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AN INVESTIGATION INTO THE ATTITUDES OF TEACHERS' TOWARDS SCHOOL ENVIRONMENT IN DIFFERENT SCHOOLS AROUND CHENNAI DISTRICT

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Abstract:

The present research paper is an attempt to study the attitude of school teachers towards school environment of Chennai district. The sample comprised of 250 teachers, teaching in different schools affiliated to CBSE, State board and Matriculation board of study. Normative survey method was applied and null hypothesis was framed. R. Prasad's (2006) school environment inventory was used to collect data from school teachers. The data were analyzed using SPSS software. Results revealed that there are significant differences among teachers' with respect to their qualification, type of school, board of affiliation, designation and locality.

KEYWORDS:

School Environment, Teachers, Chennai.

INTRODUCTION

Child spends most of the time at the school interacting with the school environment. Hence, it stands as one of the basic factors of learning. School environment is an external factor and teacher-student relations are internal factor which basically decide the process of teaching and learning. Teachers' attitudes are also directly related to the school facility. Christopher (1988) [1] concluded that human nature makes people feel better about themselves when their surroundings are pleasant. Philip H. Coombs(1985) [2] argues that the quality of education and learning achievement of students depend heavily on the competence, personality and dedication of the teacher who are working-for example, on whether the size of the class is manageable and its atmosphere conducive to learning, and whether there is an ample supply of equipment, text books and learning materials. Not least of all, they depend on the characteristics of the students themselves on whether they are well nourished, physically and mentally, healthily, strongly motivated to learn and enjoy strong family support.

The meager resources for quality inputs affected the effectiveness of school education. The capital expenditure on buildings, libraries, equipment, furniture, etc., forms a very small proportion of total expenditure on education. It is very discouraging to note that many schools are running with inadequate rooms, furniture, equipment, etc., and it is a clear indication of under-investment in education.

Fourth Survey of Research in Education in a trend report on research in Sociology of Education shoeing the gaps in the existing research suggested that various aspects of the internal organization and structure of the school system and the classroom environment deserve attention (Buch M.B, 1991) [3]. Fifth Survey of Educational Research (1991) [4] identifying the gaps in research themes and agenda for future reported that teachers' role in education has not received much attention and lack of infrastructure

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and of teaching learning materials in schools in spite of “Operation Blackboard” has been reported from many areas.

Hence, the present research has been undertaken to study the attitude of teachers' towards school environment with regard to academic discipline and surrounding environment of the school, availability of facilities in the school, curricula and syllabi, evaluation procedures adopted in the schools and attitude of teachers' teaching profession to assess the effectiveness of the schools.

REVIEW OF RELATED LITERATURE

School environment is one of the important dimensions that influence the whole process of learning and shape the personality of the child. Stockard and Mayberry (1992) [5] found that the quality of a physical plant or environment is related to non-cognitive outcomes, such as better attitudes towards school. Rajendra Prasad (1985) [6] found that educational aspirations of the teachers' were quite high and secondary school teachers' and female teachers' manifested high educational aspirations than primary and male teachers' respectively. The study further revealed that male teachers' adjusted better than female teachers' and designations had no influence on adjustment. While, teaching experience significantly influenced and gradually raised their level of financial aspirations. A.K. Gupta (1984) [7] found that students discipline, staff qualifications, methods of teaching, curriculum, examination system, facilities available like school building, classroom, library, laboratory are the significant dimensions of institutional climate of a school. R.P. Singh (1984) [8] studied on learning environment of achieving classes of schools. It is found that classroom climate significantly affected pupil's academic achievement. Hoge et al. (1990) [9] found that school climate and evaluation by teachers' had significant effects on self-esteem. Grades were more important for discipline-specific self-esteem than for global or academic self-esteem. The influences were not constant from year to year, which suggests the importance of specific teachers' and specific experiences. Rebellow, Rao and Hasan (1986) [10] studies revealed that the physical facilities in the schools of Andhra Pradesh were in a bad shape, there being no furniture, dilapidated school buildings, no facility of drinking water. High degree of dissatisfaction was observed, both among officials and the teachers', regarding the prevailing physical conditions and academic standards. Teachers' and parents expressed the need of change in curriculum and minimization of work-load of teachers'. Lewis (1977) [11] examined the influence of open-space classrooms on the attitudes of teachers' towards the school building. It was found that teachers' housed in open-space classrooms showed more positive attitudes. Likewise, Hones (1974) [12] concluded that teachers' attitude towards their students in open-space classrooms improved significantly.

OBJECTIVES OF THE STUDY

The following are the major objectives of the study:

Table-I Dimension of School Environment Attitude Scale

S.No	Dimensions	Statements	No. of items
1.	Academic discipline and Surrounding Environment	3,6,12,16,22	5
2.	Availability of Facilities in the school	5,9,21,25,27	5
3.	Curricula and Syllabi	4,10,13,18,28	5
4.	Examination	1,8,19,14,24	5
5.	Profession and Future	2,7,11,15,17,20,23,26	8
Total			28

Table-II Characteristics of the Respondents

S.No.	S.No. variables	Categories	Frequency	Percentage	Total
1.	Gender	Male	118	47%	250
		Female	132	53%	
2.	Age	Below 30 Yrs	103	41%	250
		Between 30 - 40 Yrs	105	42%	
		Above 40 Yrs	42	17%	
3.	Academic qualification	HSS	19	8%	250
		UG	96	38%	
		PG	135	54%	
4.	Professional qualification	D.T.Ed	36	14%	250
		B.Ed	144	58%	
		M.Ed	70	28%	
5.	Type of management	Government	70	28%	250
		Aided	70	28%	
		Private	110	44%	
6.	Board of affiliation	State	140	56%	250
		Matriculation	70	28%	
		CBSE	40	16%	
7.	Job designation	SGT	45	18%	250
		TGT	110	44%	
		PGT	95	38%	
8.	Teaching experiences	Below 2 Yrs	64	25%	250
		Between 2-5 Yrs	77	31%	
		Between 6-10Yrs	60	24%	
		Above 10 Yrs	49	20%	
9.	Locality	Urban	133	53%	250
		Suburban	40	16%	
		Rural	77	31%	

Table-III

T-test between the attitude of Male and Female teachers towards school environment

S.No.	Gender	Number	Mean	Standard Deviation	Standard mean error	Calculated t-value	Table t-value	Level of significance	Result
1.	Male	118	5.650	21.416	1.971	0.609	1.96	0.05	NS
2.	Female	132	5.817	21.710	1.889				

NS-Not significant (Framed Null hypothesis is accepted)

Table-IV

Significance of the differences between the attitude of school teachers of various variables towards school environment using one way ANOVA (Analysis of Variance)

S.No.	Variables	Groups	Sum of squares	Degree of freedom	Mean square	Calculated F-value	Table F-value	Level of significance	Result
1.	Age	Between Groups	1282.0	2	641.1	1.385	2.24	0.05	NS
		Within Groups	114302.8	247	462.8				
		Total	115584.8	249	1103.9				
2.	Academic qualification	Between Groups	2386.0	2	1193.1	2.603	2.24	0.05	S
		Within Groups	113198.8	247	458.3				
		Total	115584.8	249	1651.4				
3.	Professional qualification	Between Groups	3734.0	2	1867.9	4.125	2.24	0.05	S
		Within Groups	111848.8	247	452.8				
		Total	115584.8	249	2320.7				
4.	Type of management	Between Groups	4123.0	2	2061.5	4.568	2.24	0.05	S
		Within Groups	111461.8	247	451.3				
		Total	115584.8	249	2512.8				
5.	Board of affiliation	Between Groups	3804.8	2	1902.4	4.204	2.24	0.05	S
		Within Groups	111780.0	247	452.6				
		Total	115584.8	249	2355				
6.	Job designation	Between Groups	2699.6	2	1349.8	2.953	2.24	0.05	S
		Within Groups	112885.2	247	457.1				
		Total	115584.8	249	1806.9				
7.	Teaching experiences	Between Groups	2245.6	2	748.5	1.625	2.24	0.05	NS
		Within Groups	113339.2	247	460.7				
		Total	115584.8	249	1209.2				
8.	Locality	Between Groups	1893.3	2	946.7	2.057	2.24	0.05	S
		Within Groups	113691.5	247	460.3				
		Total	115584.8	249	1407				

NS-Not significant (Framed Null hypothesis is accepted) & S- Significant (Framed Null hypothesis is rejected)

RESULT AND DISCUSSION

The results are analyzed using descriptive and differential statistics. The main purpose of the descriptive research is description of the state or affairs as it exists at present. It involves calculation of one of the measures of central tendency, the variability and standard deviation. On the other hand, Differential analysis involves the most important by which the researcher is also the make inferences involving the determination of the statistical significance of differences between groups. It involves "t" test and 'f' test ANOVA(Analysis of Variance is used).

The results portrayed that there are significant differences in the attitude of teachers towards school environments with respect to qualification, type of management, board of affiliation, designation and locality. Furthermore, the school environment plays a significant role and also create good atmosphere to work. Hence the school should enrich the better environment to the teachers to continue in the same school. More importantly, the major findings suggest enriching the school environment for school teachers to work better.

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