



## COMPARISON OF THE DIMENSIONS OF SCHOOL ENVIRONMENT BETWEEN PRIVATE AND GOVT. HIGHER SECONDARY SCHOOLS IN DEHRADUN DISTRICT

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### ABSTRACT:

*The present study Comparison of the dimensions of school environment between Private and Govt. Higher Secondary Schools in Dehradun District was examined to find out the difference in the various dimensions of school environment between of Private and Govt. schools in Dehradun District.*

**KEYWORDS:** school environment , various dimensions , Govt. Higher Secondary Schools.

### INTRODUCTION

According to Mick Zais (2011), School Environment means the extent to which school settings promote student safety and student health, which mainly include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

Background of and Need for the Study  
School life and its environment is an important part of the student's life. It is not just a visiting place for a child but it is a place where the child spends most of his time. Therefore, it becomes important that a place where an individual spends his childhood and approximately reaches

his adolescence stage should be full with creativeness. In the process of schooling a child undergoes different types of physical, mental, emotional and educational changes hence it becomes important that the entire school environment and the various small or big factors related to it should be designed in such a way that it completely influences the learner.

A proper and adequate environment plays a vital role for a fruitful learning of the child. The favorable school environment provides necessary stimulus for learning experiences. Children

spend most of their time in school, and this school environment is exerting influence on performance through curricular activities, teaching technique and relationship (Arul Lawrence A.S. 2012). It plays a significant role in the development of the personality of the students as well. Students spend most of their time at school, its environment is highly responsible for inculcating of high values into them.



**OBJECTIVE**

- To know if there exist any difference in the dimensions of school environment among students of private schools in Dehradun District.
- To know if there exist any difference in the dimensions of school environment among students of govt. schools in Dehradun District.
- To know if there exist any difference in the dimensions of school environment among students of private and govt. schools in Dehradun District.

**NULL HYPOTHESES**

- There is no significance difference between creative stimulation among students of private and govt. schools.
- There is no significance difference between cognitive encouragement among students of private and govt. schools.
- There is no significance difference between permissiveness among students of private and govt. schools.
- There is no significance difference between acceptance among students of private and govt. schools.
- There is no significance difference between rejection among students of private and govt. schools.
- There is no significance difference between control among students of private and govt. schools.

**RESEARCH DESIGN****Sample**

Sample of the present study is consisted of 400 students studying in private and government higher secondary schools of Dehradun District.

**Tool**

To access the school environment, scale developed by Dr. Karuna Shankar Mishra has been used

**Data Analysis**

To analyze data Mean, S.D, and T-test has been used in the present study

**Table 1: Comparison between Creative Stimulation of among students of Private and Govt. Schools**

Area 1	School Type	N	Mean	SD	Calculated 't' Value	Result
Creative Stimulation	Private	200	57.20	9.28	3.61	Significant
	Govt.	200	60.05	6.19		

The above table shows that the calculated 't' value is 3.61 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Creative Stimulation dimension of school environment among students of private and govt. schools.

**Table 2: Comparison between Cognitive Encouragement among students of Private and Govt. Schools**

Area 2	School Type	N	Mean	SD	Calculated 't' Value	Result
Cognitive Encouragement	Private	200	33.02	0.32	5.43	Significant
	Govt.	200	35.14	0.22		

The above table shows that the calculated 't' value is 5.43 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56 .Hence the hypothesis is rejected. It shows that there is significance mean

difference of Cognitive Encouragement dimension of school environment among students of private and govt. schools.

**Table 3: Comparison between Permissiveness among students of Private and Govt. Schools**

Area 3	School Type	N	Mean	SD	Calculated 't' Value	Result
Permissiveness	Private	200	32.67	2.35	6.50	Significant
	Govt.	200	29.91	5.52		

The above table shows that the calculated 't' value is 6.50 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Permissiveness dimension of school environment among students of private and govt. schools.

**Table 4: Comparison between Acceptance among students of Private and Govt. Schools**

Area 4	School Type	N	Mean	SD	Calculated 't' Value	Result
Acceptance	Private	200	25.87	4.73	6.58	Significant
	Govt.	200	28.32	4.88		

The above table shows that the calculated 't' value is 6.58 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Acceptance dimension of school environment among students of private and govt. schools.

**Table 5: Comparison between Rejection among students of Private and Govt. Schools**

Area 5	School Type	N	Mean	SD	Calculated 't' Value	Result
Rejection	Private	200	20.20	6.24	2.67	Significant
	Govt.	200	18.51	6.39		

The above table shows that the calculated 't' value is 2.67 is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Rejection dimension of school environment among students of private and govt. schools.

**Table 6: Comparison between Control among principals of Private and Govt. Schools**

Area 6	School Type	N	Mean	SD	Calculated 't' Value	Result
Control	Private	200	30.02	3.64	3.94	Significant
	Govt.	200	28.38	4.59		

The above table shows that the calculated 't' value is 3.94 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Control dimension of school environment among students of private and govt. schools.

## MAJOR FINDINGS

- Findings show that there is significance difference in Creative Stimulation between students of higher secondary private schools and students of higher secondary govt. schools.

2. Findings show that there is significance difference in Cognitive Encouragement between students of higher secondary private schools and students of higher secondary govt. schools.
3. Findings show that there is no significance difference in Permissiveness between students of higher secondary private schools and students of higher secondary govt. schools.
4. Findings show that there is significance difference in Acceptance between students of higher secondary private schools and students of higher secondary govt. schools.
5. Findings show that there is significance difference in Rejection between students of higher secondary private schools and students of higher secondary govt. schools.
6. Findings show that there is significance difference in Control between students of higher secondary private schools and students of higher secondary govt. schools.

## CONCLUSION

Based on the analysis of data the investigator concluded there is a significance difference between Dimensions of school environment that is Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Rejection and Control among students of private and govt. schools.

Further it shows that mean scores of the students of higher secondary private schools is less than the students of higher secondary govt. schools. This shows that effect of school environment in govt. school is higher than private schools.

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