SOCIAL ATTITUDE AND SCHOOL ENVIRONMENT AMONG HIGH SCHOOL STUDENTS

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DECLARATION

  I hereby declare that this dissertation *"Social Attitude and School Environment among high school students"* submitted by me for the degree of Master of Education is the result of my original and independent research work carried out under the guidance of **Mr.K.GireeshKumar,** Assistant Professor in History, N.V.K.S.D. College of Education, Attoor and it has not been submitted elsewhere for the award of any degree, diploma, and fellowship of any other university or institution.

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CERTIFICATE

This is to certify that this dissertation entitled **"Social Attitude and School Environment among high school students"** submitted for the M.Ed. degree by **Kumari Aswathy V.P.** is an original record of research work carried by her under my guidance and supervision. It is further certified that the work is an original one, free from any duplication.

Place: Attoor

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Kumari Aswathy V.P

CONTENTS

LIST OF TABLES

List of Appendices

APPENDICES	CONTENTS
APPENDIX- A	General Data sheet
APPENDIX- B	School environment (Draft scale)
APPENDIX-C	School environment (Final Scale)
APPENDIX-D	Social attitude Inventory

CHAPTER – I

INTRODUCTION

- ➢ Need and Significance of the study
- ➢ Statement of the Problem
- ➢ Operational definition of the terms
- ➢ Objectives of the Study
- ➢ Hypotheses framed
- ➢ Methodology in brief
- ➢ Delimitations of the study
- ➢ Organization of the report

CHAPTER I

INTRODUCTION

"Education is the process of natural, harmonious and

progressive development of man's innate power"

- *Pestalozzi*

An individual cannot live in isolation; there should be interaction between the individual and society. The interaction should be healthy in nature. For education, individual should possess positive attitude towards the society. Through education man develops positive social attitude and adjusts with his social environment.

Education is a social need and its function is to socialize the youth by imparting them norms and values, culture and heritage and to provide them with skills and placement. As a pot is made out of clay and finished product comes out of raw material, so also from immature child comes out of the civilized and socialized man through education.

The student should develop qualities of patriotism and become a discriminating, fearless individual. The success of every national Endeavour depends on the type of education received by the people. The place of the student in any scheme of education is supreme. The students are noted earlier, play a key role in the educational system for its success and failure. The student's qualities, competence, and attitude are found to be influenced by

several factors like educational level, intelligence, social and economic status, age, sex, etc. Any change or reform in the educational system would be possible also through the students. So the social attitudes of the students play a great role in his classroom behavior. It is the teacher who develops the attitude of his students. It is therefore very necessary to have a sound positive attitude towards the society among the teacher and students.

Education helps to maintain a good balance between various emotional statuses and leads to better performance along with attainment of more self-confidence. Beautiful and conducive surrounding is necessary for right type of education. The right type of education is given in an atmosphere of love, happiness and cleanliness. The management, the head of the institution, and teachers play an important role in creating a good climate.

Positive interpersonal relations among students, teachers and administrators help the school, meet the demands of its environment and have been described as an organizational health. When school operate in ways that regularly result in student and teacher empathy and involvement that can be considered relatively robust organization. Among the ideals of education the consideration of health and physical fitness of children has a very significant place and it the duty of our schools to direct their special attention towards the health of children.

NEED AND SIGNIFICANCE OF THE STUDY

Education being an important social activity, it act as the most powerful instrument for bringing about transformation in society. Students play key role in the educational system, for its success and failure. In order to make the school environment, he should possess positive and desirable social attitudes.

The aspiration and attitudes of the student must be above human weakness. One should be aware of all the social factors existing in the society and his observations are scientific, rather than critical or punitive. He has to develop a sound positive attitude towards good things and has to develop a discriminating power to distinguish between good and bad. The teacher ultimately shapes the character of his students.

The importance of socialized attitude cannot be minimized in a society. Researcher would engage in any work which is socially harmful. A socialized citizen would place human welfare above his individual gain. These abilities are developed in planned way through the process of education.

The social attitude of the student, influence the all round development of the personality of the children and is a divisive factor in his success in future life. They form opinions about others and others have opinion about them also. Everybody wants to acceptance and recognition from and within society. They want to behave according to the norms of the society. India is suffering from a lot of problems related to religious issues, provincialism, regionalism etc. All these happen because of lack of proper social attitude among the young

generation. Social attitude is an important role in the class room behavior. Destiny of the nation is decided in the class room. Today's students are the future citizen. So it is highly essential to develop proper social attitude among the students.

Social attitude has various factors like the attitude towards the social practices in the society towards different aspects of the educational system, towards various religious ceremonies, towards family relations, towards his friends, toward the customs, cultural values, norms of the society, existing political systems and the governmental policies etc. Students being molded by the changing society should be aware of all the social factors existing in the society. He has to critically watch and analyze it and has to develop a discriminating power to distinguish between good and bad.

The atmosphere is the soul of an institution and the beautiful surroundings generate a congenial atmosphere for work. The general appearance of the school should be so attractive that students and teachers should be proud it. Likewise a good environment in the institution is a prerequisite for student's success. But school environment in most of the school are not quit and calm.

Multiple regression analysis tended to support this hypothesis, suggesting a positive association between teacher's perception of organizational health and environment. However only one school health measure, teachers, perception of healthy school level emphasis on the academic

success of their students made a significant and separate contribution to overall relationship between school's health and environment.

STATEMENT OF THE PROBLEM

The purpose of the study was to examine the high school students' social attitude and school environment and the study is entitled as **"Social Attitude and School Environment among High School Students"**.

OPERATIONAL DEFINITION OF THE TERMS

Social Attitude

The term social attitude indicates the attitude of an individual towards society and its various institutions. The concept "attitude" is viewed as an underlying positive or negative education of some object, person or a group.

In this study social attitude refers to the attitude of students towards the society in which he lives.

School Environment

School Environment refers to the emotional, physical and intellectual climate that is set up by the teacher and students to contribute to a some whole learning situation.

In this study, school environment refers to the healthy learning situation in the school, in which the students are learning.

High school students

In this study high school students refers to students studying in who IX and X standard in state board through regular stream of education.

OBJECTIVES OF THE STUDY

1. To construct and validate a tool to measure the school environment of high school students.

2. To study the level of social attitude and school environment of high school students.

3. To compare the mean score of social attitude and school environment of high school students based on the back ground variables namely,

   a) Gender

   b) Religion

   c) Locale

   d) Type of school

   e) Parental qualification

   f) Parental occupation

   g) Medium of instruction.

4. To study whether there is any significant correlation between social attitude and school environment of high school students for the total sample and sub sample.

HYPOTHESES

1. There is no significant difference in the mean scores of social attitude between male and female high school students.

2. There is no significant difference in the mean scores of social attitude between rural and urban high school students.

3. There is no significant difference in the mean scores of social attitude among Hindu, Christian and Muslim religion high school students.

4. There is no significant difference in the mean scores of social attitude among government, aided and private high school students.

5. There is no significant difference in the mean score of social attitude of high school students based on their parental occupation.

6. There is no significant difference in the mean score of social attitude of high school students based on their parental qualification.

7. There is no significant difference in the mean score of social attitude of high school students based on medium of instruction.

8. There is no significant difference in the mean scores of school environment between male and female high school students.

9. There is no significant difference in the mean scores of school environment between rural and urban high school students.

10. There is no significant difference in the mean scores of school environment among Hindu, Christian and Muslim religion high school students.

11. There is no significant difference in the mean scores of school environment among government, aided and private high school students.

12. There is no significant difference in the mean score of school environment of high school students based on their parental occupation.

13. There is no significant difference in the mean score of school environment of high school students based on their parental qualification.

14. There is no significant difference in the mean score of school environment of high school students based on medium of instruction.

15. There is no significant relationship between social attitude and school environment of high students for the total sample and sub sample.

METHODOLOGY IN BRIEF

Method

Normative survey method was adopted for the present investigation.

Sample

The present investigation was conducted on a sample size of 400 high school students in Kanyakumari district. The students selected for the investigation differ in their gender, religion, locale, type of school, parental occupation, parental qualification and medium of instruction.

Tool used

The tools used for collection of data were,

1. School Environment questionnaire constructed and validated by the investigator (Kumari Aswathy V.P and Mr. K.Gireesh Kumar,2014)

2. Social Attitude Scale developed by (T.R.Sandhya and Dr.B.Krishna Prasad, 1999)

3. General data sheet prepared by the investigator.

Statistical Techniques used

The major statistical techniques applied for the study were:

1. test for significance (t-test)

2. Analysis of variance (ANOVA)

3. Pearson's product moment method of correlation

Delimitation of the study

The study was limited in terms of the following aspects.

1. The present study was confined to Kanyakumari district only.

2. The sample size was limited to 400 students only.

3. The sample was collected only from high school student.

4. Questionnaire was the only technique applied for data collection.

ORGANIZATION OF THE REPORT

The present investigation was reported under five chapters.

Chapter I: contain introduction, need and significance of the study, statement of the   problem, operational definition of the terms, objectives of the study, hypotheses framed, methodology in brief and delimitations of the study

Chapter II: deals with review of the related literature that contains two section. Section: A contains theoretical over view of the study and section: B contains review of related literature containing Indian , Foreign studies and a critical review.

 Chapter III: describes about the test development of school environment and plan and procedure adapted for the study.

Chapter IV: explore the analysis and interpretations of the collected data.

Chapter V: contains the study in retrospect, findings, conclusion, educational implication of the study and suggestion for further study.

REVIEW OF RELATED

LITERATURE

- ➤ Need for Review

- ➤ Significance of Review

- ➤ Purpose of the Review

- ➤ Theoretical Overview

- ➤ Review of Related Studies

    - ▪ Indian Studies

    - ▪ Abroad Studies

- ➤ Critical Review

REVIEW OF RELATED LITERATURE

The review of related literature is an important aspect of the present study. The review promotes a greater understanding of the problem and its crucial aspects ensures the avoidance of unnecessary duplication. Research is actually a searching process. During this searching process the past experience will have valuable importance. The researcher needs to require up – to – date information about what has been thought and done in the particular area from which he tends to take up a problem for research.

The review also helps to sharpen and define understanding of existing knowledge of the problem, area and provides background for the research project. Social attitude has various factors like the attitude towards the social practices in the society, towards different aspects of the educational system, towards various religious ceremonies, towards family relations, towards friends, towards the customs, culture values, norms of the society, towards the existing political system and governmental policies etc. Students being molded by the changing society should aware of all the social factors existing in the society. According to Mouly, the reviews of related literature promote a greater understanding of the problem and its critical aspects and ensure the avoidance of unnecessary duplication. An attempt has been made in the present chapter to review the available literature relating to the topic.

Need for Review

i.   To eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation.

ii.   To provide a background for the research project.

iii. To make the reader aware of the status of the issue.

iv.   To define the limit of his fields.

v.   To obstruct pointless repetition of research.

vi.   To enable him to know the means of getting to the frontier infields of research.

vii. To know about the recommendations of the previous researchers listed in their studies for further research.

This chapter is divided in to two sections:

Section: A – Theoretical over view

Section: B – Review of related literature

SECTION –A

THEORETICAL OVERVIEW

SOCIAL ATTITUDE

Meaning of social attitude

Social attitude is an expression of favor or disfavor towards a person, place or thing, or event. Attitude can be formed from a person's past experience and present.

Definitions

Carter. V. Good (1959) defined social attitude as "the attitude of a person or group with respect to a social object or phenomenon such as a person, race, institution or trait".

Freeman (1981) defined "social attitude as that of becoming imbibed with a sense of oneness inter communication and co- operation".

Sources of Social Attitudes

(a) Family

The parents or family are the first to socialize the child. They are not only closely related to the child but physically also they are nearer to him than others. The child gets his first lessons in co-operation, tolerance, self-sacrifice, love and affection in the family. Family is the original social institution. All other institutions are developed out of it. Morality is to be expressed in words and deeds. This is learned by the child in the family. It forms the habit of interest, self-control, reverence for nobility, striving for truth, courage, honesty, conquering the brute man, sincerity, justice in the family. Family is the most significant informal agency of education.

(b) The peer group

The peer group plays an important agency of socialization. Peer group are really the distinct society of the child. The relation between the child and his playmates is one of equality. It is based on co-operation and mutual understanding. They are mostly of similar age. The child acquires something from his friends and playmates which he cannot acquire from his parents. From

them, he acquires co- operative morality and some of the informal aspects of culture and forbidden knowledge.

(c) The school

The school is the second agency of socialization. In the school the child gets his education which moulds his ideas and attitudes.

School act as a community purifier. School can solve the social and cultural problems confronted by the community by many different ways. The social problems like untouchability health and hygiene should be discussed by students, teachers and the members of the community and find out a desirable solution. These programmes will help to develop the social attitudes in school children.

(d) Measurement of social attitude

Various models and measurement tools have been constructed to obtain attitude information. According to (Breckla & Wiggins, 1992)Measures may include the use of psychological cues like facial expression, vocal changes and other body rate measures.

Attitudes are complex and variable modes of consciousness. They are expressions of the whole personality of the social being. It is therefore not easy to find out it quality from the external signs. Deri et al (1962) differentiated the following techniques to measure and diagnose inter group attitude and behavior.

(e) Systematic observation

A direct approach to the problem, but one that is likely to involve the recording of large masses of data are irrelevant to social attitudes to reasonable interpretation. It necessarily involves the attitude of only one individual at a time towards personality – selected population of people.

(f) Sociometry

It is a technique that involves children choosing companions for certain activities. This method is extremely useful in charting sociometric relationships among children, but does not reflect intergroup attitudes with fidelity. Sociometric data must be interpreted with extreme caution when one is attempting to inter social attitude.

(g) Interviews

Structured and open – ended interviews are frequently employed to ascertain the social attitudes of adults. When this method is used with children, it is usually supplemented with visual stimuli which are used to structure and to stimulate children's verbal responses. The data obtained in an interview are often difficult to analyses, evaluate and interpret.

(h) Attitude scale

It is frequently used to solicit personal opinions on a variety of social attitudes.eg. attitude towards races, religious groups, social issues of the day and the like. This method permits the collection of large masses of data with a short time interval and with a little expense, but may yield biased or

unintelligible responses. Obviously it cannot be employed with very young children.

(i) Projective techniques

This method attempts to catch the subject off guard so that he will reveal his 'true' attitude and feelings. Subjects are usually told that the pictures or other stimuli that may be presented are being used to test their 'imagination'. These techniques are extremely valuable in revealing the underlying social attitudes of children. However the data obtained with projective instruments sometimes difficult to interpret in an unequal way.

SCHOOL ENVIRONMENT

Schools provide sensitive environment, which enhance the learning. A sensitive environment refers to a place that supports the activities if young and old students for fostering the intellectual aesthetic, moral, physical and social development. A physical environment must be welcoming a conducive, social environment must be communicative and interactive, an effective environment must promote a sense of belongingness and self-esteem. An academic environment must be one that encourages learning and self- fulfillment of students. The school's physical environment includes school building, grounds and encompasses room arrangement, seating, bulletin boards, black / white board displays, physical climate, cleanliness, noise, temperature, lighting etc. the psychological factor includes the attitudes, feelings and values of students, staff and their families. The social aspects of the school environment refers to the school's organization, decision making process, policies, practices and

consistency of enforcement of those policies and practices students, teachers, administrators, staff and visitor who work in an inviting environment feel good among themselves.

School Environment has defined in numerous ways. Dave (1963) defined educational environment as "the conditions process and psychological stimuli which affect the educational achievement of the child". If refers to those force in the environment of the learner which have the potentiality to contribute to academic development of the learner. These force may be a part of the school or college environment, home environment or the environment various other social organization. Bhatangar (1977) observes, the unique quality of the environment largely depends upon specific ways the pupils are treated in the school and classroom. He defined the concept of "treatment environment "as the product of the interactions between the teacher and the pupils in school situation.

School environment implies a measure of the quality and quantity of the cognitive, creative and social support that has been available to the subjects during their school life in terms of teacher – pupil – interaction. Many researchers and authors have identified the following characteristics school environment or teacher – pupil interaction. Intimacy psychophysical, hindrance, alienation, control, humanized thrust, friction formality, satisfaction, speed, apathy difficult, favoritism, democratic independence etc. The cognitive development of children occurs as results of interaction with the environment with in the form of physical interaction with the world or concert objects or

psychological and social interaction with environment. Hence school can be regarded as the most significant and comprehensive formal agency of education. It is expected to provide the students, with all kinds of experiences that they need in order to development and sharpen their capacities.

There are some discrepancies in the results of the study, which examined the influence of physical studies, which examined the influence of physical school environment, (eg) the size of the school, size of the classroom (Olweus, 1984; Stephenson &Smith, 1982). However, the peer relationship and peer status showed correlation with aggressive behavior.

The school environment is an aspect of academic environment. The term is not only covers the physical environment provided by the facilities but also the psychological environment. Some school appeared with warm and pleasant atmosphere where the student feel independent. But in some other school it is hostile and person like, where students and teachers are in strain at all times.

REVIEW RELATED STUDIES

SOCIAL ATTITUDE

Studies conducted in India

Chilukala (1991) conducted a study on *"social attitude of Indian Academic Elite".* The objective of the study was to find out the social attitude of Indian academic elite. The particular study revealed that in the composition of the sampled, elite members with an agricultural background were in a considerable majority followed by those with an urban background.

Lottes and Peter (1994) conducted a study on *the impact of college experience on political and social attitude.* The objectives of the study were to examine the extent to which students in a highly selective university on the east coast changed their political and social attitudes during the college. The findings shows that women score lower on measure of male dominate attitudes and sexism, and higher measures of social conscience and acceptance of homosexuality than men.

Kumaran (1996) conducted study on *a social attitude of normal children and deprived children.* The objective of the study was to find out the difference between normal and deprived children of rural area in their social attitude. The finding of the study revealed that the rural normal children exhibit significantly higher level of social attitude than Christian deprived children

Mathew (1999) conduct a study on *"social attitude of student teachers and teacher".* The major objective of the study was to compare social attitude of

student teachers and teachers belonging to different religion. Low and high levels of socio – economic status. The study revealed that the Christian student teachers and teachers have high social attitude than Hindu student teachers and teachers. Also there was significant difference between the social attitude of high and low economic group of student teacher and teachers.

Sandhya (2000) conducted a study on *"social attitude among higher secondary school students"*. The major objective of the study was to find out the social attitude of students differ in their sex, community and locality. The study revealed that the female students show higher level of social attitude than male students. The sample of the study was 320 students in higher secondary school students. The social attitude inventory has been constructed and validated by the investigator. The study revealed that the female students show higher level of social attitude than male students.

Ushas (2005) conducted study on *"Social attitude of orphan and non-orphan – A comparative study"*. The main objective of the study was to study the level of social attitude of orphan and non-orphan students in their social attitude. The sample consists of 400 high school student (IX and X standard) from Kuzhithurai educational district. From this, 200 students each were orphan and non-orphan. The variable was measured by using social attitude scale. The finding of the study revealed that difference was found between orphan and non-orphan students in their social attitude.

Selin (2008*) studied social attitude and social adjustment – A study on IX th standard students.* The objective of the study was to find out relationship

existing between social attitude and social adjustment of total sample and sub sample. The sample size of 400 IX [th] standard student from various schools of Kanyakumari district. Tools used for social attitude scale developed by S. Sree Latha and Dr.B.Krishnaprasad and social adjustment inventory develop Sheeja Selin C.N & Miss. Sree Latha. The finding of the study was there exist significant difference among Hindu, Christian and Muslim school students.

Studies conducted in Abroad

Rashid (1999) conducted study on *"Social attitudes towards technical equation and profession for women in Bangladesh".* The main objective of the study was towards technical education and profession. The globalization may help to bring a change in social attitude and working environment for females. The study revealed that there is significant difference in social attitude towards technical education and profession for women in Bangladesh.

Campbell and Donald (2000) conducted a study to examine ***"Indirect Assessment of Social Attitude ",*** rating methods based verbal and non- verbal behavior expressive cues, interview responses, personal document, projective protocols and other indirect techniques. The major finding revealed that significant impact on Indian assessment of social attitude.

Sumotirto (2011) *conducted a study on social attitudes among high school students in Indonesia.* The present investigation was carried out on the assumption that social attitudes are mainly based on the feeling of responsibility towards certain social objects. The sample of 512 students were

taken from high school of various Indonesian town. The major finding of the study was that majority of Indonesian students is reliability high when compared with their individualistic orientation, social type, common type, individualistic and doubled valued type.

SCHOOL ENVIRONMENT

Studies conducted in India

Lele & Sachdev (2001) *A study of an academic performance and attitude to learning of secondary school students in relation to their perception of the academic climate in their school.* For the present study the population consists of secondary school students (class IX) of greater Mumbai (ssc) District Numbers 30,31,32 & 33.The present study tool constructed by academic climate description questionnaire by M.L Shah & Amith Shah. The findings in relation to academic performance are of particular interest. The corrections studied indicate that perception of academic climate and attitude to learning both relate negatively with academic performance.

Manoharan & Sundaram (2003) *conducted a study on variable as related to class climate and teacher's teaching effectiveness as perceived by higher secondary students.* The objective was to find out if there is any relationship between classroom climate and teaching effectiveness as perceived by students. The present investigation conducted on sample 410 students studying in a standard XII of the school in the Dindigal district. The classroom climate scale

constructed and standardized by Pandya, Shifali. The finding of the study was teaching effectiveness to affect to the class room climate.

Daruvedu (2005) *conducted a study on influence of school environment and approved motive on academic achievement of students*. The findings showed that the students form good school environment have significantly better academic achievement then the students form poor school environment, the students from high approval seekers had significantly greater achievement than the students who were low approval seekers.

Sheela and Swamy (2006) *conduct a study on finds out the difference in the perceived level of school environment and academic achievement of higher secondary student's matric and non- matric school.* A small of 1100 higher secondary students, has been selected for the study. Survey method was employed for collection required data. The tool used in the present study included school environment scale prepared validated by the investigator. Finding of the present study show that the non-matric higher secondary students enjoy better school environment in academic, activity, psychosocial and administrative environment.

Nair (2006) *studied school environment and adjustment a study on high school students.* The objective of the study was to find out the correlation between variables school environment and adjustment among high school students. The sample size consists of 500 high school students of Kanyakumari district. The tools used for study environment inventory and adjustment inventory. The finding of the study shows the level of the environmental

knowledge was found among pre-service teachers, although conceptual knowledge was moderate.

Kumar and Ranjini (2008) *conducted a study on classroom environment and achievement in Biology of XI and standard student in Thoothukudi district.* The investigator adopted random sampling method and a total size of 400 were selected for higher secondary school students. The tool is used for the study classroom environment. The findings were there was significant relationship between classroom environment and achievement.

Shani (2011) *conducted a study on organizational climate and school environment in Delhi.* The investigator tried to find out organizational climate of three private and three central schools of Delhi. The investigator tried to find out organizational climate of these two sets of schools and relation with achievement of the students. The tool was developed by Halpin and Craft. The result of this study indicates that the organizational climate of the school did not exhibit any group pattern.

Lawarence et al (2012) *conducted study on school environment and academic achievement of standard IX students**.* The objective of the study was to find out relationship between school environment and academic achievement of IX students. The investigator used stratified random sampling technique. The sample consists of 400 students in IX standard. The finding of the study revealed that there was no significant relationship between school environment and academic achievement of standard IX students.

Rani (2012) *conducted the study on a comparative study on school environment as perceived by C. B. S. E students in India and Kuwait.* Samples contain 189 C.B.S.E students from various C.B.S.E School in India and Kuwait by multi-stage random design. A school environment inventory prepared and validated by the investigator. Thus the findings revealed that school has long lasting implication on academic and social development of students.

Gafoor and Jaithra (2012) *conducted a study on Influence of out- of School experiences on interest in science of secondary school students in Kerala.* The study looks at influence of out- of – school experience on interest in science in terms of predictive efficiency and tries to pinpoint such experiences which are significantly contributive to the interest in science among secondary school students. The sample is used is 1000 students drawn from 8th and 9th grade of 14 secondary schools belonging to government, aided and unaided categories of Kozhikode District of Kerala. In this study finding that locale but not gender difference is not worthy interest in school science in Kerala.

Letha & Gomathi (2013) *conducted a study on school environment and job involvement among middle school teachers.* The investigator adopted random sampling method and the total size of sample sizes 250 were selected for the belonging to different type of management government, government aided, and private school in Chennai district. For the present investigation tool used are the school environment questionnaires by Agnikothars. Finding of the study were there is significant difference between school environment and job satisfaction among middle school teachers.

Rajeswari and Usha (2013) *conducted school climate and parental involvement of tribal and non- tribal secondary school.* In this study the survey method was followed. The present study was conducted on sample 261 students of standard IX selected randomly from 6 secondary schools of Tribal and non- tribal regions of Palakkad district of Kerala State. The tool used for the study school climate assessment. The findings of the study revealed that there exists significant difference in the school.

Studies conducted in Abroad

Berry (2002) *conducted a study to healthy school environment and enhanced educational performance.* The sample is Charles young elementary school. A survey method is conducted study. The study was revealed that there is no significant difference in rural and urban in school environment.

Mcgowen (2007) study revealed that *the impact of school facilities on student achievement, attendance, behavior, completion rate and teacher turnover rate in selected Texas High Schools.* The purpose of this study was to explore the possible relationship between school facilities conditions and school outcomes such as student academic achievement attendance, discipline, completion rate and teacher turnover rate.

Daly, Rosemarie and Rutgers (2007) *The relationship between measures of social bonding, school climate and school experience and students performance in an alternative secondary school for classified student.* The sample is 48 classified. This present study concerned with issue of where to

educate classified students. The study was revealed that there is no significant relation between school climate and students performance.

Olusokoya (2007) *conducted a study on Home and School Environment as determinants of transition rate from primary to secondary education in Nigeria.* To what extent would the home and school environment when taken together predict transition rate from primary schools to secondary schools. The school or home environment also be responsible for transition sale from primary school to secondary school.

Genee (2008) morgan *state university was to examine the comparative difference that exists in Title, and non-title school as it certain to student achievement level and school robustness perception.* The School environment survey was administered to students 20 elementary schools. The finding if the study was there is a difference in an academic achievement of the student as measured by the state reading annual math's sections.

Macneil, Prates, Busch (2009) *conducted a study the effect of school culture and climate on student achievement.* The purpose of the study was to investigate whether exemplary. Recognized and acceptable schools differ in their school climate, as measured by the 10 dimensions of the organizational health inventory. This study is limited sample in that sample is small (29) schools. In addition, the sample was composed of high school and middle schools as well as elementary school. The find of this study suggest that students achieve higher scores on standardized test in schools with health learning environment.

Apple et al (2010) made a study on *Transcends views of school climate and self- esteem.* This study addressed school climate and self-esteem through the eyes of 1271 eighth grade students' rural, sub urban and urban public school setting. In this of quantitative data of the two instruments several populations and eight grade students perceived moderate to weak correlation between school climate self- esteem.

CRITICAL REVIEW

Review of related literature helps to link the previous research with present research. A review of related literature in the area of social attitude and school environment of high school student presented in the chapter has helped to give adequate insight into the nature of the problem under study.

The researcher reviewed the 29 studies of these 17 studies conducted in India and 12 studies conducted in abroad. The researcher critically reviewed the reports and studies the design and methods of these researchers, sampling techniques adopted, tools used, variables defined and recommendations for the further research. In most of the studies the statistical techniques employed were t- test, corrlation ANOVA. The samples are mostly collectd from schools. In most of the studies the investigator had used survey method and adopted random sampling techniques for data collection.**.**

CHAPTER – III

METHODOLOGY

- ➤ Introduction

- ➤ Section A: Test Development

- ➤ Section B: Plan and Procedure

CHAPTER – III

METHODOLOGY

Research is an essential and powerful tool in loading man towards progress. Research is an endless quest for knowledge or unending search for truth. It brings to light new knowledge or corrects previous error and misconceptions and ads in an orderly way to existing knowledge, the knowledge obtained   by research is scientific and objective and is matter of rational understanding, common verification and experience.

Research methodology is a way to systematically solve the research problem. It may be understood as science, studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with logic behind them. It is necessary for the researcher to know not only the researcher methods and techniques but also the methodology.

Research leads towards information and knowledge. It eradicates ignorance and candle the light to find the truth against all bias. Research helps to find solution for innumerable legal problems of life. It is based on experience with empirical evidence. Research rejects dogmas and answers by making accurate observation. It is a quest to answer unsolved question by pushing back the hurdles of ignorance. It is based on courage and confidence. It

is carried with patience and finds spectacular result against disappointment and anarchy. It carefully records and reports the finding in scholarly manner.

The researcher makes rigorous exercise and shuns pain to remove superficial legal concepts. According to Encyclopedia Britannica- research means "the act of searching into a matter closely and carefully, inquiry directed to the discovery of truth and in particular the trained scientific investigation of the principles and facts of any subject, based on original and first hand study of authorities or experiment".

Webster's International Dictionary defines- "research as careful, critical inquiry or explanation in seeking facts or principles, diligent investigation in order to ascertain something".

According to J.W. Best and J.V. Kahn "Research may be defined as systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles or theories, resulting in prediction and possibly ultimate control of events".

This chapter is divided into two major sections.

Section – A: Test Development

Section – B: Plan and procedure

SECTION – A

TEST DEVELOPMENT

One of the important steps in any research is the collection of relevant data. An appropriate tool is very essential to serve this purpose. In such cases the investigator has to prepare suitable tools for the study.

The tool for the present study, prepared by Kumari Aswathy V.P and Mr. K. Gireesh Kumar for measuring the school environment among high school students. The major steps followed in construction of this tool are,

1) Planning of the test

2) Item Writing

3) Item Editing

4) Arrangement of Items

5) Preliminary tryout

6) Draft form of the test

7) Final tryout

8) Scoring

9) Item Analysis

10) Item Selection

11) Format of the final scale

12) Establishing reliability and validity of the test

1. Planning of the test

The school environment inventory prepared by Kumari Aswathy V.P and Mr.K.Gireesh Kumar (2014) aims at measuring the school environment among high school students in Kanyakumari district. While constructing tool due considerations were given to the variable tested and different aspects involved.

2. Item Writing

Writing of suitable item is one of the important steps in the construction of any research tool. After a thorough and careful study of the literature available, the investigator prepared a number of positive and negative statements describing different aspects of school environment. The scale covers the decisive features of the needed data.

The method used in item writing was the fixed response method. The respondent must select one response out of the given responses **'Yes'** or **'No'.**

3. Item Editing

Editing the items needs much care and it is the process of checking and scrutinizing items. The items were referred to the experts for suggestion and modification. As per the suggestion, the ambiguous items were rewritten in simple and meaningful language.

4. Item Arrangement

All the items were grouped, ordered and placed in a random manner in order to arouse interest and to maintain attention for responding.

5. Preliminary Try Out

The preliminary tryout of the test was arranged to find out the weakness and workability of the items. The difficulties in responding the items and a rough of the time-limit for responding the items were noted. This step helped the investigator to modify certain items which were vague and questionable. For this purpose the test was given to four hundred students.

6. Draft Form of the Test

The first draft was prepared by printing the items with the provision to mark responses. It was printed both in English and Tamil. Necessary instructions for the respondents were also included in the draft form. Out of fifty five statements forty item were selected. A sample copy of the draft form of the test is given as **Appendix-B**

7. Final Tryout

The tool was administered to a sample of four hundred High School students of various schools of Kanyakumari district. They were randomly selected from the population. Sample copy of the draft form of the test given **Appendix-C.**

8. Scoring

The collected response sheets were scored with the help of a scoring key prepared by the investigator. The response sheets were scored by assigning a score of **'1'** for **'Yes'** and **'0'** for **'No'** for positive items. The order of assigning scores was reversed for negative items.

9. Item Analysis

Item analysis is an important step in a test construction. Item can be analyzed qualitatively in terms of their content and quantitatively in terms of their statistical properties. Qualitative analysis includes the consideration of content validity and the evaluation of item in terms of effective item writing procedures.

Quantitative analysis on other hand includes the measurement of item difficulty and item discrimination power. Both the variability of any test depends ultimately on the characteristics of its items. High reliability and validity can be built into a test is advance through item analysis.

The method of item analysis used in the case of present investigation is one developed by Mathew (1982) called the **"Mathew Item Analysis Table"**. This table gives item criterion (phi-co-efficient) correlation and percentages of test, making the keyed answer (p-value). One of the advantages of phi-coefficient is that any convenient tail, proportion can be made use of in order to use the Mathew item analysis table. It is recommended regardless of the sample sizes.

The response sheets were arranged in the order of the criterion score. The criterion score in the total sheets having the highest criterion were taken and it constitutes the upper tail. Similarly hundred response sheets having the lowest scores were taken forming the lower tail.

The final test needed for reading the item indices from the tables are the following.

P_L: Percentage of individual in the lower tail marking the keyed answer.

P_U: Percentage of individual in the upper tail marking the keyed answer.

In the **"Mathew Item Analysis Table"** all indices for the same value of the P_L have been grouped together. So in order to read the indices for the same value item, the P_L value of the given item was located first them in that session the P_U value of the items along the left margin was located and the corresponding **'Phi'** and **'P'** values were read. Whenever the P_L value was larger than the P_U value, P_L and P_U values were interchanged while reading the indices and then a negative sign was attached.

10. Item Selection

From the item having higher correlation values Phi-values above the required number of items were selected. The special future about the 'phi' value is that sign 'phi' values tend to be high for items having medium 'p' value selection based on 'phi' value alone would give the desired result. Items with phi value below the level of significance is not considered usually.

The method of item analysis used in the case of present investigation is one developed by Mathew (1982) called the **Mathew Item Analysis table**. This table gives item criterion co relation (Phi-co-efficient) and percentage s of test making the keyed answer (p- value). One of the advantages of Phi co-efficient is that in convenient trial proportion can be made in order to use the same table. It is recommended regardless of the sample size.

The response sheets were arranged in the order of the criterion score. The criterion score is the total score of the trial form the test itself. Hundred responds sheets having the lowest score were taken as lower tail, and hundred responds sheet having highest score were taken as upper tail.

The final percentage needed for reading the item indices from the table are the following.

The five present levels of the significant is not considered usually.

When 'phi' values of most items were high and a number of items larger, items with some spread of 'p' values would be describe. It may be maintained here that 'phi' values were computed for every combination of P_L and P_U values by means of Guilford (1954) formula. For the present study item having 'phi' value above 0.21 are selected for final scale similarly to item having 'p' value highest values are selected.

Table – 3.1

Item selected for School Environment Inventory Based on a Mathew

Item Analysis method

No.	P_L	P_U	Phi-value	P-value	Item selected
1	63	95	0.39	79	Selected – 1
2	37	77	0.4	57	Selected – 2
3	63	95	0.39	79	Selected – 3
4	65	96	0.39	81	-
5	46	63	0.17	55	-
6	49	88	0.42	69	Selected – 4
7	55	94	0.45	75	Selected – 5
8	52	86	0.37	69	Selected – 6
9	64	97	0.42	81	-
10	36	86	0.51	61	Selected – 7
11	59	75	0.17	67	-
12	48	57	0.09	53	-
13	57	96	0.46	77	Selected – 8
14	38	43	0.05	41	-
15	25	69	0.44	47	Selected – 9
16	27	59	0.32	46	Selected – 10
17	43	89	0.49	66	Selected – 11

18	20	90	0.7	55	Selected – 12
19	44	87	0.44	66	Selected – 13
20	14	46	0.35	30	Selected – 14
21	80	94	0.21	87	-
22	29	17	0.14	23	-
23	77	92	0.21	85	-
24	36	94	0.61	65	Selected – 15
25	39	91	0.55	65	Selected – 16
26	64	86	0.25	75	Selected – 17
27	42	85	0.45	64	Selected – 18
28	69	98	0.39	84	-
29	64	98	0.43	81	-
30	54	95	0.47	75	Selected – 19
31	55	85	0.33	70	Selected – 20
32	38	94	0.59	66	Selected – 21
33	50	96	0.52	73	Selected – 22
34	39	94	0.58	67	Selected – 23
35	53	89	0.4	71	Selected – 24
36	55	85	0.33	70	Selected – 25
37	27	73	0.46	50	Selected – 26
38	41	90	0.52	66	Selected – 27
39	43	77	0.35	60	Selected – 28

40	45	34	0.53	70	Selected – 29
41	53	35	0.48	74	Selected – 30
42	69	87	0.22	78	Selected – 31
43	24	31	0.08	28	-
44	48	92	0.48	70	Selected – 32
45	35	99	0.68	67	Selected – 33
46	44	93	0.53	69	Selected – 34
47	37	88	0.53	63	Selected – 35
48	43	94	0.55	69	Selected – 36
49	41	94	0.57	68	Selected – 37
50	53	95	0.48	74	Selected – 38
51	34	89	0.57	62	-
52	35	84	0.15	64	-
53	39	88	0.51	64	Selected –39
54	67	91	0.32	70	Selected – 40
55	58	88	0.34	84	-

Total number of items -55

Total number of selected items -40

11. Format of the final inventory

The final inventory consists of 40 items with almost in simple and meaningful way. A copy of the final inventory is attached in Appendix-C.

12. Establishing of the test or tool

(i) Reliability of the test

Reliability is the accuracy or precision of measuring instrument.

According to John W. Best (1978) "A test is reliable to the extent that it measures accurately and consistently from one another".

Reliability is the consistency of scores obtained by the same individual on different occasion or with different set of equivalent items. The reliability of a test can be assessed in different ways such as test-re-test method.

In the present investigation, the reliability co-efficient was found out by Split-Half method. It measures the degree of homogeneity of items. The reliability coefficient of the test is calculated using Spearman Brown Prophecy formula found to 0.8103 be showing satisfactory reliability (N=60).

Table – 3.2

Reliability Analysis

Number of sample	60
Number of items	40
Correlation between odd half & even half	0.6811
Reliability co-efficient	0.8103

ii) Validity of the test

A test is valid when it meets the purpose for which it was designed. The two main types of validity established for this tool were face validity and content validity.

(a) Face Validity

Face means that the given tool appears or seems to measure what it is to measure. The tool was submitted to panel experts and in their opinion it appeared to measure the objective of the tool. A close look on the items of the inventory reveals that each and every item is capable of reflecting the subjects 'School Environment". This provided face validity for the tool.

(b) Content Validity

Content validity of the test was also established by verifying the comprehensiveness of coverage of the content of the test using authentic literature and opinion of experts on the basis of the experts from relevant field that the tool has sufficient coverage of its contents.

The decision about the method to be employed always depends on the nature of the problem. A researcher should have a thorough understanding of all research methods, with particular reference to their strength, limitations, appropriateness and applicability.

SECTION: B

PLAN AND PROCEDURE

Methodology is the technique used in research study. Research methodology is a scientific investigation used by the researcher to carry out any research work. Research methods are of almost importance in a research process. Mainly methodology consists of tools, procedure and techniques followed by the researcher, mostly three methods are commonly used.

They are;

1. Historical method
2. Experimental method
3. Normative survey method

1. Historical method

It is a method of investigation to discover and interpret what existed in the past.

2. Experimental method

Experimental research is the description and analysis of what will be or what will occur, under carefully controlled conditions.

3. Normative survey method

Which provide a method of investigation to study, describe interpret what exists at present.

METHOD ADOPTED FOR THE PRESENT STUDY

The present study attempts to find out the social attitude and school environment among high school students. Since the problem selected is concerned with survey type, the investigator has selected the 'Normative survey method' for conducting the study.

NORMATIVE SURVEY METHOD

Normative survey or descriptive approach of research is also a recent development in the field of investigation. In using this method many a times researcher gains insights in to other aspects of the problem which otherwise may not be within the scope of his research performance. He also gain invaluable experience of conducting such enquiries systematically and accurately. It is the method of investigation, which attempts to describe and interpret, what exists at present in the form condition that exist practices that prevail, beliefs, points of view or attitudes that are held process that are going on influences that are being felt and trends that are developing .

According to Good Bar and Scales (1952), "The term normative survey is generally used for the type of research that attempt to find out the normal or typical conditions of practices at the present time"

Survey method attempts to describe and interpret what exists at present in the form of conditions, practices, process, trends, effects, attitudes, belief etc. It is an organized attempt to analysis interprets and reports the present status of social institution, group or area.

Characteristics of Normative Survey Method

   i.   It gathers data from a relatively large number of cases.

   ii.   It is generally cross sectional

  iii.   It involves clearly defined problems

  iv.   It provides information useful to the situation of local problem.

   v.   Survey may be quantitative and qualitative.

  vi.   It requires experts imaginative planning.

 vii.   It is more reliable.

viii.   It requires careful analysis and interpretation of the data   gathered.

  ix.   It determine the present trends and solves current problem.

   x.   The existing theories and laboratory findings can easily put to test in real situation.

The methods deals with the various aspects of the method followed in the investigation which includes,

      i)   The population and sample

      ii)   The tools for the study

      iii) Data collection procedure

      iv) Scoring and tabulation

      v)   Statistical techniques used

(i) The population and sample

Population

The small proportion of a population selected for observation and analysis is called the sample. A sample reflects the characteristics, which it is

selected. Educational research is done generally on a large size of population. So it is necessary to select a sample in order to generalize for the population.

Sample

The sample of the present study consisted on 400 high school students. The investigator has adopted simple random sampling method. While selecting the subjects due representatives were given to factors such as gender, locality, religion, type of school, parental occupation, educational qualification of parents and medium of instruction.

PERCENAGE WISE DISTRIBUTION OF THE SAMPLE BASED ON THE BACKGROUND VARIABLES

(a) Distributions of sample based on gender

Table – 3.3

Gender	Number of students	Percentage
Male	216	54.0
Female	184	46.0
Total	400	100

The sample consists of both male (216) and female (184) students. The percentage corresponding to male and female students are (54.0) and (46.0) percentage respectively.

(b) Distributions of sample based on locality

Table – 3.4

Locality	Number of students	Percentage
Rural	218	54.50
Urban	182	45.50
Total	400	100

The sample consists of both rural (218) and urban (182) students. The percentage corresponding to rural and urban students are (54.50) and (45.50) percentage respectively.

(c) Distributions of sample based on religion

Table – 3.5

Religion	Number of students	Percentage
Hindu	153	38.25
Christian	215	53.75
Muslim	32	8.0
Total	400	100

The sample consists of Hindu (153), Christian (215) and Muslim (32) religion students. The percentage corresponding to Hindu, Christian and Muslim religion students are (38.25), (53.75) and (8.0) percentage respectively.

(d) Distributions of sample based on type of school

Table – 3.6

Type of School	Number of students	Percentage
Government	141	35.25
Aided	112	28.00
Private	147	36.75
Total	400	100

The sample consists of government (141), aided (112) and private (147) school students. The percentage corresponding to government, aided and private school students are (35.25), (28.0) and (36.75) percentage respectively.

(e) Distributions of sample based on parental occupation

Table – 3.7

Parental occupation	Number of students	Percentage
Government	51	12.75
Private	55	13.75
Cooli	294	73.50
Total	400	100

The sample consists of students based parental occupation such as government (51), private (55) and cooli (294) students. The percentage corresponding to students of government, private and cooli students are (12.75), (13.75) and (73.50) percentage respectively.

(f) Distributions of sample based on parental qualification

Table – 3.8

Parental qualification	Number of students	Percentage
Below S.S.L.C	185	46.25
Above S.S.LC	129	32.25
Graduates	86	21.50
Total	400	100

The sample consists of students based on educational qualification of parents below S.S.L.C (185), above S.S.L.C (129) and graduates (86) students. The percentage corresponding to students are below S.S.L.C, above S.S.L.C and graduates students are (46.25), (32.25) and (21.50) percentage respectively.

(g) Distributions of sample based on medium of instruction

Table – 3.9

Medium of instruction	Number of students	Percentage
English	216	54.0
Tamil	184	46.0
Total	400	100

The sample consists of both English (216) and Tamil (184) medium students. The percentage corresponding to English and Tamil medium students are (54.0), and (46.0) percentage respectively.

(ii) Tools Used for the present study

For collecting data required for the study on the problem one way have to use various scientific devices for gathering facts related to the study. These devices are called tools. A great variety of research tools are widely employed for collecting relevant data. The selection of suitable tool is a necessary condition for any successful research. The investigator depending on the nature of study used the following tools for data collection.

(a) General Information Sheet

General information sheet is prepared to collect data regarding personal information. In this students were asked write their gender, locality, religion, type of school, parental occupation, educational qualification of parents and medium of instruction.

(b) Social Attitude Inventory

For social attitude the investigator used the validated tool, prepared by Dr.B.Krishna Prasad and T.R.Sandhya (1999) to test the social attitude condition of high school students. This inventory consists of twenty five statements.

The reliability of the test was established by spilt half method. This has been considered to be one by the adequate methods for findings reliability of test. This reliability coefficient was found to be 0.52 showing satisfactory reliability.

(c) School Environment Inventory

School environment inventory was prepared by the investigator with the help of guide to tests the school environment of high school students. This inventory has forty statements.

The reliability of the test was established by spilt - half method. This has been considered to be one by the adequate methods for findings reliability of test. This reliability coefficient was found to be 0.8103 showing satisfactory reliability.

(iii) Data collection procedure

Data were collected from four hundred high school students in Kannyakumari district. The investigator visited various schools in the district and sought permission of the head of the institutions and met the students in person. The students were first given direction to fill up the general data sheet. Then they were instructed to respond to the statements. The responses sheets were collected from the respondents after marking the responses.

(iv) Scoring and Tabulation

The collected response sheets were scored systematically by the investigator. For a positive item the score given was '**1**' for '**Yes**' and '**0**' for '**No**' and vice-versa for the negative items.

The relevant data collected from the subjects were consolidating for the purpose of analysis. This was done by assigning an identification number for each subject in the coding sheet. Then against the number the details of the personal data like gender, locale, age, type of management, parental occupation parental qualification and medium of instruction.

(v) Statistical techniques used

Statistical techniques are very important for any research. The relevant statistical techniques help the investigator to analyses and interpret the data meaningfully in the study. Here in this present study the investigator used following statistical techniques:

i) Arithmetic Mean

ii) Standard Deviation

iii) Test of significance (t-test)

iv) Analysis of Variance(ANOVA)

v) Karl Pearson's Product Moment Correlation

vi) Scheffe's procedure

1. Arithmetic mean

It is the most widely used measure for representing entire data by one value. It is the center of gravity in distribution and is useful for further statistical interpretation.

$$\textbf{Arithmetic Mean } \bar{x} = A + \frac{\Sigma fd}{N} \times C$$

Where,

$\overline{X}$ = Arithmetic mean.

A = Assumed mean of the scores obtained.

f = Frequency of each class interval.

d = Deviation of scores from the assumed mean.

C = Class interval of the frequency distribution.

N = Total frequency.

2. Standard deviation

Standard deviation provides a standard and for measuring distances of various   scores from their mean. It is the one of the very useful measure of

dispersion and it measure the scatteredness of the values. The investigator has used the following formula for calculating standard deviation.

$$\text{Standard Deviation} \sigma = C \times \sqrt{\frac{(\Sigma fd^2)}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$$

Where,

C = Class interval.

d = Deviation of score from the assumed mean.

f = Frequency.

N = Total frequency

3. t-test (test of significance)

For finding the significant level of difference between two groups of population, t-test was used. For calculating t-values the scores of mean and standard deviation are needed. If the calculated t-value is 2.58 and above then the significant difference is at 0.01 levels and if the value is below 1.96 the difference is not significant.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma 1^2}{N_1} + \frac{\sigma 2^2}{N_2}}}$$

Where,

M_1 = Arithmetic mean of the first group.

M_2 = Arithmetic mean of the second group.

σ_1 = Standard deviation of the first group.

σ_2 = Standard deviation of the second group.

N_1 = Total number in the first group.

N_2 = Total number in the second group.

4. ANOVA (Analysis of variance)

To find out whether there is any significant difference between the means of two random samples, we use the t-test. The analysis of variances and the corresponding test of significances based up on F – distribution is used in their case. The analysis variance leads with variances rather than with standard deviations and standard errors.

The investigator has used the following formula for calculating the ANOVA.

$$\textbf{F} - \textbf{ratio} = \frac{\textbf{Mean Square variance between the group}}{\textbf{Mean Square variance within the group}}$$

$$\textbf{Where, F} = \frac{Vb}{Vw}$$

$$\textbf{Vb} = \textbf{Vt} - \textbf{Vw}$$

5. Scheffe's procedure

Significance, obtained as the results of ANOVA, does not point out which of the three groups differ among themselves. In such cases, the comparison of the differences between means for any two groups is done using Scheffe's procedure (Scheffe's 1957). Scheffe's test is one of the well known multiple group comparison test.

6. Karl Pearson's Product Moment Correlation

Coefficient coefficients is calculated using Pearson's product Moment Correlation.

$$r = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where

r= Pearson's product moment correlation.

N= Total number of pairs of X and Y.

X= row scores of X- variable.

Y= row scores of the Y- variable.

CHAPTER IV

ANALYSIS AND INTERPRETATION

OF DATA

- ➤ Introduction

- ➤ Percentage wise Analysis

- ➤ Differential Analysis

- ➤ Tenability of Hypotheses

CHAPTER – IV

ANALYSIS AND INTERPRETATION

Analysis and interpretation are the basic components of research process. The data collected are to be discussed at length. "Analysis" of data implies studying tabulated material in order to determine internet facts or meaning. It involves breaking down the existing complex factor to simple in parts and putting the parts together in new arrangement for the purpose of interpretation.

Interpretation is the vital step in the total procedure of research calls for the gathering. Interpretation is the search for broader meaning of research findings. Only through interpretation the researcher can expose the abstract principle that works beneath the findings.

According to Fransis Rummell (1985), "The analysis and interpretation of the data involves the objective material in the possession of the researcher and his subjective reaction, and desires to drive from the data, the inherent meaning in their relation to the problem.

The data collection from 400 high school students were subjected to different types of statistical techniques like arithmetic mean, standard deviation, t- test, analysis of variance (ANOVA) and pear sib's product – moment method of correlation. The details of analysis are presented in this chapter.

TEST OF SIGNIFICANCE FOR THE DIFFERENCE BETWEEN MEANS OF DIFFERENT GROUPS

Social Attitude of High School Students

1. Descriptive statistics for Social Attitude

The statistical values such as arithmetic mean and standard deviation of social attitude scores of 400 students are shown in the following table.

Arithmetic mean and standard deviation of the total sample

Table:4.1

S.NO	Category	N	Arithmetic mean	Standard deviation
1	Total sample	400	35.06	5.86

The arithmetic mean was found to be 35.06 out of 400. The value obtained for standard deviation is 5.86. This value shows that there is high scores from the mean score. Hence the student's social attitude is favorable.

2. Descriptive statistics for School Environment

The statistical values such as arithmetic mean and standard deviation of school environment scores of 400 students are shown in the following table.

Arithmetic mean and standard deviation of the total sample

Table:4.2

S.NO	Category	N	Arithmetic mean	Standard deviation
1	Total sample	400	26.86	6.76

The arithmetic mean was found to be 26.06 out of 400. The value obtained for standard deviation is 6.86. This value shows that there is high scores from the mean score. Hence the student's social attitude is favorable

PERCENTAGE WISE ANALYSIS

1. Level of social attitude of high school students

To find out the level of social attitude of high school students, they were grouped according to their levels viz. High, moderate and low based on the social attitude obtained from the social attitude inventory. The mean and standard deviation of the total scores were calculated. Those getting scores at or above $M + \sigma$ were grouped as high social attitude, those getting scores at below $M - \sigma$ were grouped as slow social attitude and those getting score between $M + \sigma$ and $M - \sigma$ were grouped on moderate group.

Percentage wise distribution of students for different levels of Social Attitude

Table 4.3

Social Attitude	Count	Percentage
Low	66	16.50
Medium	264	66.00
High	70	17.50
Total	400	100.00

From the table, it is evident that, out of 400 high school students, 16.50% of high school students have low social attitude, 66.00% of high school students have medium social attitude and 17.50% of high school students have high social attitude.

2 .Level of school environment of high school students

To find out the level of school environment of high school students, they were grouped according to their levels viz. High, moderate and low based on the school environment obtained from the social attitude inventory. The mean and standard deviation of the total scores were calculated. Those getting scores at or above M+ σ were grouped as high school environment, those getting scores at below M- σ were grouped as slow school environment and those getting score between M+ σ and M- σ were grouped on moderate group.

Percentage distribution of different levels of School environment

Table: 4.4

School environment	Count	Percentage
Low	71	17.75
Medium	256	64.00
High	73	18.25
Total	400	100.0

From the table, it is evident that, out of 400 high school students ,17.75% of high school students have low social attitude, 64.00% of high school students have medium social attitude and 18.2500% of high school students have high school environment.

DIFFERENTIAL ANALYSIS

Comparison of social attitude of high school students based on selected variables.

Student with regard to their background variables are compared using t-test and ANOVA.

1. **Comparison of Social Attitude based on Gender**

Null hypothesis: 1

There is no significant difference in the mean scores of social attitude between male and female school students.

Male and female students were subjected for study as per the analysis given in the table.

Comparison of Social Attitude based on Gender

Table: 4.5

Gender	Mean	SD	N	t-value	*p*	Remark
Male	35.11	6.01	216			
Female	34.99	5.70	184	0.20	*0.838*	*NS*

The calculated value (t=0.20; p>0.05) is not significant at any level. Therefore the null hypothesis one is accepted. Social attitude of high school students do not differ statistically with respect to gender

2. Comparison of students in their Social Attitude based on Locality

Null hypothesis: 2

There is no significant difference in the mean scores of social attitude between rural and urban school students.

Rural and urban students were subjected for study as per the analysis given in the table.

Comparison of students in their Social Attitude based on Locality

Table: 4.6

Locality	Mean	SD	N	T	*p*	Remark
Rural	35.78	5.66	218	2.71	*0.007*	*Sig. at 0.01 level*
Urban	34.19	6.00	182			

The calculated value (t=2.71; p<0.01) is significant at 0.01 level. Therefore, the null hypothesis 2 is rejected. Social attitude of high school students statistically differ with respect to locality. The mean value (35.78) shows that rural students possess high social attitude than urban students.

. Comparison of students in their Social Attitude based on Religion

Null hypothesis: 3

There is no significant difference in the mean scores of social attitude among Hindu, Christian and Muslim religion high school students.

The three group of students were subjected for the analysis given in the table.

Comparison of students in their Social Attitude based on Religion

Table:4.7

Religion	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Hindu	35.05	6.14	Between Gp	252.20	2	126.10			
Christian	35.45	5.52	Within Gp	13470.59	397	33.93	3.72	0.025	Sig. at 0.05 level
Muslim	32.44	6.31	Total	13722.79	399				

The calculated values (F=3.72; p<0.05) is significant at 0.05 level. Therefore, the null hypothesis 3 is rejected. It shows that there existed significant difference in the social attitude of high school students based on religion.

The result does not help to identify exactly the pairs of group which differ significantly. Hence scheffe's multiple comparison is used for further analysis.

Result of scheffe's procedure for the various religions

Table:4.8

Religion	Mean	SD	N	Pair	Scheffe's p	Remark
Hindu(A)	35.05	6.14	153	A vs B	0.810	NS
Christian(B)	35.45	5.52	215	B vs C	0.025	Sig. at 0.05 level
Muslim(C)	32.44	6.31	32	A vs C	0.071	NS

The result showed that the two pair Hindu and Christian religion students (A vs B) and Hindu and Muslim students (A vs C) do not differ significantly in their social attitude. The other pair Christian and Muslim (B vs C) students differ significantly in their social attitude. The mean value (35.45) shows that Christian students possess more social attitude than Hindu and Muslim religion students.

4. Comparisons of students in their Social Attitude based on Type of school

Null hypothesis: 4

There is no significant difference the mean scores of social attitude among Govt., Aided and Private high school students.

The three group of students were subjected for the analysis given in the table.

Comparison of students Social Attitude based on Type of school

Table: 4.9

Type of School	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Govt.	35.93	5.12	Between Gp	267.39	2	133.70			
Aided	35.29	6.4	Within Gp	13455.40	397	33.89	3.94	0.02	Sig. at 0.05 level
Private	34.03	5.99	Total	13722.79	399				

The calculated values (F=3.94; p<0.05) is significant at 0.05 level. Therefore, the null hypothesis 4 is rejected. It shows that their exited significant difference among students of in their social attitude based on of type of school.

The result does not help to identify exactly the pairs of group which differ significantly. Hence scheffe's multiple comparison is used for further analysis.

Table:4.10

Result of scheffe's procedure for the various schools

Type of school	Mean	SD	N	Pair	Scheffe's p	Remark
Govt.(A)	35.93	5.12	141	A vs B	0.686	NS
Aided(B)	35.29	6.4	112	B vs C	0.227	NS
Private(C)	34.03	5.99	147	A vs C	0.022	sig.at.0.05 level

The result showed that two pairs Govt. and Aided (A vs B) and (B vs C) do not differ significantly in their social attitude. But the other pair Govt. and private (A vs C) students differ 0.05 % level of significance. The mean value (35.93) shows that Govt. school students possess better social attitude than Aided and Private school students.

5. Comparison of students in their Social Attitude based on Occupation of parents

Null hypothesis: 5

There is no significant difference in the mean scores of social attitude of high school students based on their parental qualification.

The three groups of students based on their occupational status of parents were subjected for analysis.

Comparison of students Social Attitude based on Occupation of parents

Table: 4.11

Occupation of parents	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Govt.	32.37	6.03	Between Gp	929.71	2	464.85			
Private	32.65	5.84	Within Gp	12793.1	397	33.89	14.43	0.00	Sig. at 0.05 level
Cooli	35.97	5.58	Total	13722.8	399	32.22			

The calculated values (F=14.43; $p<0.01$) is significant at 0.05 level. Therefore, the null hypothesis 5 is rejected. It shows that their exited significant difference among high school students in their social attitude based on the parental occupation.

The result does not help to identify exactly the pairs of which group differ significantly. Hence scheffe's multiple comparison is used for further analysis

Result of scheffe's procedure for the parental occupation

Table: 4.12

Type of school	Mean	SD	N	Pair	Scheffe's p	Remark
Govt (A)	32.37	6.03	51	A vs B	0.968	NS
Private(B)	32.65	5.84	55	B vs C	0.000	Sig. at 0.01 level
Cooli(C)	35.97	5.58	294	A vs C	0.000	Sig.at.0.01 level

The results shows in the pair wise comparison of high school students based on parental occupation (A vs B) Govt. and private employed parents do not differ significantly at any level .The other two pair of students (B vs C) and (A vs C) based on the parental occupation private, cooli and Govt. and cooli differ significantly in the social attitude. The mean value shows (35.97) that the parents when occupation is cooli possess better social attitude than other two pair.

6 Comparison of students in their Social Attitude based on Parental qualification

Null hypothesis: 6

There is no significant difference in the mean scores of social attitude of high school students based on their parental qualification.

The three groups of students based on their parental qualification were subjected for analysis

Comparison of students in their Social Attitude based on parental qualification

Table:4.13

Parental qualification	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Below SSLC	35.66	5.7	Between Gp	247.74	2	123.87	3.65	0.03	Sig. at 0.05 level
Above SSLC	35.14	5.85	Within Gp	13475	397	33.94			
Graduate	33.62	6.04	Total	13722.8	399				

The calculated values (F=3.65; p<0.05) significant at 0.05 level. Therefore, the null hypothesis 6 is rejected. It shows that their exited significant

difference among students of based on their parental qualification in their social attitude.

The result does not help to identify exactly the pairs of which group differ significantly. Hence scheffe's multiple comparison is used for further analysis.

Result of scheffes procedure for the parental qualification

Table:4.14

Parental qualification	Mean	SD	N	Pair	Scheffe's p	Remark
Below SSLC(A)	35.66	5.7	185	A vs B	0.739	NS
Above SSLC(B)	35.14	5.85	129	B vs C	0.174	NS
Graduates(C)	33.62	6.06	86	A vs C	0.028	Sig.at 0.05 level

The results shows that the two pair students based on parental qualification above SSLC and below SSLC and below SSLC (A vs B) and above SSLC and graduates (B vs C) do not significantly difference at any level. The other one pair of students based on parental qualification below SSLC and graduates (A vs C) differ significantly at 0.05 level of social attitude. The mean value (35.66) shows that parental qualification below SSLC possess better social attitude than parental qualification below SSLC and Graduates.

7. Comparison of students in their Social Attitude based on Medium of Instruction

Null hypothesis: 7

There is no significant difference in the mean scores of social attitude of high school students.

English and Tamil medium students were subjected for study as per the analysis given in the table.

Comparison of students in their Social Attitude based on Medium of instruction

Table : 4.15

Medium of Instruction	Mean	SD	N	T	p	Remark
English	34.03	5.89	216	3.87	0.00	Sig. at 0.01 level
Tamil	36.26	5.61	184			

The calculated value (t=3.87; p<0.01) is significant at 0.01 level. Therefore, the null hypothesis 7 is rejected. Social attitude of high school students statistically differ with respect to medium of instruction. The mean value of (36.26) shows that Tamil medium students possess better social attitude than English medium students.

Comparison of School environment based on high background Variables

1. Comparison of School environment based on Gender

Null hypothesis: 8

There is no significant difference in the mean scores of school environment between male and female school students.

Male and female students were subjected for study as per the analysis given in the table.

Comparison of School environment based on Gender

Table: 4.16

Gender	Mean	SD	N	T	p	*Remark*
Male	24.59	7.04	216	7.94	*0.000*	*Sig. at 0.01 level*
Female	29.51	5.33	184			

The calculated value (t= 7.94; p<0.01) is significant at 0.01 level. Therefore the null hypothesis 8 rejected. School environment of high school students statistically differ with respect to gender. The mean a value of (29.51) shows that female students opinion of better school environment that male students.

2. Comparison of students in their School environment based on Locality

Null hypothesis: 9

There no significant difference in the mean scores of school environment between rural and urban school students.

Rural and urban students were subjected for study as per the analysis given in the table.

Comparison of students in their School environment based on Locality

Table: 4.17

Locality	Mean	SD	N	t-value	*p*	*Remark*
Rural	28.03	6.25	218	3.82	0.00	*Sig. at 0.01 level*
Urban	25.45	7.09	182			

The calculated value (t=3.82; p<0.01) is significant at 0.01 level. Therefore, the null hypothesis 9 is rejected. School environment of high school students statistically differ with respect to locality. The mean value (28.03) shows that rural students opinion of better school environment than urban students.

3. Comparison of students in their School environment based on Religion

Null hypothesis: 10

There is no significant difference in the mean scores of school environment among Hindu, Christian and Muslim religion high school students.

The three groups of students based on their religion were subjected for study as per the analysis given in the table.

Comparison of students in their School environment based on Religion

Table:4.18

Religion	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Hindu	27.80	7.07	Between Gp	512.92	2	256.46	5.74	0.003	Sig. at 0.01 level
Christian	25.85	6.57	Within Gp	17738.67	397	44.68			
Muslim	29.04	5.41	Total	18251.59	399				

The calculated value (F=5.74; p<0.01) is significant at 0.01 level. Therefore, the null hypothesis 10 is rejected. It shows that there existed significant difference among students of various religions in their school environment.

The result does not help to identify exactly the pairs of which group differ significantly. Hence scheffe's multiple comparison is used for further analysis.

Result of scheffe's procedure for the various religions

Table: 4.19

Religion	Mean	SD	N	Pair	Scheffe's p	Remark
Hindu(A)	27.80	7.07	153	A vs B	0.023	Sig. at 0.05 level
Christian(B)	25.85	6.57	215	B vs C	0.039	Sig. at 0.05 level
Muslim(C)	29.09	5.41	32	A vs C	0.611	NS

The result shows that the two pair (A vs B) and (B vs C) based on the religion Hindu and Christian and Christian and Muslim statistically different at 0.05 level in their school environment. The other one pair (A vs C) Hindu and Muslim do not differ significantly at any level. The mean value (29.09) shows that Muslim students opinion good school environment than Hindu, and Christian religion students.

4. Comparisons of students in their School environment based on Type of school

Null hypothesis:11

There is no significant difference in the mean scores of school environment among Govt., Aided and Private high school students .

The three groups of students based on type of school were subjected for study as per the analysis given in the table.

Comparison of students School environment based on type of school

Table:4.20

Type of School	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Govt.	27.72	6.26	Between GP	164.3	2	82.17			
Aided	26.36	6.24	Within GP	18087.2	397	45.56	1.80	0.166	NS
Private	26.40	7.53	Total	18251.6	399				

The calculated value (F=1.80; p>0.05) is not significant at any level. Therefore, the null hypothesis 11 is Accepted . It shows that their exited significant difference between students of various schools in their school environment. The mean value (27.72) shows that Government school students possess better school environment than Private and Aided high school student

5. Comparison of students in their School environment based on Parental occupation

Null hypothesis: 12

There is no significant difference in the mean scores among school environment of high school students based on their parental occupation.

The three groups of students based on their parental occupation were subjected for study as per the analysis given in the table.

Comparison of students School environment based on Occupation of parents

Table: 4.21

Occupation of parents	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Govt.	25.63	7.02	Between Gp	106.1	2	53.04822	1.16	0.314	NS
Private	26.51	6.5	Within Gp	18145.494	397	45.71			
Cooli	27.13	6.76	Total	18251.59	399				

The calculated value (F=1.16;p>0.05) which is not significant at any level. Therefore, the null hypothesis 12 is accepted .It shows that their exited no significant difference among students based on parental occupation in their school environment.

6. Comparison of students in their School environment based on Parental qualification

Null hypothesis: 13

There is no significant difference in the mean scores of school environment of high school students based on their parental qualification.

The three groups of students based on their parental qualification were subjected for analysis.

Comparison of students in their School environment based on parental qualification
Table:4.22

Parental qualification	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Below SSLC	26.89	6.42	Between Gp	275.70247	2	123.85			
Above SSLC	27.75	6.83	Within Gp	17975.888	397	45.28	3.04	0.049	Sig. at 0.05 level
Graduate	25.44	7.22	Total	18251.59	399				

The calculated value (F= 3.04; p<0.05) which is significant at 0.05 level. Therefore, the null hypothesis 13 is rejected. It shows that their exited significant difference among students based on parental qualification in their school environment.

The result does not help to identify exactly the pairs of which group differ significantly. Hence scheffe's multiple comparison is used for further analysis.

Result of scheffe's procedure for the Parental qualification

Table:4.23

Parental qualification	Mean	SD	N	Pair	Scheffes'p	Remark
Below SSLC(A)	26.89	6.42	185	A Vs B	0.538	NS
Above SSLC(B)	27.75	6.83	129	B Vs C	0..49	Sig.at 0.05 level
Graduates(C)	25.44	7.22	86	A Vs C	0.251	NS

The results shows that the pairwise comparison of students (A vs B) based on their parental qualification, below SSLC and above SSLC and the other pair of students based on parental qualification (A vs C) do not significantly differ at any level But the other pair of student (B vs C) based on qualification above SSLC and graduates differ significantly at 0.05 level . The mean value (27.75) shows that students based parental qualification above SSLC opinion better school environment compared to other students.

7. Comparison of students in their School environment based on Medium of Instruction

Null hypothesis: 14

There is no significant difference in the mean scores of school environment of high school students based on their medium of instuction.

English and Tamil medium students were subjected for study as per the analysis given in the table.

Comparison of students in their School environment based on Medium of instruction

Table :4.24

Medium of Instruction	Mean	SD	N	t	P	Remark
English	26.62	6.83	216	0.77	0.44	NS
Tamil	27.14	6.69	184			

The calculated value (t=0.77; p>0.01) which is not significant at any level. Therefore, the null hypothesis 7 is accepted. School environment of high school students statically differ with respect to medium of instruction. The mean value of (27.14) shows that Tamil medium students opinion more school environment than English medium students.

III CORRELATIONAL ANALYSIS

Table: 4.25

The relationship between Social Attitude and School Environment of Higher Secondary students.

Pearson correlation between Social Attitude and School Environment of Higher secondary students based on background characteristics.

Background characteristics		Pearson correlation	P	Remark
Total		0.216	0.000	Sig. at 0.01 level
Gender	Male	0.293	0.000	Sig. at 0.01 level
	Female	0.143	0.053	NS
Locality	Rural	0.185	0.006	Sig. at 0.01 level
	Urban	0.205	0.006	Sig. at 0.01 level
Religion	Hindu	0.368	0.000	Sig. at 0.01 level
	Christian	0.164	0.016	Sig. at 0.05 level
	Muslim	-0.018	0.922	NS
Type of school	Govt.	0.224	0.008	Sig. at 0.01 level
	Aided	-0.099	0.299	NS
	Private	0.408	0.000	Sig. at 0.01 level
Occupation of parents	Govt.	0.376	0.007	Sig. at 0.01 level
	Private	0.125	0.363	NS
	Coolie	0.187	0.001	Sig. at 0.01 level
Parental	Below SSLC	0.127	0.085	NS
	Above SSLC	0.376	0.000	Sig. at 0.01 level
	Graduate	0.119	0.275	NS
Medium of Instruction	English	0.213	0.002	Sig. at 0.01 level
	Tamil	0.211	0.004	Sig. at 0.01 level

Based on the above table following findings were derived

Social attitude and school environment among high school students for total sample is 0.216 which is significant at 0.01 level and verbally interpreted as low correlation. Social attitude and school environment of male students is 0.293, which is significant at 0.01 level and verbally interpreted as low correlation. Social attitude and school environment of female students is 0.143, which is not significant at any level and verbally interpreted as slightly or negligible correlation. Social attitude and school environment of rural students is 0.185 and urban students is 0.205 which is significant at 0.01 level and verbally interpreted as slight or negligible correlation. Social attitude and school environment of Hindu students is 0.368 which is significant at 0.01 level and verbally interpreted as low correlation. Social attitude and school environment of Christians students is 0.164 which is significant at 0.01 level and verbally interpreted slight or negligible correlation. Social attitude and school environment of Muslim student is 0.018 which is not significant at any level and verbally interpreted as sight or negligible correlation between social attitude and school environment in high school students.

Social attitude and school environment of Government school students is 0.224 which is significant at 0.01 level and verbally interpreted as low correlation. Social attitude and school environment aided school student is -0.09 which is not significant at any level and verbally interpreted as slightly or negligible correlation. Social attitude and school environment of private school

student is 0.408 which is significant at 0.01 level and verbally interpreted as moderate or substantial relationship correlation between social attitude and school environment among high school students. Social attitude and school environment of Government occupation patents is 0.376 which is significant at 0.01 level and verbally interpreted as low correlation between social attitude and school environment among high school students. Social attitude and school environment of private job patents students is 0.125 which is not significant at any level and verbally interpreted as slightly or negligible correlation between social attitude school environment among high school students. Social attitude and school environment of cooli occupation of parents students is 0.187 which is significant at 0.01 level and verbally interpreted as slight or negligible correlation between social attitude school environment among high school students.

Social attitude and school environment of qualification below SSLC parents student is 0.127is not significant at any level and which interpreted as slight or negligible correlation between social attitude school environment among high school students. Social attitude and school environment of students above SSLC parents is 0.376 which is significant at 0.01 level and verbally interpreted as low correlation between social attitude school environment among high school students. Social attitude and school environment among graduates parents' students is 0.119 which is not significant at any level and verbally interpreted as low correlation between social attitude and school environment among high school students.

Social attitude and school environment of English medium student is 0.213 which is significant at 0.01 level and verbally interpreted as low correlation between social attitude and school environment among high school students. Social attitude and school environment of Tamil medium student is 0.211 which is significantly at 0.01 level and verbally interpreted as low correlation between social attitude school environment among high school student

TENTABILITY HYPOTHESES

1. The first null hypothesis," there is no significance difference in the mean scores of social attitude between male and female high school students" is accepted.

2. The second null hypothesis," there is no significant difference in the mean scores of social attitude between rural and urban high school students" is rejected.

3. The third null hypothesis," there is no significant difference in the mean scores of social attitude among Hindu, Christian and Muslim religion high school students" is rejected.

4. The fourth null hypothesis," there is no significant difference in the mean scores of social attitude among government, aided and private high school students" is rejected..

5. The fifth null hypothesis," there is no significant difference in the mean score of social attitude of high school students based on their parental occupation" is rejected.

6. The sixth null hypothesis," there is no significant difference in the mean score of social attitude of high school students based on their parental qualification" is rejected.

7. The seventh null hypothesis, "there is no significant difference in the mean score of social attitude of high school students based on the medium of instruction" is rejected.

8. The eight null hypothesis," there is no significant difference in the mean scores of school environment between male and female high school students" is rejected.

9. The ninth null hypothesis, "there is no significant difference in the mean scores of school environment between rural and urban high school students" is rejected.

10. The tenth null hypothesis," there is no significant difference in the mean scores of school environment among Hindu, Christian and Muslim religion high school students" is rejected.

11. The eleventh null hypothesis," there is no significant difference in the mean scores of school environment among government, aided and private high school students" is accepted.

12. The twelfth null hypothesis, "there is no significant difference in the mean scores of school environment of high school students based on their parental occupation" is accepted.

13. The thirteenth null hypothesis," there is no significant difference in the mean score of school environment of high school students based on their parental qualification" is rejected.

14. The fourteenth null hypothesis," there is no significant difference in the mean score of school environment of high school students based on medium of instruction" is accepted.

15. The fifteenth null hypothesis," there is no significant relationship between social attitude and school environment for the total sample" is rejected.

CHAPTER- V

FINDINGS, CONCLUSION AND

SUGGESTIONS

- ➢ The study in Retrospect

- ➢ Findings

- ➢ Conclusions

- ➢ Educational Implications

- ➢ Suggestions for further research

CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

In this chapter an attempt is made by the investigator to summaries all the findings and conclusion drawn from the present investigation. Educational implication of the study and suggestion for further research are also included. The present investigation was intended to study the relationship between social attitude and school environment among high school students. Therefore attempt was made to study the effect of social attitude and school environment on the variables like gender, locality, religion, type of school, parental occupation, parental qualification and medium of instruction.

OBJECTIVES OF THE STUDY

1. To construct and validate a tool to measure the school environment of high school   students.

2. To study the level of social attitude and school environment of high school students.

3. To compare the mean score of social attitude of high school students based on gender, religion, and locale, type of school, parental occupation parental qualification and medium of instruction.

4. To compare the mean score of school environment of high school students based on gender, religion, and locale, type of school, parental occupation parental qualification and medium of instruction.

5. To study whether there any significant correlation between social attitude and school environment high school students for the total sample and sub sample.

HYPOTHESES

1. There is no significant difference in the mean scores of social attitude between male and female high school students.

2. There is no significant difference in the mean scores of social attitude among Hindu, Christian and Muslim religion high school students

3. There is no significant difference in the mean scores of social attitude between rural and urban high school students.

4. There is no significant difference in the mean scores of social attitude among government, aided and private high school students.

5. There is no significant difference in the mean score of social attitude of high school students based on their parental qualification.

6. There is no significant difference in the mean score of social attitude of high school students based on their parental occupation.

7. There is no significant difference in the mean score of social attitude of high school students based on medium of instruction.

8. There is no significant difference in the mean scores of school environment between male and female high school students.

9. There is no significant difference in the mean scores of school environment among Hindu, Christian and Muslim religion high school students

10. There is no significant difference in the mean scores of school environment between rural and urban high school students.

11. There is no significant difference in the mean scores of school environment among government, aided and private high school students.

12. There is no significant difference in the mean score of school environment of high school students based on their parental qualification.

13. There is no significant difference in the mean score of school environment of high school students based on their parental occupation.

14. There is no significant difference in the mean score of school environment of high school students based on medium of instruction.

15. There is no significant relationship between social attitude and school environment for the total sample and sub sample.

Tool used

The tools used for collection of data were

1. Social attitude scale developed by (T.R.Sandhya and Dr.B.Krishna Prasad, 1999)

2. School environment inventory constructed and validated by the investigator (Kumari Aswathy V.P and Mr. K.Gireesh Kumar, 2014).

3. General data sheet prepared by the investigator.

Sample for the present study

The present investigation was conducted on a sample of four hundred high school students in Kanyakumari district.

Procedure for the present study

The investigator adopted normative survey method for the school environment and validated by the investigator was used for the study.

FINDINGS OF THE STUDY

The findings emerged from the analysis of data collected are summarized below:

1. There is no significant difference between boys and girls high school students in their social attitude. Male students possess better social attitude compared to female. The finding was supported by the obtained result ('t' value 0.20) which not significant at any level.

2. There is significant difference between rural and urban high school students in their social attitude. Rural students possess better social attitude compared to urban. The findings support by the obtained result ('t' value 2.71) which by significant at 0.01 level.

3. There is significant difference among Hindu, Christian and Muslim high school students in their social attitude. The finding support by the obtained result ('F' value 3.72) which is significant at 0.05 level.

4. There is significant difference among Government, Aided and Private high school students in their social attitude. Government school students possess better social attitude compared to aided and private high school students. This finding is supported by the obtained result ('F' value is 3.94) which is significant at 0.05 level.

5. There is significant difference among students based on parental occupation in their social attitude. The Cooli parents student possess better social attitude compared to Government and Private parents students. This finding was supported by the obtained result. ('F' value 14.43) which is significant at 0.01 levels.

6. There is significant difference among students based on qualification below SSLC, above SSLC and graduates in their social attitude. Below SSLC parent's student's possess better social attitude compared to above SSLC and graduate' parents. This finding is supported by the obtained result ('F' value 3.65) which is significant at 0.05 levels.

7. There is significant difference between English and Tamil medium high school students in their social attitude. The Tamil medium high school students possess better social attitude compared to English medium high school students. This findings was supported by the obtained result ('t' value 3.87) which is significant at 0.01 level.

8. There is significant difference between male and female high school students in their school environment. Female opinion better school environment compared to males. This finding was supported obtained result.('t' value 7.94) which is significant at 0.01 level

9. There is significant difference between rural and urban high school students in their school environment. Rural high students opinion better school environment compared to urban students. The findings was supported obtained result. ('t' value 3.82) which is significant at 0.01 level.

10. There is significant difference among Hindu, Christian and Muslim high school student in their school environment. Muslim students opinion better school environment compared to Hindu and Christian high school students. This finding was supported by the obtained result. ('F' value 5.74) which is significant at 0.01 levels.

11. There is no significant difference among Government, Aided and Private high school student in their school environment. The Government high school student opinion better school environment than private and aided high school students. This finding was supported by the obtained result. ('F' value 1.80) which is not significant at any level.

12. There is no significant different difference among students based on their parental occupation in their school environment. The students whose parents occupation is cooli opinion that better school environment compared to that of Govt. and private parental occupation. This finding

was supported by the obtained result. ('F' value 1.16) which is not significant at any level.

13. There is significant difference among students based on parental qualification below SSLC, above SSLC and graduates in their school environment. The above SSSLC and graduates in their school environment. The above SSLC opinion better school environment than below SSLC and graduates. This finding was supported by the obtained result ('F' value 3.04) which is significant at 0.05 level.

14. There is no significant difference between English and Tamil medium high school students in their school environment. Tamil medium high school students opinion better school environment than English medium high school students. This finding is supported by the following results. ('t' value 0.77) which is not significant at any level.

15. There is significant relationship between social attitude and school environment of high school students. This finding is supported by the obtained result ('r' value 0.216)which is significant at 0.01 level.

16. There is significant relationship between social attitude and school environment of male high school students. This finding is supported by the obtained result. ('r' value 0.293) which significant at 0.01 level.

17. There is significant relationship between female students in their social attitude and school environment of female high school students. This finding is supported by the obtained result. ('r' value 0.143) which is not significant at any level.

18. There is significant relationship between social attitude and school environment of rural high school students. This finding is supported by the following result. ('r' value 0.185) which is significant at 0.01 level.

19. There is significant relationship between social attitude and school environment urban in high school students. This finding is supported by the obtained result. ('r' value 0.205) which is significant at 0.01 level.

20. There is significant relationship between social attitude school environment of Hindu students. This findings is supported by the obtained result.('r' value is 0.368) which is significant at 0.01 level)

21. There is significant relationship between social attitude and school environment of Christian high school students. This findings is supported by the obtained result.('r' value is 0.164) which is significant at 0.01 level.

22. There is no significant relationship between social attitude and school environment of Muslim high school students. This finding is supported by the obtained result. ('r' value 0.018) which is not significant at any level.

23. There is no significant relationship between social attitude and school environment among Govt. in high school students. This finding is supported by the obtained result ('r' value 0.224) which is significant at 0.01 level.

24. There is no significant relationship between social attitude and school environment among aided high school students. This findings was

supported by the obtained result. ('r' value 0.299 which not significant at any level.

25. There is no significant relationship between social attitude and school environment among private high school students. This finding was supported by the obtained result. ('r' value 0.4008) which is significant at 0.01 level.

26. There is no significant relationship between social attitude and school environment among high school students based on parental occupation of Govt.. This finding was supported by the obtained result. ('r' value 0.376) which is significant at 0.01 level.

27. There is no significant relationship between social attitude and school environment among high school students based on parental occupation, private. This findings was supported by the obtained result.('r' value 0.125) which is not significant at any level.

28. There is significant relationship between social attitude and school environment among high school students based on parental occupation, cooli. This finding was supported by the obtained result. ('r' value 0.187 which is significant at 0.01 level.

29. There is no significant relationship between students in their social attitude and school environment of high school students based on the parental qualification below SSLC. This finding was supported by the obtained result ('r' value 0.127) which is not significant at any level.

30. There is significant relationship between social attitude and school environment of high school students based on the parental qualification above SSLC. This findings is supported by the obtained result ('r' value 0.376) which is significant at 0.01 level.

31. There is no significant relationship among social attitude and school environment of high school students based on parental qualification. This finding is supported by the obtained result ('r' value 0.119 which is significant at any level.

32. There is significant relationship among English medium students in their social attitude and school environment. This finding is supported by the obtained result. ('r' value 0.213 which is significant at 0.01level.

33. There is significant relationship among Tamil medium students in their social and school environment . This finding is supported by the following result ('r' value 0.211) which is significant at 0.01 level.

CONCLUSION

The following conclusion were drawn from the present study,

In this investigation, gender has influence in social attitude and school environment among high school students. The male students showed high social attitude than female students. Female students opinion high school environment than male students. Locality has influence on social attitude and school environment among high school students. Rural students opinion better school environment and high social attitude than urban students. This study shows that the Christian students possess high social attitude than Hindu and

Muslim students. Muslim students opinion better school environment than Hindu and Christian high school students. Government students possess high social attitude and school environment than aided and private high school students.

Occupation of parents have significant influence on social attitude and school environment of high school students. Students based on parental occupation cooli having high social attitude and better school environment than government and private occupation parents of high school students. This study influences on educational status of parents in social attitude and school environment of high school students. Below SSLC parent's students shows high social attitude than above SSLC and graduates parents students. Above SSLC parents students showed high school environment than below SSLC and graduate in high school students. Medium of instruction of English medium school student showed high social attitude and school environment in high school students than English medium high school students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present investigation has helped to develop an instrument for measuring the school environment of high school student's emphasizing special reference to our culture.

1. This study revealed that the high school students possess better social attitude.

2. This study revealed that through the school environment, changes can be made in the student's social attitude.

3. The findings of the study helped to create an awareness of social attitude among high school students and to find about the school environment experienced by the high school students.

4. The influence of gender, locality, religion, type of school, parental occupation, parental qualification and medium of instruction in their social attitude and school environment in high school students is better.

5. The study makes aware of the teachers to improve the students attitude towards the society by creating better school atmosphere.

6. This study mentioned the responsibility of the teacher in providing good atmosphere in school environment for promoting the social attitude of the students.

SUGGESTIONS FOR FURTHER RESEARCH

In order to make the present study meaningful and effectiveness, similar studies in this area should be carried out. The desirable areas of further research are following,

1. The present study was confined only to Kanyakumari district. Similar studies can be conducted in other districts and also state wise.

2. The present study was conducted only on high school students, it can be extend to other levels of students also.

3. The study can be conducted by selecting more variables and by applying different statistical techniques such as factor analysis etc.

The investigator could feel gratified if the findings and implication of this study lead to better understanding of social attitude and school environment of different student's current set up. Even through there are many limitations in the present investigation. It is the investigator earnest hope and anticipation that the study shall see as guidelines for the educationalist, psychologist and sociologists for further investigation.

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APPENDICES

APPENDIX – A

N.V.K.S.D COLLEGE OF EDUCATION

ATTOOR -629191

GENERAL DATA SHEET

2013-2014

Instructions:

Certain personal matters related to you are required for my research purpose. Kindly write below or put a tick mark (✓) where ever necessary. Your response will be kept confidential.

Name of the student   :

Name of the school   :

Gender   :   Male / Female

Locality   :   Rural / Urban

Religion   :   Hindu / Christian/ Muslim

Type of School   :   Govt/Aided/private

Occupation status of parents   :   Govt/Pvt /Coolie

Parental qualification   :   below SSLC/above SSLC/graduates

Medium of Instruction   :   English / Tamil

Instructions

Certain questions related in the school Environmental. Read carefully each questions and put a tick mark (√) against **Yes/ No**. Attend all questions without any omission and your response will be kept confidential and be used for research purpose only.

Sl.No	Statements	Yes	No
1	All the classrooms in my school are well furnished. vd;Dila gs;spapy; tFg;giwfs; midj;Jk; ed;whf tbtikf;fg;gl;Ls;sJ.		
2	Teachers do not provided freedom for the students inside the campus. MrphpaHfs; khztHfSf;F vy;yhtpj Rje;jpuKk; gs;sp$ljpy;jpy; mspg;gjpy;iy		
3	The parent-teacher relationship is strong in our school. MrphpaHfs; ngw;NwhHfSfpilNaahd cwTfs; typikahd epiyapy; cs;sd.		
4	Teachers never clear the doubts of students in our school. vq;fs; gs;spapy; MrphpaHfs; khztHfsppd; re;Njfq;fis jPHj;J itg;gjpy;iy.		
5	Education films are often shown in our school. fy;tp njhlHGila jpiuglq;fs; gs;spspy; khztHfSf;F fhl;b nfhhLf;fg;gl;Ls;sd.		
6	In our school teachers does not use innovative teaching methods.		

	vd;Dila gs;sp MrphpaHfs; Gjikahd fw;gpj;jy; Kiwfis gad;gLj;Jtjpy;iy.		
7	Group study is encouraged in my school. vd;Dila gs;spapy; FOthf gbj;jiy Cf;fg;gLj;Jfpd;wdH.		
8	N.S.S Sevice is not available in my school. vd;Dila gs;spapy; ehl;L eygzpj;jpl;lk; Nrit eilngWtjpy;iy.		
9	Pure drinking water facility is available in my school. vd;Dila gs;spapy; J}a;ikahd FbePH trjp cs;sJ.		
10	In my school library resources are not good. vd;Dila gs;spapy; E}yf trjp jukhdjhf ,y;iy.		
11	Transport facilities are sufficient in my school. vq;fs; gs;spapy; Nghf;Ftuj;J trjpfs; cs;sd.		
12	Canteen facility is not available in my school. vq;fs; gs;spapy; cztfk; ,y;iy.		
13	A good play grounds is in my schools. vq;fs; gs;spapy; ey;y tpisahl;L ikjhdk; cs;sJ.		
14	Smart class-teaching learning facility is not available in our school. MrphpaH tFg;giwapy; Ma;tf fUtpfis fhz;gpf;f MHtk; fhl;Ltjpy;iy.		
15	Book exhibition are conducted every year in my school. vq;fs; gs;spapy; Mz;L NjhWk; Gj;jf fz;fhl;rp eilngWk;.		
16	All the classrooms are not electrified properly. midj;J tFg;GfspYk; kpd;rhu ,iz;G ,y;iy.		
17	Everyday assembly programme is conducted. jpdKk; fhiyapy; khztHfs; xd;W$b epfo;r;rp elj;jg;gLfpwJ.		
18	Some teachers insult me in front of others in several matters . rpy Neuq;fspy; MrphpaHfs; gy fhuzq;fSf;fhf kw;wtHfs; Kd;dhy; juf;Fiwthf NgRfpwhHfs;.		
19	Our school is free from all types of pollution.		

	vq;fs; gs;sp midj;J tpjkhd khRfspy; ,Ue;Jk; ghJf;fhfg;gl;Ls;sJ		
20	It is difficult to change anything in this school. gs;spapy; khw;wq;fisf; nfhz;L tUtJ fbdkhf cs;sJ.		
21	Proper ventilations are there in all the classrooms. vy;yh tFg;giwfSk; ey;y fhw;Nwhl;lkhf cs;sJ		
22	Classes are constructed to accommodate more number of students. mjpfkhf khztHfs; mkUk; tifapy; tFg;giwfs; tbtikf;fg;gl;Ls;sJ.		
23	Teachers help the weak students and gives remedial coaching. MrphpaHfs; gpd;jq;fpa khztHfSf;F rpwg;G tFg;Gf;fs; %yk; cjtpr; nra;fpd;wdH.		
24	Each classroom is not provided with dustbin. xt;nthU tFg;giwspYk; Fg;ig njhl;bfs; toq;fg;gLtjpy;iy		
25	Teachers show partiality towards some students in my school. vq;fs; gs;spapy; MrphpaHfs; rpy khztHfis ghFghLld; elj;Jfpwh;Hfs		
26	Midday –meal scheme is provided in my school. vq;fs; gs;ssapy; kjpa czT jpl;lk; cs;sJ		
27	Literary associations are not conducted in every year. ,yf;fpa epfo;r;rpfs; vy;yh tUlKk; eilngWtjpy;iy		
28	A good computer lab is available in our school. vq;fs; gs;spapy ey;y fzpzp Ma;tfk; cs;sJ.		
29	School management organizes various training program for teachers. gs;sp epHthfk; MrphpaHfSf;F gytpjkhd gapw;rpfs; elj;JfpwhHfs;.		
30	Our school does not conducts intra school competition. vq;fs; gs;sp kw;w gs;spfSld; NrHe;J Nghl;bfs; elj;Jtjpy;iy.		

31	Laboratory for various subjects are available in my school. vq;fs; gs;spapy; vy;yh ghlq;fSf;Fk; Ma;tfk; cs;sJ.		
32	Teachers do not allow to express the opinion of students. MrphpaHfs; khztHfspd; vz;zj;ij ntspg;gLj;j mDkjpg;gjpy;iy		
33	The school campus is very greenery. vq;fs; gs;sp tshfk; kpfTk; gRikahf cs;sJ.		
34	Waste management facilitates are not there in our school. fopT Nkyhz;ik trjp vq;fs; gs;spapy; ,y;iy.		
35	All the buildings in our school are concreted . vq;fs; gs;spapy; vy;yh fl;blq;fSk; fhd;fPhPl;lhy; MdJ.		
36	The students does not present in class at correct time. khztHfs; rhpahd Neuj;jpy; tFg;gpw;F tUtjpy;iy.		
37	Yoga classes are conducted frequently. Nahfh tFg;Gf;fs; njhlHr;rpahf eilngWfpwJ		
38	My school does not have proper drainage system. vq;fs; gs;spapy; Kiwahd fopTePH trjpapy;iy.		
39	Teachers provide computer training to the students frequently. MrphpaHfs; khztHfSf;F njhlHr;rpahf fzpzp gapw;rp toq;FfpwhHfs;.		
40	When I score high marks my teacher do not encourage me. ehd; mjpf kjg;ngz; vLj;jg;NghJk; vd; MrphpaH vd;id Cf;Ftpg;gjpy;iy.		
41	Science exhibition is conducted every year in my school. vq;fs; gs;spapy; vy;yh tUlKk; mwptpay; fz;fhl;rp elj;jg;gLfpwJ.		
42	Our school management gives humanitarian consideration to the staff. vq;fs; gs;sp epWthfk; gzpahsHfis kdpjhgpkhdj;Jld; elj;JfpwJ		
43	When I make mistake my teacher punish severely. ehd; jtW nra;Ak; NghJ vd; MrphpaH fLikahf jz;bf;fpwhH.		
44	Library resources are used by the students.		

	khztHfs; E}yf tsq;fis gad;gLj;JthHfs;		
45	National festivals are not celebrated in regular manners. Njrpa tpohf;fs; xOq;fhd Kiwapy; eilngWtjpy;iy		
46	Teachers used teaching aids while teaching the lesson. MrphpaHfs; ghlk; fw;gpf;Fk; NghJ fw;gpj;jy; fUtpfis gad;gLj;Jfpd;wdH.		
47	Teachers do not show any interest to exhibit the laboratory equipment in the classroom. tFg;giwapy; eingWk; fz;fhl;rpapy; Ma;tff; fUtpfis fhz;gpf;f MrphpaH MHtk; fhl;Ltjpy;iy.		
48	Quiz competition are conducted by the teacher in the class room. MrphpaH tFg;giwapy; tpdhb tpdh epfo;r;rpia elj;JthH.		
49	During the rainy season it is very difficult to sit inside the classroom. kiof;fhyq;fspy; tFg;gifspy; mkUtjw;F kpfTk; fbdkhf cs;sJ.		
50	The water tanks in my school are frequently and hygienic. vq;fs; gs;spapy; jz;zPH njhl;bfs; njhlHr;rpahf Rj;jk; nra;J Rfhjhukhf itj;Js;sdH.		
51	Some of the teacher do not allow the pupils to use school equipment. rpy MrphpaHfs; gs;spapYs;s fUtpfis khztHfs; gad;gLj;j mDkjpg;gjpy;iy.		
52	Different types of writing boards are available in our school. gy tifg;gl;l vOj;J gyiffs; vq;fs; gs;spapy; cs;sJ		
53	Spoken English classes are not conducted by the teachers. Mq;fpyg; Ngr;Rj;jpwd; tFg;Gf;fs; vq;fs; MrphpaHfshy; elj;jg;gltpy;iy.		
54	The organization of this school reflects its goal.		

		Yes	No
	gs;spapd; mikg;G mjd; Fwpf;Nfhis gpujpgypg;gjhf cs;sJ.		
55	The parent teacher association meeting are not held in my school. vq;fs; gs;spapy; ngw;NwhH MrphpaH fof $l;lk; eilngWtjpy;iy.		

APPENDIX-C
SCHOOL ENVIORNMENT INVENTORY (FINAL SCALE)
(Prepared by Kumari Aswathy V.P & Mr.K.Gireesh Kumar)
Year(2013-2014)

Instructions

Certain questions related in the school Environmental. Read carefully each questions and put a tick mark (√) against **Yes/ No**. Attend all questions without any omission and your response will be kept confidential and be used for research purpose only.

Sl.No	Statements	Yes	No
1	All the classrooms in my school are well furnished. vd;Dila gs;spapy; tFg;giwfs; midj;Jk; ed;whf tbtikf;fg;gl;Ls;sJ.		
2	Teachers do not provided freedom for the students inside the campus. MrphpaHfs; khztHfSf;F vy;yhtpj Rje;jpuKk; gs;sp$lj;jpy; mspg;gjpy;iy		
3	The parent-teacher relationship is strong in our school. MrphpaHfs; ngw;NwhHfSfpilNaahd cwTfs; typikahd epiyapy; cs;sd.		

4	In our school teachers does not use innovative teaching methods. vd;Dila gs;sp MrphpaHfs; Gjikahd fw;gpj;jy; Kiwfis gad;gLj;Jtjpy;iy.		
5	Group study is encouraged in my school. vd;Dila gs;spapy; FOthf gbj;jiy Cf;fg;gLj;Jfpd;wdH.		
6	N.S.S Sevice is not available in my school vd;Dila gs;spapy; ehl;L eygzpj;jpl;lk; Nrit eilngWtjpy;iy.		
7	In my school library resources are not good. vd;Dila gs;spapy; E}yf trjp jukhdjhf ,y;iy.		
8	A good play grounds is in my schools. vq;fs; gs;spapy; ey;y tpisahl;L ikjhdk; cs;sJ.		
9	Book exhibition are conducted every year in my school. vq;fs; gs;spapy; Mz;L NjhWk; Gj;jf fz;fhl;rp eilngWk;.		
10	All the classrooms are not electrified properly. midj;J tFg;GfspYk; kpd;rhu ,izg;G ,y;iy.		
11	Everyday assembly programme is conducted jpdKk; fhiyapy; khztHfs; xd;W$b epfo;r;rp elj;jg;gLfpwJ.		
12	Some teachers insult me in front of others in several matters . rpy Neuq;fspy; MrphpaHfs; gy fhuzq;fSf;fhf kw;wtHfs; Kd;dhy; jhf;Fiwthf NgRfpwhHfs;.		
13	Our school is free from all types of pollution. vq;fs; gs;sp midj;J tpjkhd khRfspy; ,Ue;Jk; ghJf;fhfg;gl;Ls;sJ		
14	It is difficult to change anything in this school. gs;spapy; khw;wq;fisf; nfhz;L tUtJ fbdhf cs;sJ.		
15	Each classroom is not provided with dustbin. xt;nthU tFg;giwfspYk; Fg;ig njhl;bfs; toq;fg;gLtjpy;iy		
16	Teachers show partiality towards some students in my school. vq;fs; gs;spapy; MrphpaHfs; rpy khztHfis ghFghL elj;JfpwhHfs;.		

17	Midday –meal scheme is provided in my school. vq;fs; gs;ssapy; kjpa czT jpl;lk; cs;sJ		
18	Literary associations are not conducted in every year. ,yf;fpa epfo;r;rpfs; vy;yh tUlKk; eilngWtjpy;iy		
19	Our school does not conducts intra school competition. vq;fs; gs;sp kw;w gs;spfSld; NrHe;J Nghl;bfs; elj;Jtjpy;iy.		
20	Laboratory for various subjects are available in my school. vq;fs; gs;spapy; vy;yh ghlq;fSf;Fk; Ma;tfk; cs;sJ.		
21	Teachers do not allow to express the opinion of students. MrphpaHfs; khztHfspd; vz;zj;ij ntspg;gLj;j mDkjpg;gjpy;iy		
22	The school campus is very greenery. vq;fs; gs;sp tshfk; kpfTk; gRikahf cs;sJ.		
23	Waste management facilitates are not there in our school. fopT Nkyhz;ik trjp vq;fs; gs;spapy; ,y;iy.		
24	All the buildings in our school are concreted . vq;fs; gs;spapy; vy;yh fl;blq;fSk; fhd;fPhPl;lhy; MdJ.		
25	The students does not present in class at correct time. khztHfs; rhpahd Neuj;jpy; tFg;gpw;F tUtjpy;iy.		
26	Yoga classes are conducted frequently. Nahfh tFg;Gf;fs; njhlHr;rpahf eilngWfpwJ		
27	My school does not have proper drainage system. vq;fs; gs;spapy; Kiwahd fopTePH trjpapy;iy.		
28	Teachers provide computer training to the students frequently. MrphpaHfs; khztHfSf;F njhlHr;rpahf fzpzpg; gapw;rp toq;FfpwhHfs;.		
29	When I score high marks my teacher do not encourage me. ehd; mjpf kjp;ngz; vLj;jg;NghJk; vd; MrphpaH vd;id Cf;Ftpg;gjpy;iy.		
30	Science exhibition is conducted every year in my school. vq;fs; gs;spapy; vy;yh tUlKk; mwptpay; fz;fhl;rp		

	elj;jg;gLfpwJ.		
31	Our school management gives humanitarian consideration to the staff.		
	vq;fs; gs;sp epWthfk; gzpahsHfis kdpjhgpkhdj;Jld; elj;JfpwJ		
32	Library resources are used by the students.		
	khztHfs; E}yf tsq;fis gad;gLj;JthHfs;		
33	National festivals are not celebrated in regular manners.		
	Njrpa tpohf;fs; xOq;fhd Kiwapy; eilngWtjpy;iy		
34	Teachers used teaching aids while teaching the lesson.		
	MrphpaHfs; ghlk; fw;gpf;Fk; NghJ fw;gpj;jy; fUtpfis gad;gLj;Jfpd;wdH.		
35	Teachers do not show any interest to exhibit the laboratory equipment in the classroom.		
	tFg;giwapy; eingWk; fz;fhl;rpapy; Ma;tff; fUtpfis fhz;gpf;f MrphpaH MHtk; fhl;Ltjpy;iy.		
36	Quiz competition are conducted by the teacher in the class room.		
	MrphpaH tFg;giwapy; tpdhb tpdh epfo;r;rpia elj;JthH.		
37	During the rainy season it I very difficult to sit inside the classroom.		
	kiof;fhyq;fspy; tFg;gifspy; mkUtjw;F kpfTk; fbdkhf cs;sJ.		
38	The water tanks in my school are frequently and hygienic.		
	vq;fs; gs;spapy; jz;zPH njhl;bfs; njhlHr;rpahf Rj;jk; nra;J Rfhjhukhf itj;Js;sdH.		
39	Spoken English classes are not conducted by the teachers.		
	Mq;fpyg; Ngr;Rj;jpwd; tFg;Gf;fs; vq;fs; MrphpaHfshy; elj;jg;gltpy;iy.		
40	The organization of this school reflects its goal.		
	gs;spapd; mikg;G mjd; Fwpf;Nfhis gpujpgypg;gjhf cs;sJ		

APPENDIX-D

N.V.K.S.D COLLEGE OF EDUCATION ATTOOR
SOCIAL ATTITUDE INVENTORY
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Year(1999)

Instructions:

Some of the statements relating to certain aspects of the society are given below. You are requested to respond to each statement by putting a tick mark(✓) against Agree, Undecided and Disagree. Please do not omit any statement. Your responses will be used only for research purposes.

Sl.No	Statements	A	UD	DA
1	Society is for the ordinary people only. rKjhak; vd;gJ rhjhuzkhd kf;fSf;F kl;LNk.			
2	This society looks down upon certain people. ,e;j rKjhak; rpy kdpjHfis jho;ikahd epiyapy; ghHf;fpwJ.			
3	Men should not be differentiated on the basis of caste in the society. rKjhaj;jpy; kdpjHfs; [hjp mbg;gilapy; ghpf;fg;gl $lhJ.			
4	Society gives due weightage for achievement . rKjhak; rhjidf;F jFe;j Kf;faj;Jtk; toq;FfpwJ.			
5	A good society is mainly shaped by education. ey;y xU rKjhak; fy;tpahy; tbtikf;fg;gLfpwJ.			
6	Illiterate people are not accepted by society. gbg;gwptpy;yhj kf;fs; rKjhaj;jhy; Vw;Wf; nfhs;sg;gLtjpy;iy.			
7	Social development can be brought by good education system. rKjha Kd;Ndw;wj;jij ey;ynjhU fy;tp mikg;ghy;			

	cUthf;f KbAk;.			
8	Educational institutions are not for cheating the people. fy;tp epWtdq;fs; kf;fis Vkhw;Wtjhf my;y.			
9	Future of the young generation is ascertained by good education. ,se;jiyKiwfspd; vjpHfhyk; ey;y fy;tpapy; cWjpg;gLj;jg;gLfpd;wJ.			
10	There are two types of Education, one for the poor and the other for the rich. ,uz;L tifahd fy;tpfs; cs;sd vd;W ViofSf;F nw;nwhd;W trjpahdtHfSf;F.			
11	Our social system provide job only for the deserving. ekJ rKjha mikg;G jFjpAilatHfSf;Nf Ntiy toq;FfpwJ.			
12	Government policies are beneficial for people. murhq;f nfhs;iffs; kf;fSf;F gaDs;sjhf cs;sd.			
13	Right to life and property are protected by law. tho;T chpik kw;Wk; nrhj;J chpikAk; rl;lj;jpdhy; ghJfhf;fg;gLfpd;wJ.			
14	Government policies promote job opportunities. murhq;f nfhs;iffs; Ntiy tha;g;Gfis mjpfhpf;fpd;wd.			
15	Law are not for the benefit of the people. rl;lk; kf;fSf;F gaDilaJ md;W.			
16	Policies of Government enhance the development of the country. murhq;f nfhs;iffs; ehl;by; Kd;Ndw;wj;jpid caHj;Jfpd;wJ.			
17	Government which does not take into account human values will not exist. kdpj kjpg;Gs;s fUj;jpy; nfhs;shj murhq;fk;			

	epiyg;gjpy;iy			
18	Society cannot exist without unity and friendship. xw;Wik kw;Wk; el;GwT ,y;yhky; rKjhak; epiyg;gjpy;iy.			
19	Society's existence is based upon family relation. FLk;gj;jpd; cwTfis nghWj;Nj rKjhak; epiyj;jpUf;fpwJ.			
20	My family members do not understand my problem. vdJ FLk;g egHfs; vdJ gpur;ridfis Ghpe;J nfhs;tjpy;iy.			
21	Parents do not show interest in discussing family matters. ngw;NwhhHfs; FLk;g tp\aq;fis gw;wp fye;Jiuahly; nra;tjpy; MHtk; fhl;Ltjpy;iy.			
22	Individual relationship has no place in the society. rKjhaj;jpy; jdpkdpj cwTfsF;F ,lkpy;iy.			
23	The behaviour of my family promotes myself confidence. vdJ FLk;g egHfspd; eltbf;ifs; vdJ jd;dk;gpf;ifia mjpfhpf;fpwJ.			
24	Social development is totally based on family relations. rKjha Kd;Ndw;wk; vd;gJ KotJkhf FLk;g cwTfis mbg;gilahff; nfhz;lJ.			
25	Family exists for the welfare of the society. rKjhaj;jpd; eyDf;fhfNt FLk;gq;fs; epiyj;jpUf;fpd;wd.			