

A Study of Effect of School Environment on the Attitude towards Education among Senior Secondary School Students

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ABSTRACT

Education is the fundamental right of every citizen of India. It is a lifelong process of inculcating moral and social values for the all round development of the individual. Education helps the individual to equip a better life. Schools are miniature of the society. In India there is a large population which is residing in rural areas, it results the in the backwardness of people in the literacy as they are not much aware how to avail facilities to attain the literacy for the betterment of life. Many researchers have found the role of school environment on attitude towards education which affects directly and indirectly the student's attainment in education. Thus the present study is an attempt to study the effect of school environment on attitude towards education among senior secondary school students. The study revealed mixed results which have been discussed in the following paper.

1. Introduction

"By education I mean all-round development, drawing out of the best in the child-man body, mind and spirit."

Mahatma Gandhi

Education empowers us with knowledge of our circumambient and helps us to perceive it and change it for betterment. In today's world, education is regarded as one of the essential means for achieving long term development goals and improving both social and economic standards of living (Subramanian, 2007). School education is a basic foundation of the teaching-learning process. It is a process in which a individual develops his character, bring out his potentialities and develops an integral personality for the wellbeing and better adjustment in the society and nation. According to Cohen et al (2009) school climate refers to 'the quality and character of school life, which generally includes the school's prevailing norms, values, interpersonal relationships, teaching practices and organizational structure.' Allport (1947) defined attitude as, 'an attitude is a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual response to all object and situation with which it is related.' Aiken (1980) defined, 'attitudes are learnt predisposition to respond positively or negatively to certain objects, situations, concepts and persons.' An attitude is 'relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005). Attitude can alter every aspect of person's life including their education. Modification of student's negative attitude towards learning process, that involves determining the factors driving the attitude and using this to bring about change in a desirable manner.

School environment are directly associated with attitude towards education, as the conducive environment of school will facilitate the students to modify their attitude towards education in positive way. It would surely increase the academic

achievement, participation in co-curricular activities and holistic development of the students. Marks (1998) conducted a research, where he studied attitude of students, teachers, parents and school administration towards the school environment changes in attitudes over to 10 years and the impact of attitudes on the sense of success. Findings showed that quality of school environment students expressed a positive attitude, felt successful as students agreed that school will prepare them for the future. The main factors influencing attitude of students towards school included the subject learnt, policy and requirements of an individual school. According to Sejcova (2006) an important factor contributing to good results of students in individual subjects is their attitude towards them. Candeias, Rebelo & Oliveira (2010) revealed that, Attitude towards school and learning are associated with academic achievement. Students with poor academic performance have a more negative attitude towards learning and believe that school and learning will not help them being successful in the future. Kubiato (2013) found that if attitude towards a subject and school are positive, also the achievement of students gets better. The achievement of students could be defined as individual progress, improvement in terms of acquired knowledge, skill and competencies.

1.1 Significance of the Study:

The school environment and attitude of students towards education influence the career choice and development of country. The learning strategies of the students depends on the factors such as school environment, attitude towards education, academic achievement, aspiration level, awareness among students and some other demographic variables. Thus the study of effect of school environment on attitude towards education among senior secondary school students is undertaken.

2. Objectives of the Study:

The major objectives of the study were-

1. To study the attitude of senior secondary level students towards education.
2. To study the attitude of adolescents towards Education by different Types of School Environment.
3. To study the attitude of adolescents having Arts and Science subjects towards Education by different Types of School Environment
4. To study the attitude of Male and Female adolescents towards Education having different Types of School Environment

3. Hypotheses:

1. What will be the attitude of senior secondary level students towards education?

H₀₂. There would be no significant difference between the attitudes of adolescents towards Education by different Types of School Environment.

H₀₃. There would be no significant difference between the attitudes of adolescents having Arts and Science subjects towards Education by different Types of School Environment.

H₀₄. There would be no significant difference between the attitudes of Male and Female adolescents towards Education having different Types of School Environment

4. Research methodology & Procedure:

The present study is descriptive in nature. The data was collected from the 167 adolescents randomly selected studying in the senior secondary schools of Aligarh District. Data was collected using the standardised tools –Attitude Scale towards education by S.L. Chopra and School Environment Inventory of Mishra (2012). Data was analysed by applying descriptive statistics and one way ANOVA.

5. Statistical Analysis & Interpretation Of The Data:

Table 1. Attitude of senior secondary level students towards education

Number	Mean	SD	Skewness	Kurtosis	Std E of Mean	Z value	Z standard
167	16.54	2.552	-0.189	-0.28	0.198	-0.95	±1.98

The table 1 represents the various descriptive measures of attitude of secondary level students towards the education. The values of skewness (-0.189) and kurtosis (-0.28) and mean with value 16.54 shows that the data is approximately normally distributed as the Z value -0.95 lies between the Z

standard range of ±1.98. (Doane & Seward, 2011). A perusal of the table also shows that an average student in the sample is able to score 16.54 i.e. an average student has favorable attitude towards his/her education.

Table 2.a. Descriptive Statistics for Attitude towards Education of adolescents by different Types of School Environment

Adolescents	Dependent Variable	Types of School Environment	N	Mean	SD
Total Sample	Attitude towards Education	Good	23	17.48	1.997
		Average	118	16.79	2.644
		Poor	26	14.62	1.444

Table 2.a shows the descriptive statistics for attitude towards education of adolescents by different types of school environment. The mean of attitude towards education of total sample adolescent for good type of school environment

(M=17.48, SD= 1.997) is significantly better in comparison of the average (M= 16.79, SD= 2.644) and poor (M= 14.62, SD= 1.444) school type of environment.

Table 2.b. ANOVA Summary for Attitude towards Education of adolescents by their different Types of School Environment

Adolescents	Source	Sum Squares	of	df	Mean Square	F	Sig. (p)
Total Sample	Attitude towards Education	123.817		2	61908	10.603**	0.000
	Error	957.596		164	5.839		
	Total	1081.413		166			

In this table one-way ANOVA is applied in which the effect of Attitude towards Education of total sample adolescents on their different Types of School Environment is significant F (2, 164) = 10.603 at 0.01 level of confidence.

Since the effect of attitude towards education is found to be significant on types of school environment for total sample

adolescents, therefore post-hoc analysis is carried out in order to determine the attitudes towards education of total sample of Adolescents having different types of school environment (i.e. good, average and poor) are significantly different from each other. The results of post-hoc comparisons are presented in Table 2.c.

Table 2.c. Post-hoc Comparisons of Differences in Attitude towards Education Means of adolescents by different Types of School Environment

Adolescents	Dependent Variable	Types of School Environment (I)	Types of School Environment (J)	Mean Difference (I – J)	Sig. (p)
Total Sample	Attitude towards Education	Poor	Average	2.173*	0.00
		Poor	Good	2.863*	0.00
		Average	Good	0.690	0.42

For total sample Adolescents, post-hoc comparisons for type of school environment indicates that the mean attitudes towards education for students having poor type of school environment is significantly different from those having average and good type of school environment respectively. Moreover, the mean attitude towards education for students having

average type of school environment is significantly different from those having good type of school environment. The mean values from table 2.a indicates that the students having good school environment had better attitude towards education than with students coming from schools with average and poor school environment. Hence, H_{02} is rejected.

Table 3.a. Descriptive Statistics for Attitude towards Education of adolescents having Arts and Science subjects by different Types of School Environment

Adolescents	Dependent Variable	Types of School Environment	Subject	N	Mean	SD
Total Sample	Attitude towards Education	Good	Arts	6	17.67	2.16
			Science	17	17.41	2.002
		Average	Arts	49	17.35	2.35
			Science	69	16.39	2.78
		Poor	Arts	19	14.47	1.429
			Science	7	15.00	1.528

In this table of descriptive statistics, good type of school environment, the mean of arts students (M= 17.67, SD= 2.16) is better than Science stream students (M= 17.41, SD= 2.002). in the average type of school environment, again the mean of Arts stream students (M= 17.35, SD= 2.35) is better than that

of science stream students (M= 16.39, SD= 2.78) but in the case of poor type of school environment, the mean of science stream students (M=15.00, SD= 1.528) is better than arts stream students (M= 14.47, SD= 1.429).

Table 3.b ANOVA Summary for Attitude towards Education of adolescents having Arts and Science subjects by their different Types of School Environment

Adolescents	Source	Sum Squares	of	df	Mean Square	F	Sig. (p)
Total Sample	Attitude towards Education	151.689		5	30.338	5.254**	0.00
	Error	929.725		161	5.775		
	Total	1081.413		166			

In the table 3.b one-way ANOVA is applied in which the effect of Attitude towards Education of total sample adolescents having Arts and Science subjects on their different Types of School Environment is significant $F(5, 161) = 5.254$

at 0.01 level of confidence. Therefore, a post hoc test is applied below to find out the effect in the differences in the attitude towards education means of adolescents having arts and science subjects by different types of school environment.

Table 3.c Post-hoc Comparisons of Differences in Attitude towards Education Means of adolescents having Arts and Science subjects by different Types of School Environment

Adolescents	Dependent Variable	Subject Stream (I)	Subject Stream (J)	Mean Difference (I – J)
Total Sample	Attitude towards Education	A	B	0.526
			C	2.873*
			D	1.918*
			E	3.193
			F	2.938*
		B	C	2.347

			D	1.391
			E	2.667
			F	2.412
		C	D	0.956
			E	0.320
			F	0.065
		D	E	1.275
			F	1.020
		E	F	0.255

Poor School Environment - A: Arts Students; B: Science Students
 Average School Environment – C: Arts Students; D: Science Students
 Good School Environment – E: Arts Students; F: Science Students

In the post hoc test the difference of mean of attitude towards education of the poor school environment arts students and the average school environment arts student is found to be significant. Again, the mean difference of attitude towards education of the poor school environment arts students and the average school environment science students

is significant. The mean difference of mean of attitude towards education of poor school environment arts students and the good school environment science students is significant. All mean are significant at 0.05 level of confidence. Hence, H_{03} is partially rejected.

Table 4.a. Descriptive Statistics for Attitude towards Education of Male and Female adolescents having different Types of School Environment

Adolescents	Dependent Variable	Types of School Environment	Gender	N	Mean	SD
Total Sample	Attitude towards Education	Good	Female	13	17.54	2.259
			Male	10	17.40	1.713
		Average	Female	58	16.98	2.737
			Male	60	16.60	2.559
		Poor	Female	16	14.56	1.590
			Male	10	14.70	1.252

In the table 4.a of descriptive statistics, good type of school environment, the mean of female students (M= 17.54, SD= 2.259) is better than male students (M= 17.40, SD= 1.713). In the average type of school environment, again the mean of female students (M= 16.98, SD= 2.737) is better than

that of male students (M= 16.60, SD= 2.559). But in the case of poor type of school environment, the mean of male students (M=14.70, SD= 1.252) is better than arts stream students (M= 14.56, SD= 1.590).

Table 4.b. ANOVA Summary for Attitude towards Education of Male and Female adolescents having different Types of School Environment

Adolescents	Source	Sum of Squares	df	Mean Square	F	Sig. (p)
Total Sample	Attitude towards Education	128.362	5	25.672	4.337**	0.00
	Error	953.051	161	5.920		
	Total	1081.413	166			

One-way ANOVA is applied which showed the effect of Attitude towards Education of Male and female adolescents on their different Types of School Environment which came out to be significant with $F(5, 161) = 4.337$ at 0.01 level of

confidence. Therefore, a post hoc test is applied below to find out the differences in attitude towards education means of male and female adolescents having different types of school environment.

Table 4.c. Post-hoc Comparisons of Differences in Attitude towards Education Means of Male and Female adolescents having different Types of School Environment

Adolescents	Dependent Variable	Subject Stream (I)	Subject Stream (J)	Mean Difference (I – J)
		A	B	0.137
			C	2.420*

Total Sample	Attitude towards Education		D	2.038*
			E	2.976*
			F	2.837*
		B	C	2.283*
			D	1.900
			E	2.838
			F	2.700
		C	D	0.383
			E	0.556
			F	0.417
		D	E	0.938
			F	0.800
		E	F	0.138

Poor School Environment - A: Female Students; B: Male Students

Average School Environment – C: Female Students; D: Male Students

Good School Environment – E: Female Students; F: Male Students

In the post hoc test the difference of mean of attitude towards education of the poor school environment female students and the average school environment female student is found to be significant. Again, the mean difference of attitude towards education of the poor school environment female students and the average school environment male students is significant. The mean difference of mean of attitude towards education towards education of poor school environment female students and the good school environment female students is significant. The mean difference of mean of attitude towards education towards education of poor school environment female students and the good school environment male students is significant. The mean difference of mean of attitude towards education towards education of poor school environment female students and the good school environment female students is significant. All mean differences are significant at 0.05 level of confidence. H_{04} is thus partially rejected.

6. Conclusion:

School environment is an important component of teaching learning process which affects the personality of the student to a great extent. It includes infrastructure,

administrative pattern, timetable, values and traditions, teacher taught relationship, curricular and co-curricular activities carried out in the institution. Positive school climate helps the student in building a positive attitude towards education. In the present study, attitude of senior secondary school students towards education was found to be satisfactory. The students coming from schools having good school environment were found to have better attitude towards education as compared to those students whose schools were providing average and poor school environment respectively. However significant difference was observed in the attitude of arts students coming from schools with poor environment and between the science students studying in schools with average and good environment. Significant difference in the attitude towards education was also seen between the female students from poor environment schools and students both male and female from the schools having good and average school environment. In light of present study to develop positive attitude towards education among adolescents concerted efforts are needed to plan strategies to provide proper learning environment to them. The learning environment should be supportive and democratic with minimal distractions for better understanding of subjects.

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