Abstract

A school is a society which gives reflections of it from where children come to the school, because the school is set up by the society for its own betterment. According to A.K.C. Ottaway “The school may be regarded as the school invention to serve society for the specialized for the young”. School rests more an attitude, enthusiasm, devotion; virtues, talent, job satisfaction and team spirit are played very important for co-ordination and performance of various activities of many individuals in single organization named as School Environment. Values are norms of behaviour evolved during the course of time in the social, moral and spiritual fields. Dr. Prem Kerpal says “Values should be operational and also relevant and dynamic values should not be crystallized and frozen to the point of rigidity. In the present study, the investigators choose the high schools (3 Government and 3 Government Aided Schools and 3 Matriculation schools). The study is restricted upon 300 students. Among them 150 are male students and 150 are female students. The normative survey method is used for collection of data which was adopted by the investigator. The data was quantified and analyzed in terms of ANOVA test and Correlation.

I. INTRODUCTION

The first post independence comprehensive study on the status of education in India completed in 1966 gave a major thrust to the idea of around development of the child’s
personality and intellect. Today’s modern society expects everyone to be a high achiever. Academic achievement has become an index of a child’s future. Academic achievement seems to be the ultimate goal in every one’s mind. In attempts to pursue this goal, all concerned seems to deny the existence of the role of the affective in student’s performance.

In the present era, schools have a greater responsibility than even before to help the students to develop appropriate behaviour patterns. The schools are charged with realization, human relationships, economic efficiency and civic responsibility. The experience at school and school curriculum contribute to child’s feeling of personal wealth, social competence, in winning acceptance from associates, satisfaction for the students to play and to accomplish purposeful tasks and develop interests and activities which would promote social values. The Educational Environment of School “as the conditions, processes and psychological stimuli which affect the educational achievement of the child”.

Pupil’s immediate environment in school is the classroom. In addition, home learning environment, school learning environment and academic achievement may be influenced by various socio–economic factors like age, gender, family size, parent’s education and occupation and also by economic status of the family.

The study classroom environment is of great significance as learning is an outcome of this environment. As an agent of intellectual stimulation, conducive classroom environment is an important factor in strengthening the child’s level of education. This leads to considerable significance to the study of critical issues of classroom teaching. Academic achievement is dependent on school learning environment as well as home learning environment.

II. NEEDS FOR THE STUDY

One of the major aims of the education is the development of wholesome personality. Next to home, school is the most important experience in the process of development of children. Both the environments, share influential place in child’s life and also contribute to the development of children. School is the second home for children. Teachers and parents have greater responsibility to foster mental health status of the students. At times in adverse conditions the school may also substitute the home situations and meets the emotional needs of those neglected in the home. High schools need to expect more from students at every grade level if college aspirations of many students are to be realized. Efforts to improve high schools cannot succeed unless all students feel secure in the learning environment and are involved in activities that matters to their learning.

Thus the purpose of the present study was to find out the extent to which the school environment influences the value pattern of high school.

III. IMPORTANCE OF THE STUDY

More than a subject, value education has to be an attitude within the whole teaching practice, involving the entire staff of the school, parents and the surrounding community in a common shared endeavour. Thus, integrating value education gives teachers another vision
of their pedagogical work. In order to have a real impact, value education has to be planned as a school project, integrated into every aspect of curriculum, pedagogy and activities, involving all the teachers as a team as well as the organizational and decision-making structure of the educational institution.

Good School Environment makes a student perfect because students learn all of the educational activities on the basis of School Environment. The present study concentrates the school environment and values among high school students. So this study helps to improve school environments and give a new knowledge about school environment and values.

IV. SCOPE OF THE STUDY
The purpose of the study is to focus the truth that the Ninth Standard School Student’s school environment and values. Let us find the student’s school environment and values through the investigation by using school environment inventory and values inventory of research questionnaire.

V. OBJECTIVES OF THE STUDY
- To find out the perception of school environment in entire sample of high School students in Ariyalur District.
- To find out the perception of values in entire sample of high school students in Ariyalur District.
- To find out the significant difference among the high school students in the perception of their school environment with respect to Pattern of School.
- To find out the significant difference among the high school students in the perception of their values with respect to Pattern of School.
- To find out the significant correlation between perception of students’ school environment and perception of their values among the high school with respect to Pattern of School.

VI. STATEMENT OF THE PROBLEM
An academic achievement is dependent on school learning environment as well as home learning environment. High schools need to expect more from students at every grade level if college aspirations of many students are to be realized. Efforts to improve high school students cannot succeed unless all students feel secure in the learning environment and are involved in activities that matter to their learning. Thus the purpose of the present study was to find out the extent to which the school environment influences the value pattern of high school. The present study is entitled as “School Environment and Values among High School Students in Ariyalur District”. The research topic consist the word High School Students which indicates only ninth standard students.
VII. OPERATIONALIZATION OF VARIABLE

7.1 School Environment: School is an institution which rests not only on formal arrangements but even more on attitudes, enthusiasm, devotion, virtues, talent, job satisfaction and team spirit essential for the smooth coordination and performance of various activities of many individuals in a single organization. This may be named the school environment.

7.2 Values: A value is what is desired or what is sought. Values may be operationally conceived as those guided principles of life which are conductive to one’s physical and mental health as well as to social welfare and adjustment and which are in tune with one’s culture.

7.3 High School Students: The research topic consist the word high school which indicates only ninth standard students. Tenth standard is based on ninth standard. Tenth standard result is based on ninth standard basic knowledge of students. Thus continuous knowledge must be transfers from one grade to another grade.

7.4 Ariyalur District: Ariyalur district is one of the districts in Tamil Nadu state of our nation. Such a district has been divided in two educational districts namely Ariyalur educational district and Udayarpalaym educational district. This district does not have the basic natural resources. So this district people have to face many socio-economic problems in their living period.

VIII. HYPOTHESIS OF THE STUDY

A hypothesis is a tentative generations and is the basic for investigation. In this study hypotheses are formed.

- High school students in Ariyalur District have moderately comfortable in the perception of school environment in entire sample.
- High school students in Ariyalur District have medium in the perception of values in entire sample.
- There is no significant difference among the high school students in the perception of their school environment with respect to Pattern of School.
- There is no significant difference among the high school students in the perception of their values with respect to Pattern of School.
- There is no significant correlation between perception of students’ school environment and perception of their values among the high school with respect to Pattern of School.

IX. DESIGN OF THE STUDY

In the present study is Survey method. Thus the study here has been conducted through normative survey method.

9.1 Sampling of the study

A simple random technique is adopted for the selection of sample. The schools are divided into different strata namely Government, Government Aided and Private schools.
The investigator collects the data from the ninth standard students who studies regular schools in Ariyalur district. Then random sampling technique was adopted to select the 300 students as sample was taken for the study. The selected sample includes both boys and girls from the schools.

9.2 Sample Design

<table>
<thead>
<tr>
<th>S. No</th>
<th>Samples</th>
<th>No of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government Schools</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Government Aided Schools</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Private Schools</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

9.3 Tool used for the study

To test the hypotheses framed, the following tools has been used by the researcher.

- The Standardized tool (School Environment) is prepared by Dr. Karuna Shanka Misra.
- The Standardized tool (Values) is prepared by K. Karthikeyan and Dr. S. Mani Assistant Professor.

9.3 Statistical techniques

The data was quantified and analysed in the term of ANOVA test and Correlation.

X. ANALYSIS AND INTERPRETATION OF THE STUDY

Hypothesis 1: High school students in Ariyalur District have moderately comfortable in the perception of school environment in entire sample.

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire sample</td>
<td>300</td>
<td>193.3967</td>
<td>27.90199</td>
</tr>
</tbody>
</table>

The table 1 shows that the mean value 193.3967 is greater than 160. So, the above hypothesis is rejected. Therefore the students are satisfied with their school environment.
Hypothesis 2: High school students in Ariyalur District have medium in the perception of values in entire sample

Table 2: The mean and standard deviation of values scores of high school students

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire sample</td>
<td>300</td>
<td>43.2467</td>
<td>8.5983</td>
</tr>
</tbody>
</table>

The table 1 shows that the mean value 43.2467 is greater than 40. So, the above hypothesis is rejected. Therefore the students have high values.

Figure 2: The bar diagram showing the mean and standard deviation of values scores of high school students.

Hypothesis-3: There is no significant difference among the high school students in the perception of their school environment with respect to Pattern of School.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Between group</td>
<td>437,207</td>
<td>2</td>
<td>218.603</td>
<td>0.280</td>
<td>No significance</td>
</tr>
<tr>
<td>2</td>
<td>Within group</td>
<td>232232.190</td>
<td>297</td>
<td>781.927</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>232,669.397</td>
<td>299</td>
<td>74.058</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that the null hypothesis is accepted as revealed by the calculation F=0.280 which is significant at 0.05 level of confidence. Hence, there is no significant difference among the high school students in the perception of their school environment with respect to Pattern of School that means Government, Government Aided and Private schools do not differ among the high school students in the perception of their school environment.

Hypothesis-4: There is no significant difference among the high school students in the perception of their values with respect to Pattern of School.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Between group</td>
<td>92,827</td>
<td>2</td>
<td>46.413</td>
<td>0.627</td>
<td>No significance</td>
</tr>
<tr>
<td>2</td>
<td>Within group</td>
<td>21,995.315</td>
<td>297</td>
<td>74.058</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>22,088.142</td>
<td>299</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


The above table reveals that the null hypothesis is accepted as revealed by the calculation $F=0.627$ which is significant at 0.05 level of confidence. Hence, there is no significant difference among the high school students in the perception of their values with respect to Pattern of School that means Government, Government Aided and Private schools do not differ among the high school students in the perception of their values.

**Hypothesis-5: There is no significant correlation between perception of students’ school environment and perception of their values among the high school with respect to Pattern of School.**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Pattern of School</th>
<th>r</th>
<th>t-value</th>
<th>Critical value at 0.05 level</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>0.257763</td>
<td>2.641</td>
<td>1.99</td>
<td>Significance</td>
</tr>
<tr>
<td>2</td>
<td>Government Aided</td>
<td>0.258834</td>
<td>2.653</td>
<td>1.99</td>
<td>significance</td>
</tr>
<tr>
<td>3</td>
<td>Private</td>
<td>0.351045</td>
<td>3.711</td>
<td>1.99</td>
<td>significance</td>
</tr>
</tbody>
</table>

1. The above table reveals that the null hypothesis is accepted as revealed by the calculation $t=2.641$ which is significant at 0.05 level of confidence. Hence there is a significant correlation between perception of students’ school environment and perception of their values among the high school with respect to Government School that means Low positive correlation between perception of students’ school environment and perception of their values among the high school students with respect to Government School.

2. The above table reveals that the null hypothesis is accepted as revealed by the calculation $t=2.653$ which is significant at 0.05 level of confidence. Hence there is a significant correlation between perception of students’ school environment and perception of their values among the high school with respect to Government Aided School that means Low positive correlation between perception of students’ school environment and perception of their values among the high school students with respect to Government Aided School.

3. The above table reveals that the null hypothesis is accepted as revealed by the calculation $t=3.711$ which is significant at 0.05 level of confidence. Hence there is a significant correlation between perception of students’ school environment and perception of their values among the high school with respect to Private School that means Low positive correlation between perception of students’ school environment and perception of their values among the high school students with respect to Private School.

4. Correlation value of Government School is less than Correlation value of Government Aided School is less than Correlation value of Private School. So, correlation between perception of students’ school environment and perception of their values among the high school with respect to Government School is lower than correlation between perception of their school environment and perception of their values among the high school with respect to Government Aided School is lower.
than correlation between perception of students’ school environment and perception of their values among the high school with respect to Private School.

5. Correlation between perception of students’ school environment and perception of their values among the high school with respect to private school is better than other two.

10.1 Major Findings of the Study

1. Government, Government Aided and Private schools do not differ among the high school in the perception of their school environment.

2. Government Aided and Private schools do not differ among the high school in the perception of their values.

3. Low positive correlation between perception of their school environment and perception of their values among the high school with respect to Government School.

4. Low positive correlation between perception of their school environment and perception of their values among the high school with respect to Government Aided School.

5. Low positive correlation between perception of their school environment and perception of their values among the high school with respect to Private School.

6. Correlation between perception of their school environment and perception of their values among the high school with respect to private school is better than other two.

10.2 Implications of the Study

1. The development of values is not a very easy job there is no magic formula, technique or strategy for the inculcation and development of value. The process of values oriented education is a very complicated task, influenced by a variety education programs involve direct indirect or incidental approach of value development.

2. The ultimate aim of education in the individuals is to develop broad mindedness and universal outlook in the individual’s with the right wisdom education gives the proper knowledge about values. The School environment must impart values in student such as tolerance patience, understanding, truthfulness self respect etc.

3. The present study has been conducted among high school student. Today’s youth are tomorrow’s backbone. In our society so we should conduct class on imparting the values in the school conduct class on imparting the values in the school environment the school should organize sport events cultural events and exhibitions to encouraging student participation which would further improving the values.

10.3 Delimitations of the Study

The following are the delimitations of the present study.

1. The sample size is restricted to 300 high school students.

2. The investigation is restricted to high school students of Ariyalur District only.

3. Only 3 Government and 3 Government Aided and 3 Private High Schools are selected.
XI. SUGGESTIONS FOR FURTHER RESEARCH

Some suggestion with regard to possibilities of the researcher absolutely in the field of educational research are offered with a view to stimulate the prospective research worker in this area.

1. To make the findings of this study more universally a comprehensive study of this type involving more educational districts in all the stated could be undertaken.
2. This study was confined only to the rural and urban area. Further similar research can be done in cosmopolitan cities also.
3. This study was undertaken at the level of high school student only. Higher secondary could also be tested in the similar way.
4. The study was confined to variable like school environment and values. The study can also extend with other variable like Educational Interest, Academic Achievement, and Social-economic status.
5. This study was confined to only 300 samples and hence the sample size also is increased and studied upon.

XII. CONCLUSION

All high school Students in Ariyalur District are satisfied with their school environment and they have high values. The correlation between school environment and values is 0.220282 (low correlation).

XIII. REFERENCES


TO CITE THIS PAPER