



A STUDY ON EFFECT OF SCHOOL ENVIRONMENT AMONG PRIMARY AND SECONDARY SCHOOL STUDENTS

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Abstract:

Main objective of the present study has been to find out the relationship and role of School environment as under the study has been examined among Secondary and Primary urban and rural school students. All samples are selected randomly. Samples are equal number of distributed to select secondary and Primary School students from Kalaburagi district. In all 240 respondents were selected as a final sample of the research. Result showed that there is no significant in school environment as far as urban and rural are concern and Female school students significantly differ in relation to School environment compared to Male school students.

Key Words: School Environment, Primary and Secondary School, Effect, Students

1. Introduction:

Main aim of the present study has been to find out the relationship and role of School environment as under the study has been examined among Secondary and Primary urban and rural school students. Student study in primary school and secondary in urban and rural area of Kalaburagi district, "School level variables that related directly to the school environment as well as followers of Student, Peon, and clerk. Who are the School environment policy maker as a school teachers, curriculum co-coordinator, principal and also reflected policies created at the school, district or community level that impact the entire school faculty, parents and students."

2. Objectives:

In the present research, the role of school environment under the study has been examined in the following context.

- 1) To find out the interactive effect between (A X B) school environment of types of school(institutions) and types of areas(Habitat) among different types school students
- 2) To find out the interactive effect between (A X C) school environment of types of school(institutions) and types of sex among different types school students
- 3) To examine the relative effects of (B X C) school environment of types of areas(Habitat) and types of sex among different types school students
- 4) To Explanation and effective relationship of (A X B X C) types of school, types of areas and types of sex on school environment among different types school institution students

3. Methodology:

3.1. Sample:

For the purpose of present study two level of types of institution were considered in the group of secondary and Primary school students, two level of areas were considered in the group of Urban and Rural school students and Two level of types of Sex were considered in the group of Male and female school students. In all samples are selected randomly again the respondents are equal number of distributed to select secondary and Primary School students from Kalaburagi district. In all 240 respondents were selected as a final sample of the research.

3.2. Tools: following tools were used

- a) **Personal data sheet:** For information school environment regarding types of school institution students, types of area and type of Gender (Male and Female as well as sex) were collected data by Personal data sheet.
- b) **Used of Scale:** For the present investigation, tool were used of the scales namely School environment inventory reliability of different factors of school environment as well as General reliability was 0.79, and the scale was constructed (SEI) consists of 70 items with six dimensions of school environment by Dr. Karuna Shankar Misra (1983), and high face validity is established.

3.3. Hypotheses:

Following major hypothesis tested in present research.

- 1) H 01: There is no significant mean difference between the mean of the score on the School environment of type of organizations among different types school students.
- 2) H 02: There is no significant mean difference between the mean of the score on the school environment of types of Areas among different types school students.
- 3) H 03: There is no significant mean difference between the mean of the score on the school environment of types of Sex among different types school students
- 4) H 04: There is no significant mean difference between the mean of the score on the school environment of Organizations and Areas among different types school students
- 5) H 05: There is no significant difference between the mean of the scores of the interactive effect between on school environment of Organization and Sex among different types school students
- 6) H 06: There is no significant relationship between the mean of the scores of the relative effects on school environment of Areas and Sex among different types school students
- 7) H 07: There is no significant interactive effect between the means of the scores of Explanation and effective relationship of Organizations, Areas and Sex on school environment among different types school students

3.4. Variable of the study:

Dependent variables: Score on School environment studied as dependent variables. Independent variables: The variable of Organization, Areas (Habitate) and Sex.

3.5. Research design:

The 2x2x2 factorial research design was adopted in the research.

The factorial research design was simple for studied of three independent variables in that each cell of two samples and dependent variables varied in following ways by shown

Table No – 1: Give about the Distribution of the Sample

Main variables:	Organizations				Total Number of Sample
	Secondary schools		Primary schools		
Organization	Male	Female	Male	Female	
Sex/Genders					
Urban Areas	30	30	30	30	120
Rural Areas	30	30	30	30	120
Cell & Variables wise Total Number of Sample	60	60	60	60	240

3.6. Major statistical techniques used:

To analyze the data with related variables of 2 x 2 x 2 factorial design the ANOVA was applied

4. Results And Discussion:-

The scores on school environment was analyzed in factorial design and basic statistics in terms of mean and sample are summarized in table given as below.

- 1) **H₀1: There is no significant mean difference between the mean of the score on the School environment of type of organizations among different types school students.**

Table No.-2: The Organizations, mean difference and ANOVA of School environment.

Source of Variable	Independent Variable	Mean	Difference	S.S (SSa*)	df	Mean S.S	f-Value & LS
A	1.S.S. (N=120)	175.99	16.01	15392.02	01	15392.02	16.80**
	2.P.S. (N=120)	192.01					

(Source: **Significance at 0.05 and 0.01 level)

It is observed that Organizations plays a very crucial role in connection with Created good School environment. There are several schools which provide many facilities (including sport tools, Games tools, and familiar cartoon) to the student and they may have good aspiration, expectation for battlement and active participation of school. Above Table no: 2 shown that mean score of secondary school students was M=175.99 (N=120) and Primary school students mean was =192.01 (N=120) and both are differences of the group, comparative differences of 16.01. The both schools variable differences are differ and analysis was more satisfied of Urban Primary school students among Rural secondary school student.

It is natural to expect that the secondary and primary school as differ in their school environment. It is observed many researchers are that individual perception about both school students of school environment. Both schools have some direct or indirect impact on School environment, so this observation was tested by Ho1. It was found that the (mean SS 15392.02) 'F' value is 16.80 for the type s of institution, which are significant of 0.01 level of types of institution and school environment by statistical analysis. There for the above, H₀1 null-hypothesis was rejected and it was held those secondary and Primary school students are at par with regard to school environment. Both the results are closure in the level of school environment of secondary and Primary schools.

- 2) **H 02: There is no significant mean difference between the mean of the score on the school environment of types of Areas among different types school students.**

Table No.: 3:

Areas (Habitate), samples, mean difference and ANOVA of School environment

Source of Variable	Independent Variable	Mean	Difference	S.S (SSb)	df	Mean S.S	f-Value & LS
B	1 U.A. (N=120)	181.89	4.22	1066.8	01	1066.82	1.16
	2 R.A. (N=120)	186.11					

(Source: Non-significance, at 0.05 and 0.01)

It was observed that individuals perception about his School environment will have some direct or indirect impact on School environment results have seen from table No.3. Both the levels of type of areas (B1- urban and B2- rural areas school students) of School environment are not effective from above variables of B1- and B2, so that observation was tested by H_02 . the table No. 3 was formulated and it was found that the (mean SS 1066.82) 'F' value is 1.16 for the type of areas. which is not significant of areas of School environment. Above Table no: 3, shown that mean of score of, B1, Urban areas students was 181.89 and B2- rural students was 186.11, both the group was having the difference is 4.22. It means rural areas school students are having more developed School environment compared toward Urban areas school students. But the difference was negligible. There for the above table shows, that there is no significant in school environment as far as urban and rural are concern the H_02 null-hypothesis was accepted and concluded that both the groups did not differ significantly on School environment.

3) H 03: There is no significant mean difference between the mean of the score on the school environment of types of Sex among different types school students

Table No. : 4

Sex, samples, mean difference and ANOVA of School environment

Source of Variable	Independent Variable	Mean	Difference	S.S (SSc*)	df	Mean S.S	f-Value & LS
C	1-Male (N=120)	179.39	9.22	5096.82	01	5096.82	5.56*
	2-Female (N=120)	188.61					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

Above observation (H_{03} , null- hypotheses) was tested by table No. 4, indicates that the Mean scores of male was 179.39 and female was 188.61 both the Sex mean difference was 9.22 regarding School environment. The both the male and female was well correlated between the School environment, and it was significantly connected. The nature of correlation indicates the level of appraisal support of Female school student shows that the male students have more School environment compared to male the mean different was 9.22. Table No.4 was formulated and found that the 'f' ratio was school environment of gender was 5.56, which is significant at 0.05 level. Therefore, the above table shows that there is significant in school environment as far as Male and Female concern, is means null-hypotheses was rejected and it held that Sex (male and female school student) are having different School environment. Both the independent variables results are vary closure in the School environment of Male and female school students. This indicates that Sex with School environment both is related to that context. It means Female school students significantly differ in relation to School environment compared to Male school students.

- 4) **H₀₄**: There is no significant mean difference between the mean of the score on the school environment of Organizations and Areas among different types school students

Table No.- 5

Organizations and Ares mean, and ANOVA of School environment

Source of Variable	Independent Variable	Mean	Diff.	S.S (SSAXB*)	df	Mean S.S	f-Value & LS
A X B	A = (N=240)	184.00	1.00	33891.27	01	33891.27	36.99**
	B = (N=240)	184.00					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

Looking to the above table number 5, it can be observed that the interaction between organizations and Area (Mean SS 184.00 and 184.00) and 'F' value of 36.99, which was significant role of both independent variables. There for the above, H₀₄ null-hypothesis was rejected and regard per that both the groups is differ significantly on School environment scores. The above table No. 6, shows that there is the scores pertaining to interaction between Organizations and Areas of School environment. Both the independent variables results was comes to very high ranking, valided and very crucial role and connection with closure to the school environment. This indicates that the Organizations Areas of School environment differences were differ.

- 5) **H₀₅**: There is no significant difference between the mean of the scores of the interactive effect between on school environment of Organization and Sex among different types school students

Table No. - 6

Organizations, and sex mean difference and ANOVA of School environment

Source of Variable	Independent Variable	Mean	Diff.	S.S (SSAXC*)	df	Mean S.S	f-Value & LS
A X C	A = (N=240)	184.00	1.00	1197.07	01	1197.07	1.31
	C = (N=240)	184.00					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

Above table No. 6 shown that there is no significant in school environment as far as Organizations, and sex are is concern. It can be observed that there is on significant role and interaction between Organizations, and sex Mean ss was,

184.00 and 184.00 and both interactional variables “ F” value was 1.31, which was not significant .There for the above, H05 null-hypothesis was accepted and concluded that both the groups did not differ significantly on school environment scores. Both the independent variables results was not closure in the dependent variables of School environment.

- 6) **H₀₆: There is no significant relationship between the mean of the scores of the relative effects on school environment of Areas and Sex among different types school students**

Table No. - 7

The Areas and Sex, mean and ANOVA of School environment

Source of Variable	Independent Variable	Mean	Diff.	S.S (SSBXC*)	df	Mean S.S	f-Value & LS
B X C	B = (N=240)	184.00	1.00	4717.07	01	4717.07	5.15*
	C = (N=240)	184.00					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

Looking to the table number, 7, it is observed that the ‘f’ value of interactional between Areas and Sex School environment both variables mean score was 184.00.and 184.00 and F’ Value is 5.15, which was significant level at 0.05. Hence, the above, H₀₆ null-hypothesis was rejected and it was held that Areas and Sex among School environment was at par with regard to School environment. Both the results are closure in the School environment among Independent variables.

7) H 07: There is no significant interactive effect between the means of the scores of Explanation and effective relationship of Organizations, Areas and Sex on school environment among different types school students

Table No. – 8

The Organizations, Area and Sex, Mean and ANOVA of School environment

Source of Variable	Independent Variable	Mean	Diff.		S.S (SSBXC*)	df	Mean S.S	f-Value & LS
A X B X C	A = (N=240)	184.00	1.00	1.00	1550.42	01	1550.42	1.69
	B = (N=240)	184.00						
	C = (N=240)	184.00	1.00					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

It is observed that the table number 8, that there is no significant interaction between Organizations, Areas and Sex the (Mean of all source was SS 184.00) and 'F' value 1.69 which was not significant. That means above table shown that there is no significant in school environment as far as independent variables of Organizations, Areas and Sex. it means H07 null-hypothesis was accepted and concluded that the groups did not differ significantly on School environment scores. Both the results are not closure in the School environment of Organizations, Areas and Sex.

5. Conclusions:

The statistical analysis and discussion as well as interpretation of the results in earlier following conclusions,

- 1) The students of Primary are more developed with respect, reliable and validated to School environment compared to secondary school students.
- 2) The students of Rural area was more developed compared to student of Urban areas in relation to School environment
- 3) The School environment more developed and free from female students was found higher score compared to male school students
- 4) The Organizations and Areas was very highly respected of School environment. Both the independent variables results was comes to very high ranking, validated and very crucial role and connection with closure to the school environment
- 5) Areas and Sex among School environment was at par with regard and highly respected with developed to School environment.

- 6) The other factors like time, duration, motivation (aggression), Temperament, Aptitude, proficiency, competence, and achievement are also responsible for developing School environment, if appropriate environment is created.

6. Limitations of the study:-

Following are the limitations of the present study

- The sample is drawn from Secondary and Primary secondary school student situated at Kalaburagi district of Karnataka State, other institutions like military school, colleges and deaceable school student are not included.
- Only Karnataka State are involve, other states are not included in the sample so the results are restricted up to Kalaburagi and Karnataka state, and may not be generalized for whole country (Nation).

7. Suggestion for further study:

Following are the suggestion for further study

- May be drawn from the whole state areas so as to remove effect of areas on results.

8. Implication of the study:

- A profile of the secondary and Primary school students may be prepared to solve the problem of School environment and develop the group of students.
- The impact of School environment can be predicted with the help of results and can be manipulated effectively so as to get better results with respect to achievement motivation, intelligence, emotional maturity, feeling, competition, awareness of self activities, dream and good environment.
- The students having less School environment may be traced out and can be given intensive training so as to increase School environment.

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