** School Environment, Secondary School Students, School.

### **INTRODUCTION:**

"School is a microcosm where children can revel in their effectiveness and power to make a difference through problem solving, service and cooperation. When parents engender recognize for the level of people's desires and lifestyles, children develop an experience of cause and use their potential to benefit people of the sector as well as themselves" School is the number one unit of society. School relationships play an important position in human life sample before birth through adulthood. Much of an individual's nature patterning originates at School. Crow and Crow (1965), and Clausen (1966) says that the own circle of relatives have a definable composition and a reasonably constant association of joint activities, role relationships and precise principles and goals."

### **SCHOOL ENVIRONMENT**

School Environment typically refers to the environment, both physical and emotional, and the state of the School whether it is good, bad, dysfunctional etc. (Knapp, 1993). Synonyms of: School environment is School climate, familial support, School life,



School lifestyle, School stability, School living, atmosphere of School, School condition, School space, Playing space, School setting, School situations, School atmosphere, School characteristics, School culture School Environment can be seemed as supplying a network of forces and elements which surround, overwhelm and play at the individual. School environment is the complicated of social and cultural situations, the mixture of outer or extrinsic physical conditions that affect and control the growth and development of the individuals, the most innate basic social set which includes parents and their children.

### **RATIONALE OF THE STUDY**

School Environment is a psychological factor which has drawn the interest of psychologist, educationist and researchers. There are countless factors which influence students but in the current study the investigator has prepared his efforts to study the School Environment of the secondary school students only. So the problem of study has been stated as ‘A Comparative Study of School Environment of Secondary School Students of Sirsa District’.

### **OBJECTIVES OF THE STUDY-**

- 1 To study and compare the School environment between Private and Government secondary school students.
- 2 To study and compare the School environment between boys and girls of Private secondary school students.
- 3 To study and compare the School environment of boys and girls of Government secondary school students.

### **HYPOTHESIS:-**

1. There is no significant difference of School environment between Private and Government secondary school students.
2. There is no significant difference of School environment between boys and girls of Private secondary schools.
3. There is no significant difference of School environment between boys and girls of Private secondary schools.

### **REVIEW RELATED LITERATURE**

**Fouad, Kim, Ghosh, Chang and Figueiredo (2015)** studied School Influence on Career Decision Making: Validation in India and the United States. This study examined the homological network for the School Influence Scale in the United States and India. Specifically, the study assessed the bond between School affects on profession selection making and the constructs of School obligation, work volition, calling, work values, and professional appointment across two countries. A total of 136 U.S. individuals and 377 individuals from India replied to a survey via Amazon Mechanical Turk. The study create support for the build strength and the four exceptional styles of School impact both



between the United states and the Indian populace. School Impact was correlated in anticipated approaches with School obligation, work volition, occupation values, calling and job-related meeting.

**Lustig, Xuand Strauser(2017)** deliberate the connection between School consistency, fluency and clash and dysfunctional livelihood opinion. The School Environment Scale-Form R (Moos &Moos, 2009) calculated the School environment and the job judgment record (Sampson, Peterson, Lenz, Reardon &Saunders, 1996) precise dysfunctional job judgment. Participants were apprentice students at a huge Southern University. The outcome create that superior levels of School disagreement and minor levels of School fluency were connected by way of upper levels of management uncertainty, promise worry and outer clash.

**RojewskiandXing(2018)** studied on School impact on job choice making character worth of Chinese secondary Vocational toddlers. job choice making self-efficacy is a essential put up in accepting individual's career behaviors (Betz, 2007). School, as a key font sustain, exerts a considerable control on teenager's vocation growth and judgment creation route (Whitson and Keller, 2004). This study examined the role of elected School variables in predicting 587 Chinese secondary vocational student's job judgment making self- worth. School structural variables that reflected School members' socioeconomic status and School process oriented variables that effect parental career-related behaviors were examined. outcome showed that parental wide-ranging psychosocial shore up was a statistically, clearing up 38.3% of the difference of this erect for Chinese secondary occupational learners.

## METHODOLOGY

The method chosen in the current study was Descriptive survey method.

## POPULATION

All the secondary school students of Sirsa District of Haryana constitute the population of the current study.

## SAMPLE AND SAMPLING MATHOD

In the current study 100 Secondary School Students are elected throughout Random Sampling method as the sample of the study. Initially, investigator go for 50 Private and 50 Government. Secondary schools of Sirsa District cited in Haryana which were further classified into equal number of girls and boys secondary school students.

## TOOLS USED

In this study the following tool was used:

School Environment Inventory ( SEI) prepared by Dr. Karuna Shankar Misra was used.



## STATISTICAL TECHNIQUE USED

In this study Mean ,S.D., ‘t’- test techniques have been used.

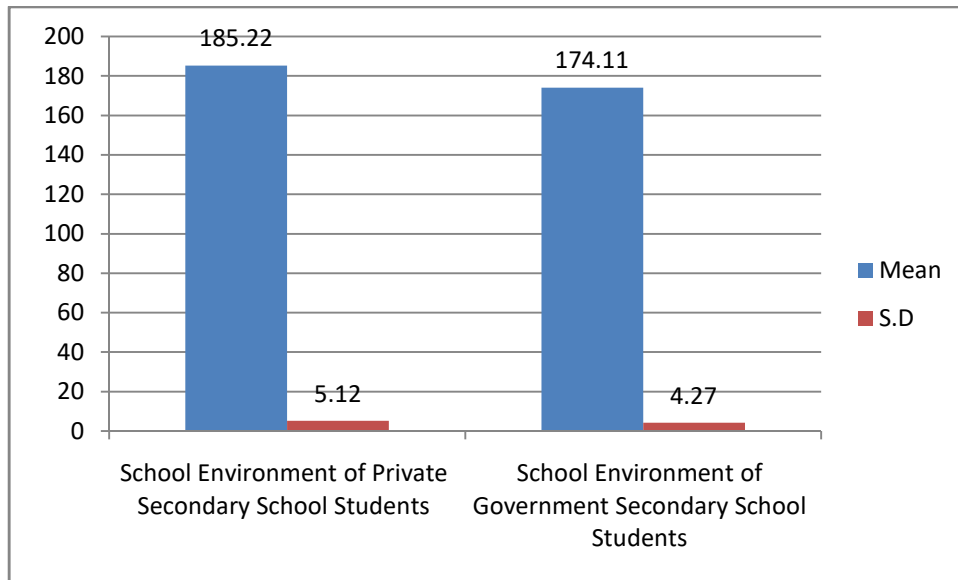
## ANALYSIS AND INTERPRETATION OF DATA

- Hypothesis No.1.1** There is no significant difference of School Environment between Private and Government secondary school students.

Students	N	Mean	S.D	df	t value	Level of significance
School Environment of Private Secondary school students.	50	185.12	5.12	98	11.79	Significant difference at 0.5 level
School Environment of Government secondary school students.	50	174.11	4.27			
		df=98	.05=1.98			

**Interpretation:** Table1.1 shows that the mean and S.D of School Environment of Private and Government secondary school students is 185.22, 5.12 and 174.11, 4.27 respectively. The calculated ‘t’ value is 11.79 which is more than standard table value at .05 level of significance. So hypothesis No.1.1 is rejected. There is significant difference between Private and Government Secondary school students regarding School Environment. Further the mean value of Private Secondary school is more than Government senior secondary school students regarding School Environment. So it is finally concluded that School environment of Private secondary school students is better than Government secondary school students

Fig.1.1



**Hypothesis no.1.2** There is no significant difference of School environment between girls and boys of urban secondary school students.

Students	N	Mean	S.D	df	t value	Level of significance
School Environment girls of Private secondary school students.	25	189.37	5.63	48	6.20	Significant difference at 0.5 level
School Environment boys of Private boys secondary school students.	25	180.62	4.93			

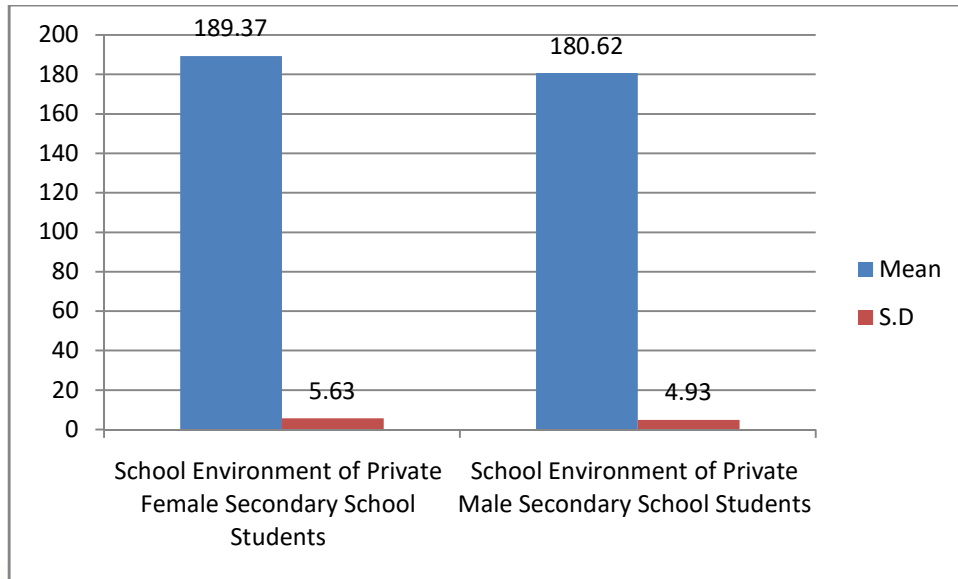
df=48

.05=2.01

**Interpretation** : Table 1.2 shows that the mean and S.D of School environment of Private girls and boys of secondary school students is 189.37, 5.63 and 180.62, 4.93 respectively. The calculated ‘t’ value is 56.20 which is more than standard table value at .05 level of significance. So Hypothesis no 1.2 is rejected that there is significant difference between girls and boys of Private secondary school students regarding School environment. Further the mean value of Private girls secondary school Students is more than Private boys secondary school Students regarding School environment so it is finally

concluded that School environment of Private girls of secondary school Students is better than Private boys of secondary school Students.

Fig.1.2



**Hypothesis no.1.3** There is no significant difference of School environment between Government girls and boys of Secondary school Students.

Students	N	Mean	S.D	df	t value	Level of significance
School Environment girls of Government secondary school students.	25	175.25	4.31	98	7.65	Significant difference at 0.5 level
School Environment boys of Government boys secondary school students.	25	166.13	4.12			

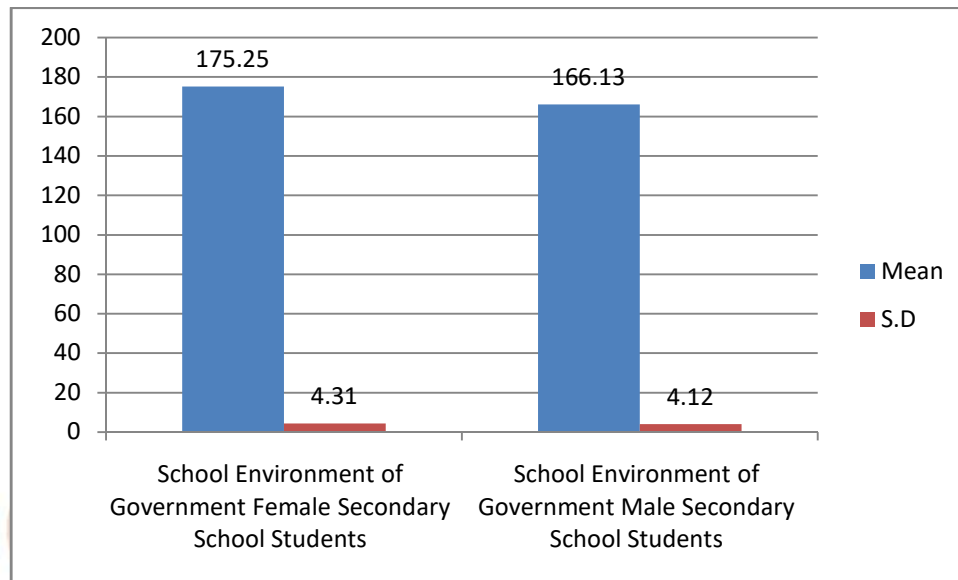
df=98

.05=2.01

**Interpretation** : Table 1.3 shows that the mean and S.D of School environment of Government girls and boys of secondary school Students is 175.21, 4.31 and 166.13, 4.12 respectively. The calculated ‘t’ value is 7.65 which is more than standard table value at .05 level of significance. So Hypothesis no 1.3 is rejected that there is significant difference between Government girls and boys of secondary school Students regarding

School environment. Further the mean value of Government girls of secondary school Students is more than Government boys of secondary school Students regarding School environment. So it is finally concluded that School environment of Government girls of secondary school Students is better than Government boys of secondary school Students.

Fig 1.3



### MAJOR FINDINGS

1. In Hypothesis no.1 It is clear in result that the School Environment of Private Secondary school students is better than Government Secondary school students of Sirsa District of Haryana.
2. In Hypothesis no.2 It is clear in result that School Environment of Private Girls of secondary school Students is better than Private Boys of secondary school Students.
3. In Hypothesis no.3 It is clear in result that School Environment of Government girls of secondary school Students is better than Government boys of secondary school Students.

### EDUCATIONAL IMPLICATIONS

The objectives of educational research is to develop the rank of education by implementing the conclusion of the research studies. It is recommended that tutor should train girl government secondary school students to keep in mind their School Environment. In the current study considerable variations found in School environment between Private and Government students and boys and girls of Private and Government Secondary School Students of Sirsa District of Haryana. The conspirator should sketch consequently to assemble a healthy situation of School Environment and more facilities to enrich the school environment may be given to boys Government Secondary School students so that they may improve like girls Private secondary school students.



## REFERENCES

**Aaliya Akhtar & Dr. Shail Bala Saxsena (2013)** School Environment Scale (HES-AASS). Published by National Psychological Corporation UG-1, Nirmal Heights, Agra-282007.

**Bandhana & Sharma, D.P. (2012).** School environment, mental health and academic achievement among hr. secondary school students. International Journal of Scientific and Research Publications, 2, (5), 1-4.

**Brian, K. Barber, Cheryl Buehler (1996).** School cohesion and enmeshment: Different constructs and different effects. Journal of marriage and the School, 58, 433-441.

**Fass, M.E. & Tubman, J.G. (2002).** The influence of parental and peer attachment on college students' academic achievement. Psychology in the Schools, 39(5), 561-573.

**Misra Karun Shankar (2012).** The School Environment Inventory authored by Dr. Karuna Shankar Misra, published by National Psychological Corporation, Kacheri Ghat, Agra

**Onocha, C. and Okpala, P. (2001).** School and School Environmental Correlates of Integrated Science. The Journal of Psychology, 121(3), 281-286.

**Rojewski, J.W., & Xing, X. (2018).** School influences on career decision making self-efficacy of Chinese secondary Vocational Students, New Waves Educational Research & Development, 21(1), 48-67.