

ATTITUDE AND LEVEL OF PARTICIPATION IN SCHOOL BEAUTIFICATION BY STUDENTS AND TEACHERS AT SECONDARY LEVEL

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ABSTRACT

The present study has been conducted on the attitude and level of participation in school beautification by students and teachers. Adolescents spend a large proportion of their day in school or pursuing school-related activities. They encompass physical and mental health, safety, civic engagement, and social development in addition to the academic development. Female teachers and students possess significantly fairer attitude about beautification of school than their counterparts. Rural students are more concerned about school beautification than their counterparts. There is no significant difference in the level of participation of students and teachers. There is a moderate positive correlation between attitude and participation in school beautification among the stakeholders of schools.

INTRODUCTION

According to Dewey (1926) 'Education is a continuous process of experiencing and of revising or non-revising experiences. It is the development of all those capacities in the individual, which enables him to control his environment and fulfill his possibilities'.

The forces of environment begin to influence the growth and development of the individual right from the womb of the mother. Educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning experience.

Adolescents spend a large proportion of their day in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on adolescents are far broader, also encompassing their physical and mental health, safety, civic engagement, and social development.

Further, its effects on all these outcomes are produced through a variety of activities including formal pedagogy, after-school programs, caretaking activities (e.g., feeding, providing a safe environment) as well as the informal social environment created by students and staff on a daily basis.

While most reports focus on a particular aspect of the school environment (e.g., academics, safety, health promotion), this brief looks at schools more comprehensively as an environment affecting multiple aspects of adolescent development. Research has repeatedly demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social development, and so on.

For the beautification and enrichment of school environment it is important to get students involved early to enhance a feeling of ownership. But the majority of people involved in the planning, design and implementation of school gardens are adults: teachers, parents, administrators & community educators with an interest in gardening education.

Engaging children more intentionally in all facets of garden education fosters their deeper commitment and interest. The total amount of time spent on planting activities is actually quite small. It is strongly recommended that adults find ways to more fully engage children in all phases of garden design, implementation, & maintenance. To see this effort as a long term process, rather than simply a planting day, is extremely important. In addition, studies show that boys need more prompting in order to become more fully involved.

Teachers play a critical role to the

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involvement of their students within the garden. In securing the teacher's buy in, it's important to identify their reasons for getting involved in the garden and making sure that the garden supports those needs.

Present study was conducted on the attitude and level of participation of the students and teachers towards the beautification of school environment.

OBJECTIVES

Following are the objectives of the study:

1. To study the sex and locality wise attitude of teachers about beautification of school at secondary level.
2. To study the sex and locality wise level of participation of teachers in beautification of school at secondary level.
3. To study the sex and locality wise attitude of students about beautification of school at secondary level.
4. To study the sex and locality wise level of participation of students in beautification of school at secondary level.
5. To study the correlation between the attitude and level of participation in beautification of school of both teachers and students.

HYPOTHESES

Following hypotheses formed for the study

1. Sex and locality wise there will be no significant difference in the attitude of teachers about beautification of school at secondary level.
2. Sex and locality wise there will be no significant difference in the level of participation of teachers in beautification of school at secondary level.
3. Sex and locality wise there will be no significant difference in the attitude of students about beautification of school at secondary level.
4. Sex and locality wise there will be no significant difference in the level of participation of students in beautification of school at secondary level.
5. There will be no significant correlation between attitude and level of participation in beautification of school of both teachers and students.

THE SAMPLE

The present study was conducted on a sample of 100 teachers and 200 (class-IX) students teaching and studying in government secondary schools by purposive equal representation sampling method.

**Table No. 1
Sample Frame**

Groups	Teachers		Total	Students		Total
	Rural	Urban		Rural	Urban	
Male	25	25	50	50	50	100
Female	25	25	50	50	50	100
Total	50	50	100	100	100	200

TOOLS USED

For the purpose of the study, researcher made tools have been used.

1. Attitude towards Beautification Scale

As per the purpose of the study Attitude towards Beautification Scale was developed by the researcher with an intention to draw out the attitudinal aspects of teachers and students. Subject and content validity has been established and finally there were 30 items in this scale. The subjects were requested to respond on any one of the three options available viz. agree, undecided, not agree. The minimum and maximum scores of the scale were 30 and 90 respectively.

2. Level of Participation Scale

Level of Participation Scale was developed by the researcher with an intention to draw out the level of participation teachers and students in the beautification of school. Subject and content validity has been established and finally there were 30 items in this scale. The subjects were requested to respond on any one of the three options available viz. agree, undecided, not agree. The minimum and maximum scores of the scale were 30 and 90 respectively.

DATA ANALYSIS AND INTERPRETATION

The data collected after the administration of the tools, were analysed as per the hypotheses drawn earlier.

1. Sex and locality wise there will be no significant difference in the attitude of teachers about beautification of school at secondary level.

The scores of the attitude of teachers towards beautification of school as per the sex and locality were analysed by applying 2x2

ANOVA factorial analysis. The summary of the same is given in table no 2

Table No. 2
Summary of the 2x2 ANOVA factorial analysis of the sex and locality wise scores of the attitude of teachers towards beautification

Source of Variance	df	SS	MS	F	Significance
Between sex	1	68	68	4.05	P<05
Between locality	1	1	1	0.06	NS
Interaction	1	4	4	0.21	NS
Within Groups	96	1611	16.78		
Total	99	1684			

From the table no. 2 it can be noticed that, there is a significant sex difference in the attitude of the teachers towards beautification of school. (F=4.05, df 96, p<.05, table value of F at df 96 p.05 is= 3.94). There is no significant difference rural and urban teachers attitude towards beautification of school. There is no significant interaction between the groups has been noticed.

2. Sex and locality wise there will be no significant difference in the level of participation of teachers in beautification of school at secondary level.

The scores of the level of participation of teachers in beautification of school as per the sex and locality were analysed by applying 2x2 ANOVA factorial analysis. The summary of the same is given in table no 3

Table No. 3
Summary of the 2x2 ANOVA factorial analysis of the sex and locality wise scores of participation of teachers in beautification

Source of Variance	df	SS	MS	F	Significance
Between sex	1	93	93	7.68	P<.01
Between locality	1	2	2	0.17	NS
Interaction	1	1	1	0.08	NS
Within Groups	96	1162	12.1		
Total	99	1258			

From the table no. 3 it can be noticed that, there is a significant sex difference in the level of participation of teachers in beautification of school. (F=7.68, df 96, p<.01, table value of F at df 96 p.01 is= 6.90). There is no significant difference rural and urban teachers level of

participation of teachers in beautification of school. There is no significant interaction between the groups has been noticed.

3. Sex and locality wise there will be no significant difference in the attitude of students about beautification of school at secondary level.

The scores of the attitude of students towards beautification of school as per the sex and locality were analysed by applying 2x2 ANOVA factorial analysis. The summary of the same is given in table no 4

Table No. 4
Summary of the 2x2 ANOVA factorial analysis of the sex and locality wise scores of the attitude of students towards beautification

Source of Variance	df	SS	MS	F	Significance
Between sex	1	168	168	6.65	P<.05
Between locality	1	804	804	31.82	P<.01
Interaction	1	67	67	2.65	NS
Within Groups	196	4952	25.26		
Total	199	5991			

From the table no. 4 it can be noticed that, there is a significant sex difference in the attitude of the students towards beautification of school. (F=6.65, df196, p<.05, table value of F at df196, p.05 is = 3.89). There is a significant difference rural and urban students attitude towards beautification of school. (F=31.82, df196, p<.01, table value of F at df196 p.01 is = 6.76). There is no significant interaction between the groups has been noticed.

4. Sex and locality wise there will be no significant difference in the level of participation of students in beautification of school at secondary level.

The scores of the level of participation of students in beautification of school as per the sex and locality were analysed by applying 2x2 ANOVA factorial analysis. The summary of the same is given in table no 5

Table No. 5
Summary of the 2x2 ANOVA factorial analysis of the sex and locality wise scores of participation of students in beautification

Attitude and level of participation in school beautification by students and teachers at secondary level

Source of Variance	df	SS	MS	F	Significance
Between sex	1	33	33	1.25	NS
Between locality	1	32	32	1.21	NS
Interaction	1	223	223	8.47	$p < .01$
Within Groups	196	5154	26.3		
Total	199	5442			

From the table no. 5 it can be noticed that, there is no significant sex difference in the level of participation of students in beautification of school. There is no significant difference rural and urban students level of participation of teachers in beautification of school. There is a significant interaction between the groups has been noticed. ($F=8.47$, $df196$, $p < .01$, table value of F at $df196$, $p.01$ is = 6.76).

5. There will be no significant correlation between attitude and level of participation in beautification of school of both teachers and students.

For the analysis of correlation between the attitude and level of participation in beautification of school the respective scores of teachers and students were taken into consideration. The summary of the correlation analysis is given in table no. 6.

Table No. 6
Summary of Correlation between teachers and students attitude and their level of participation in beautification of schools

	Teachers	Students	Total	df	Correlation	Significance
Attitude towards beautification	100	200	300	298	0.4458	$p < .01$
Participation in beautification	100	200	300			

From the table no 6 it can be noticed that there is significant positive correlation between the attitude and the level of participation in beautification of school scores. ($r=0.4458$, $df298$, $p < .01$, table value of r ; at $df298$ $p.01$ is = 0.148).

MAJOR FINDINGS

Following are the major findings of the study;

1. There is a significant sex difference in the attitude of the teachers towards beautification of school and their level of participation in it. Female teachers possess significantly fairer attitude about

2. beautification of school than their counterparts.
2. There is no significant difference rural and urban teachers' attitude towards beautification of school and level of participation in it.
3. There is a significant sex difference in the attitude of the students' towards beautification of school. Girls possess fairer attitude towards school beautification than boys.
4. There is a significant difference rural and urban students' attitude towards beautification of school. Rural adolescents are more concerned about school beautification than their counterparts.
5. Sex and locality wise there is no significant difference in the students' level of participation in beautification of school.
6. There is significant and moderate positive correlation between the scores of teachers and students' attitude and the level of participation in beautification of school.

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