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"A Study on the perception of Boys and Girls in secondary level from Tea Garden areas of Titabor, Assam in regards to their School Environment."

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ABSTRACT

This paper is inclined towards Study on the perception of Boys and Girls in secondary level from Tea Garden areas of Titabor, Assam in regards to their School Environment. It gives us an understanding of students towards multidimensional learning environment of the school. It tries to assess how school environment impacts school behavior and perception of the students, how teacher behavior impacts school environment, how different dimensions of school environment shape the dynamics of students' perception and adjustment in relation to school environment and relation to school effectiveness. School Environment Inventory developed and standardized by Dr. Kurana Shankar Mishra was administered on 98 boys and 98 girls studying at secondary level. The result of the study showed significant difference between boys and girls about school environment in various dimensions.

According to Dewey(1982) "The school is a special environment. When a certain quality of life and certain type of activities and occupation are provided. With the object of securing child's development along desirable lines."

School Environment is an important factor which in many ways stimulates the students study process. A positive school environment in student regulates regular attendance and concern, thus a determinant factor that helps cure many schools problems. It helps boost a more positive mindset in students involved in the learning process. The key factor to student achievement is the school environment. School environment determines the extent of development of a student. In such an environment teacher and students work in a cooperative manner and in a productive way. It encourages powerful motivation.

School environment directs the willingness of students to get involved in the

educational process and contributes to self development .School Environment can broaden the idea of inclusion and sustain opportunities for students. The feeling of socially, emotionally and physically safe can be felt by the growing students only in a secure School environment,thus leading to satisfaction and development. In a proper school environment teachers encourage all students to take up challenges while learning and experiencing various social ,emotional ,mental and physical issues. Science and Computer laboratories, library facilities, adequate classroom, workshop, play grounds etc of a school are some of the important elements for all round development of a school. The availability of needful resources in a school contributes a quality educational experience and accomplishments. Saru(2012) studied the effect of home and school environment on the academic achievement of school going children in the Ri bhoi district of Meghalaya. In the present study various dimensions of school environment, like creative stimulation, cognitive encouragement, acceptance, rejection, control etc were found to be significantly associated to the academic achievement of the children. Thus showing that the various school dimensions constituted important determinant of academic achievement. The various school dimensions contributing to academic achievement may be useful to the teachers and educators to understand those who are academically low . Sivakumar & Malliga(2015) did a Study on School Environment in Relation to Academic Achievement of Higher Secondary School Students. There was no relationship between the school Environment and Academic Achievement in the study. The study has brought up new horizons in the school environment such as physical facilities, infrastructural facilities, teaching-learning evaluation, and extra- curricular activities.

Anbalagan(2017) studied the impact of school environment on academic achievement of secondary school students in Madurai district. It is found out that there is positive relationship between the school environment and academic achievement.Lawrence(2012) studied School Environment And Academic Achievement Of Standard Ix Students and was found that there was very low positive relationship between the school environment and academic achievement. Thus concluding that there was no significant difference in the school environment of standard IX students in terms of gender, medium of instruction. Again there was significant difference in the school environment of standard IX students in terms of locality of school. The urban students had better school environment than the rural students. Lots of Research studies have supported the positive effect of school environment on students and highlighted the need of a positive environment.

Assam is the largest tea growing state in India. It produces 50% of the country's tea. More than 10 lakh workers are involved in this Industry of Assam and they are popularly known as the tea garden labourers of Assam. These labourers are educationally , socially and all aspect very backward. Proper education is far away from the tea garden labourers and their children. There are various factors contributing to such poor condition of this section of People. Awareness and negligence have lead to educational darkness among these labourers. Children in tea gardens are the future generation of the nation ,but they are still away from the mainstream society despite of various developmental schemes by the ruling Government One of the neglected factor is the School Environment in these areas

of Tea garden.

The lack of proper educational infrastructure and environment of schools at the tea gardens areas affects academic interests of the tea garden students. These schools lacks the motivating factor and have an improper environment. Most of the schools has no computer aided learning labs. The educational environment is not so congenial for the children in and around the tea garden areas. One of the major issue is the distance of schools from the gardens which is contributing to low literacy rate. Children are made to travel long distances to attend middle schools after primary education. Students are made to attend classes in very small rooms. Lack of availability of drinking water is also a problem in some schools . The number of absentees is highest among the tea garden category students leading to high dropout rate. It was reported that there are problems of door and windows, partition wall, electricity facility, pure drinking water and ceiling fan etc. in such schools. Many teachers in the school are below the norm specified by NCTE. There is disproportionate ratio of Teacher and student in the Tea garden and rural area schools(Saikia (2017). Isolated environment of the tea-gardens, problem of proper communication, negligence of children of tea garden by the mainstream people are some of the causes for which the teachers do not like to go to tea garden schools and lack dedication towards development of these children. There is limited teachers in the schools and it is difficult for the Headmasters to manage school under such situation. Less teaching aids are used to present any difficult concept. Thus, the school environment is very ignored in tea garden garden areas and it is not up to the mark. Students after passing the primary level prefer to work in gardens for earning money and involves themselves in bad habits.

Significance of the study:

As we know good school environment brings professional development of students, teachers and administrators so to increase their knowledge and skills. Many secondary schools have adequate school environment and students could experience a positive environment, but many other schools do not have such conducive school environment. This leads to the poor achievement of students in school most of the time. Most rural secondary schools do not have resourceful facilities. Like in tea garden areas of Assam schools still lacks amenities like modern classrooms, teachers' restrooms, entrance gates, separate toilets for teachers and students and these issues leads to poor improvement of academic scenario in tea garden areas of the state. They are totally dependent on traditional classroom system and its only theoretical .Such situation in most of the regions is seen as ignorance on the part of school administration and Government. Thus this study is considered necessary to assess the perception of secondary level students in tea garden areas of a rural area like Titabor Assam in order to put forward some implications.

Objective of the study:

- 1.To study the perception of boys and girls regarding school environment.
- 2.To find the significant difference between boys and girls regarding school environment in relation to the six dimensions of school environment; creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

Hypothesis of the study:

There is no significant difference between boys and girls in secondary level regarding their school environment in relation to six dimensions of school environment i.e. creative stimulation(A), cognitive (B), , acceptance(C), permissiveness(D) rejection(E) and control(F).

Sampling :

The sample for the present study comprises of 98 students both boys and girls of class 9 and 10 who are selected through Purposive sampling technique from two Secondary Schools of Titabor, Assam .

Tool used for Data collection:

School Environment Inventory developed and standardized by Dr. Kurana Shankar Mishra was used for the study. This tool is for appraising the perception of an individual student. It consist of 6 dimensions;creative stimulation(A), cognitive (B), acceptance(C), permissiveness(D) rejection(E) and control(F). with 70 items.

Statistical Techniques Used:

The data is analyzed through mean, t- test and graphs.

Data Analyses and Interpretation:

Table 1. School environment as perceived by the boys and girls overall.

Gender	N	Mean	SD	t-value	Significance level
Boys	49	136.83	10.58	6.09	Significant
Girls	49	166.18	31.99		

Figure 1. Mean Difference Between Boys and Girls regarding School Environment.

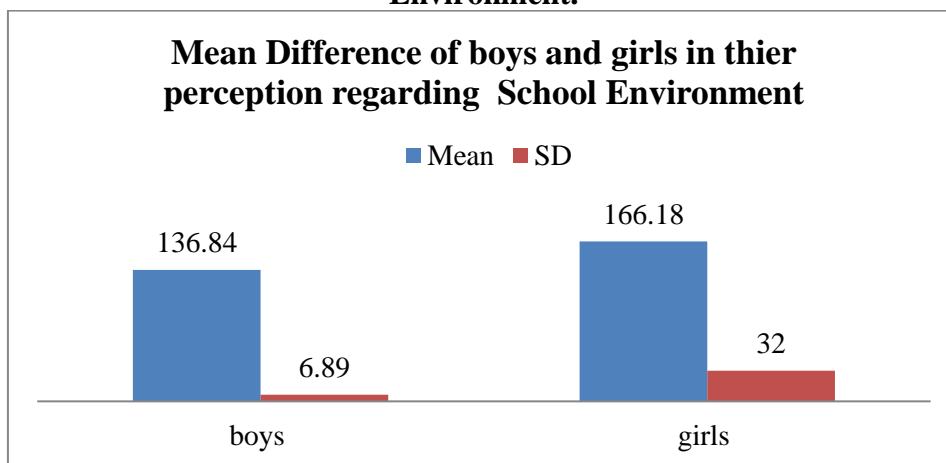


Table no. 1 and figure 1 shows the mean difference regarding School Environment between boys and girls. Mean value of boys was calculated 136.83 whereas of girls was 166.52. Here t-value is found out to be 6.09 which is greater than the table value at the levels of significance, which means there is significant difference between boys and girls overall regarding their perception regarding school environment.

Table 2. Comparative Difference between Boys and Girls in relation to Creative Stimulation(A)

Gender	N	Mean	SD	t-value	Significance level
Boys	49	36.18	6.89	4.26	Significant
Girls	49	44.57	11.96		

Table no. 2 shows the significant difference between boys and girls regarding school environment in relation to the dimension; creative stimulation. The mean score of boys and girls was calculated and found to be 36.18 and 44.57. The t value was found to be 4.26 which is greater than table value. Thus significant difference is found at both the level of significance and the hypothesis is rejected.

Table No. 3 Comparative Difference between Boys and Girls in relation to Cognitive Encouragement(B)

Gender	N	Mean	SD	t-value	Significance level
Boys	49	23.87	2.86	13.03	Significant
Girls	49	36.32	5.87		

Table no. 3 represents the significant difference between boys and girls regarding school environment in relation to dimension, cognitive encouragement. The mean score of boys and girls was calculated and found to be 23.87 and 36.32. The t value is calculated and found to be 13.03 which is greater than table value. So significant difference was found at both levels of significance.

Table No. 4 Difference between Boys and Girls Regarding Acceptance(C)

Gender	N	Mean	SD	t-value	Significance
Boys	49	16.46	3.54	3.65	Significant
Girls	49	19.57	4.76		

Table no. 4 indicates the significant difference between boys and girls regarding school environment in relation to dimension, acceptance of school environment. The mean score of boys and girls was calculated and found to be 16.46 and 19.57. The t value is calculated to be 3.65, thus difference is significant at both the level of significance.

Table No. 5 Comparative Difference between Boys and Girls Regarding Permissiveness(D)

Gender	N	Mean	SD	t-value	Significance Level
Boys	49	17.53	3.78	1.30	Not significant
Girls	49	18.55	3.94		

Table no. 5 shows the significant difference regarding school environment in relation to permissiveness between boys and girls. The mean score of boys and girls was calculated respectively 17.53 and 18.55. The t value is calculated and found to be 1.30, thus no significant difference is found between boys and girls at the 0.05 level of significance and the hypothesis is accepted.

Table No. 6 Comparative Difference between Boys and Girls Regarding Rejection(E)

Gender	N	Mean	SD	t-value	Significance
Boys	49	20.32	3.255686	0.28	Not Significant
Girls	49	20.12	3.756287		

Table no. 6 represents the difference regarding school environment in relation to dimension i.e. rejection between boys and girls. The mean score of boys and girls was found 20.32 and 20.12. The t value is found 0.28 and thus no significant difference is found at both level of significance .

Table No. 7 Comparative Difference between Boys and Girls Regarding Control(F)

Gender	N	Mean	SD	t-value	Significance Level
Boys	49	22.40	3.72	1.14	Not significant
Girls	49	27.04	28.18		

Table no. 7 shows the significant difference regarding school environment in relation to control between boys and girls. The mean value of boys and girls was found respectively 22.40 and 27.04. The t value is found 1.14 which is smaller than the levels of significant ,thus no significant difference is found at the 0.05 level of significance.

Interpretation :

The table and figure no. 1 showed that there was significant difference regarding school environment as perceived by the boys and girls. The mean value of girls is greater than the boys which depicted that girls accepted the school environment easily as compared to the boys of tea garden areas of Titabor ,Assam.

Table no. 2 indicted that Mean and SD of both the groups is quite different regarding the responses regarding Creative Stimulation. The t-value 4.26 is higher than the table value i.e. at both level of significance. Thus the null hypothesis that There is no difference between boys and girls in secondary level regarding their school environment in relation to **Creative Stimulation(A)** is rejected. It can be said girls scored higher in creative stimulation dimension of school environment than boys because girls stimulate creative thinking than boys with help of teachers. The table no.3 reveals that the value of Mean and SD of both the groups are different regarding the responses shown by the boys and girls regarding Cognitive Encouragment dimension of School Environment. The t-value 13.03 is higher than the table value at levels of significance. So, we may reject the null hypothesis “there is no significance difference between boy and girls regarding their school environment in relation to **Cognitive Encouragement(B)**”.

The table no.4 reveals that the value of Mean and SD of both the groups are slight different regarding the responses on Acceptance dimension of school environment. The t-value 3.65 is higher than the table value at levels of significance. Hence, it may be said that t-value is significant in both the level. So, we may reject the null hypothesis that “there is no significance difference between boys and girls regarding school environment in relation to **Acceptance(C)**”. This shows that

girls feel more acceptance by their teachers and are in favour of teacher accept their views freely and democratically than boys.

The table no.5 reveals that value Mean and SD of both the groups are almost same regarding the responses on Permissiveness. The t-value 1.30 is lower than the table value at level of significance. Hence, it may be said that t-value is not significant in both the level. So, we may accept the null hypothesis that “there is no significant difference between boys and girls regarding school environment in relation to **Permissiveness(D)**”.

It depicted that both boys and girls were not expressive of their views in school due to lack of opportunities.

The table no.6 reveals that value of Mean and SD of both the groups are almost same regarding the responses on rejection of school environment. The t-value 0.28 is lower than the table value at levels of significance. Hence, it may be said that t-value is not significant in both the level. So, we may accept the null hypothesis that “there is no significant difference between boys and girls regarding school environment in relation to **Rejection (E)**. This means boys and girls have same perception regarding rejection in the school environment and they have same average level of right to act .

The table no.7 reveals that value of Mean and SD of both the groups are slightly different regarding the responses on Control of school environment . The t-value 1.14 is smaller than the table value at levels of significance. So, we can accept the null hypothesis that there is no significant difference between boys and girls in secondary level in relation to **Control(F)**”.

The results is similar with Rajneeta and Agnihotri (2015) Female secondary students of government schools performed better as compared to male secondary students in the same schools.

Educational Implication:

The study on school Environment can encourage all educational leaders and planners , teachers,parents and community workers to create quality environment for our future generation. More of such research can help stakeholder bringing up opportunity for appropriate school vision and mission. Teachers will be able to rectify different aspects of a perceived school learning environment that affect students boys and girls educational achievement .

Conclusion:

Project UNIFY defines “school climate as the quality and character of school life that fosters inclusion, acceptance, respect and human dignity for all students. A school Environment provides life skill experiences and opportunities for students to develop in them respect, dignity and advocacy for all”. But it is observed that the school environment near tea garden is not so congenial for the students,lots of boys and girls have dropped out from school. There is lack of resources in the school. Such factors in the schools continues the circle of under education,exclusion from the main society and non empowerment.

Here in the present study it was indicated that girls of tea garden areas in secondary level school have more satisfactory perception towards school environment than the boys accept in relation to Permissiveness and control . The reason may be girls are more familiar with educational setting and performance, but boys tend to be more associated more opposition towards school environment. Girls try to maintain

an orderly and stimulating environment.

It is important that the school environment is sustaining for both boys and girls by providing them maximum opportunities to participate in all the school activities and experience the positivity of the environment. Inclusivity will open new dimensions of being in tune with existence (Gairola & Mishra, 2019).

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