EXAMINING THE IMPACT OF SCHOOL ENVIRONMENT ON HIGH SCHOOL STUDENTS IN PUDUCHERRY

Karthikeyan. P
Assistant Professor, Army Institute of
Education-Greater Noida

Abstract

This research study examines the impact of school environments on high school students in Puducherry, India. It aims to understand how the school environment influences academic performance and psychological well-being, with a focus on gender and school type. Utilizing a quantitative survey method, data is collected from diverse high school students across Puducherry. The analysis explores factors like infrastructure, classroom atmosphere, teacher-student relationships, and extracurricular opportunities and their effects on students' achievements and well-being. The study aims to uncover any variations in experiences and outcomes based on gender and school type. Valuable insights from this research can inform targeted interventions for creating inclusive and supportive learning spaces for all students

Keywords: *School Environment, high school students, Gender and Type of School*

Introduction

The school environment significantly influences students' academic performance, social development, and overall well-being. This research focuses on the impact of school environments on high school students in Puducherry, India, with a specific focus on gender and school type. School environments encompass various elements such as infrastructure, classroom atmosphere, teacher-student interactions, and extracurricular opportunities. These factors shape students' learning experiences and emotional well-being during high school, which can vary based on gender and school type.

Puducherry unique cultural and social fabric provides an intriguing setting to understand school environments' dynamics in this region. The study aims to explore how the school environment affects students' academic achievements, psychological well-being, and social development. By using mixed-methods, including surveys and interviews, the research seeks to uncover unique patterns among male and female students and those attending different types of schools. The findings will contribute valuable insights for educational practitioners and policymakers in the region, helping to

create nurturing and inclusive learning spaces for high school students in Puducherry. Ultimately, the research aspires to enhance the educational experience and well-being of students in this diverse Union Territory

Need of the study

The proposed study on "Examining the Impact of School Environment on High School Students in Puducherry (UT): A Gender- and School Type-Specific Analysis" is significant in multiple ways. Firstly, it addresses the lack of comprehensive research on how school environments influence high school students in the specific context of Puducherry, India. By conducting an in-depth analysis, the study aims to provide valuable insights into the factors that shape students' experiences and outcomes in this unique Union Territory.

Secondly, the research delves into the intersectionality of gender and school type, exploring how these factors interact with the school environment to influence student achievements and well-being. By considering both male and female students in single-sex and co-educational schools, the study aims to uncover potential variations and unique patterns in their educational experiences. The findings of this study have the potential to inform targeted interventions and educational policies that cater to the diverse needs of high school students in Puducherry, fostering a positive and inclusive learning environment for all.

This research holds immense significance in enhancing our understanding of how school environments impact high school students in Puducherry. By exploring the role of gender and school type, the study aims to provide context-specific insights that can guide educational practitioners, policymakers, and stakeholders in developing effective strategies to improve students' academic performance, psychological well-being, and overall educational experiences in this diverse region.

Operational Definitions of Key Terms:

School Environment: School Environment in the present study is a measure of the individual's perception of the school environment in terms of Teacher pupil's interactions. According to the School Environment Inventory, which was created and validated by Dr. Karuna Shanka Misra, the school environment contributes to the subject's overall score.

High School Student: The high school pupils in the study are those enrolled in the IX and X grades in Puducherry.

Objectives of the Study

The following objectives have been set for the present study.

1. To determine the level of the school environment perceived by high school students.
2. To investigate significant differences among high school students in their perception of the school environment with respect to gender and type of school.
3. To examine the significant association between the school environment and the gender of high school students.
4. To examine the significant association between the school environment and the type of school attended by high school students.

Hypotheses

In this study the following hypotheses are formed.

1. The school environment of high school students is perceived as satisfactory.
2. There are no significant differences among high school students in their perception of the school environment with respect to gender and type of school.
3. There is no significant association between the school environment and the gender of high school students.
4. There is no significant association between the school environment and the type of school attended by high school students

Methodology

The objective of this research was to assess a hypothesis, utilizing particular instruments and methods, such as the "School Environment Inventory" created and approved by Dr. Karuna Shanka Misra. This survey is intended to determine how students evaluate the psycho-social atmosphere in their schools. It evaluates relationships between teachers and pupils in terms of cognitive, emotional, and social support.. The interpretation of the inventory's scores reveals the standard of the learning environment. Scores between 202 and 216 were regarded as satisfactory, while those below 202 were thought to have an unsatisfactory learning environment. A positive school climate was indicated by scores higher than 216.

The study targeted high school students in Puducherry, and a sample of 300 students from government, government-aided, and private schools was chosen using a stratified random procedure. The even-odd technique was used to evaluate the School Environment Inventory's dependability for the sample, and the result was a reliability coefficient of 0.56. Additionally, the dependability coefficient's square root was calculated in order to determine the authenticity of the inventory, obtaining a value of 0.75

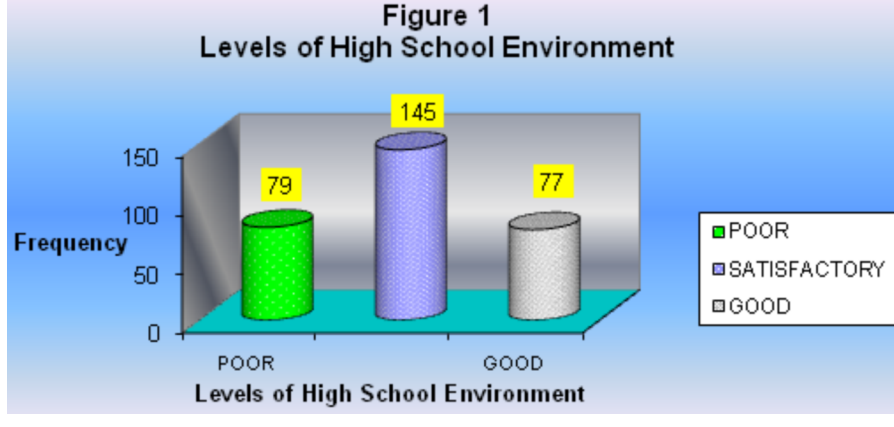
Hypothesis: 1

The School Environment of high school students is adequate in nature as perceived by high school students.

Table 1
Level of School Environment among high school students

S.No.	Level of School Environment	Frequency	Percentage
1	Poor	78	26.00
2	Satisfactory	145	48.33
3	Good	77	25.67
	Total	300	100.00

Inference: Considering the information in the table, it is evident that high school students' perceptions of their school environment varied significantly. Approximately 48.33% of the students reported being satisfied with their school environment, indicating positive conditions and factors within their educational setting. Conversely, around 26.00% expressed dissatisfaction, perceiving their school environment as poor, suggesting challenges and negative aspects affecting their educational experience. Interestingly, about 25.67% of students reported feeling that their school environment was good, implying a mixture of positive and negative elements leading to a moderately satisfactory perception overall.



Hypothesis: 2

There is no significant difference among the high school students in the perception of their School Environment with respect to gender.

Table 2
Significant difference in Mean, S.D and t- values of high school students on their School Environment with respect to the gender

Variable	Gender				t-values	Significance at 0.05 level
	Boys		Girls			
	Mean	S.D	Mean	S.D		
School Environment	201.16	25.09	196.56	34.47	1.32	Not Significant

Inference

Based on the information provided, it is concluded that there is no significant difference between high school boys and girls in their perception of the school environment, leading to the acceptance of the hypothesis formulated for this study.

Hypothesis: 3 There is no significant difference among the high school students in their perception of School Environment with respect to Type of school

Variable	Source	Df	Sum of sources	Mean square	F- ratio	Significance at 0.05 level
	Nature of Schools					
School Environment	Between group	2	856.33	428.16	0.46	Not Significant
	Within group	297	271595.78	914.46		
	Total	299	272452.12			

Inference: The analysis indicates that the "Nature of Schools" does not significantly affect the perception of the school environment, as the F-ratio is not statistically significant at the 0.05 level. Consequently, the hypothesis is accepted.

Hypothesis: 4 There is no significant association between the School Environment and gender of high school students.

Table 4

Association between School Environment and gender of high school students

Gender	Level of School Environment			Total	Chi-square value	df	Significance at 0.05 level
	Poor	Satisfactory	Good				
Boys	29 (39.0)	86 (72.5)	35 (38.5)	150	10.79	2	Significant
Girls	49 (39.0)	59 (72.5)	42 (38.5)	150			
Total	78	145	77	300			

Table 5

Association between School Environment and Type of schools of high school students

Type of schools	Level of School Environment			Total	Chi-square value	df	Significance at 0.05 Level
	Poor	Satisfactory	Good				
Boys	15 (23.4)	55 (43.5)	20 (23.10	90	11.12	4	Significant
Girls	28 (23.4)	34 (43.5)	28 (23.1)	90			
Co- education	35 (31.2)	56 (58.0)	29 (30.8)	120			
Total	78	145	77	300			

Inference: The significant result indicates that there is indeed an association between the "Type of Schools" and the "Level of School Environment." In other words, the perception of the school environment differs significantly among boys, girls, and co-education schools. Consequently, the stated hypothesis is rejected.

Major Findings of the Study

1. It was found that the school environment of high school students is perceived as satisfactory.
2. No significant difference was found among high school students in their perception of the school environment with respect to gender and type of school.
3. Significant association was noted between the school environment and the gender of high school students.
4. Significant difference was noted among high school students in their perception of the school environment with respect to the type of school

Educational Implication

The study's educational implications are as follows: Firstly, schools should prioritize fostering positive environments by promoting safety, support, and engagement for high school students. Secondly, the absence of significant differences in perceptions based on gender calls for continued efforts in promoting gender equality and inclusivity. Additionally, gender-specific concerns should be addressed through tailored support and open dialogues. Moreover, recognizing variations in perceptions among different school types necessitates customized strategies to address unique strengths and challenges. Regular assessment and feedback collection are crucial for continuous improvement, ensuring the school environment remains supportive and positive. Finally, integrating values and character education can contribute to students' holistic development, promoting integrity, empathy, and respect. Implementing these implications will create inclusive, enriching learning environments that enhance students' academic success and overall well-being.

Suggestions

- Strengthen Positive School Environment: Emphasize safety, support, and engagement to enhance the overall school experience for high school students.
- Promote Gender-Neutral Initiatives: Ensure gender equality and inclusivity through gender-neutral policies and equal opportunities for all students.
- Address Gender-Specific Concerns: Identify and address unique challenges faced by male and female students to create an equitable environment.

- Customize Strategies for Different School Types: Tailor approaches to cater to the strengths and challenges of each school setting.
- Continuous Evaluation and Improvement: Regularly assess and seek feedback to remain responsive and nurture a supportive learning atmosphere for all students.

Conclusion

In conclusion, the study's major findings shed light on high school students' perceptions of their school environment and offer valuable insights for educational stakeholders. Overall, the students' perception of their school environment as satisfactory is a positive indicator, highlighting the success of schools in fostering a conducive atmosphere for learning, growth, and well-being.

Additionally, the lack of notable disparities in students' perceptions according to gender and school type indicates the existence of a largely democratic and inclusive educational climate. This motivates teachers and administrators to keep advocating for gender equality and attending to the individual requirements of pupils from various backgrounds.

The gender of students and the school environment are significantly correlated, which highlights the significance of identifying and addressing gender-specific issues to maintain an environment that supports all students equally. However, given the stark differences in how children view the educational environment depending on the kind of institution, it is imperative that interventions and tactics be specifically designed to address the special qualities and difficulties of each type of institution.

In totality, these findings emphasize the importance of continuously assessing and improving the school environment to create a supportive and engaging atmosphere for all high school students. By leveraging these insights, educational institutions can refine their practices, foster positive learning environments, and empower students to thrive academically and personally.

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