

ABSTRACT

This study investigated the perception of St. Ann's High School students, Bangalore Province, regarding their learning environment. It examined how these perceptions vary across gender, location (rural/urban), state, and educational boards. The investigator adopted the survey method. The stratified random sampling technique was used to select 500 students from six St. Ann's High Schools across Bangalore Province. The data were collected using the self-made Learning Environment Questionnaire (LEQ). Findings indicated that a majority of students exhibit a moderate level of perception of their learning environment and its dimensions. Significant differences were observed between the high school students with regard to gender, locality of school, state and different educational boards. The study highlighted the importance of enhancing learning environments to foster holistic student development.

Key Words : Learning Environment, St. Ann's High School Students.

Introduction

A teaching method, cultural context, or the actual setting in which instruction and learning occur is termed the "learning environment." The phrase, which is frequently used as a more definitive substitute for the word "classroom," usually refers to the educational philosophy or knowledge the student has encountered. It may also refer to a range of learning cultures, their governing ethos and characteristics, how people interact, governing structures, and philosophy. Learning environments vary significantly in terms of their organisation, educational institution, learning styles, and uses. There is evidence of a connection between school locations and the activities there, even though physical contexts do not dictate educational activities.

St. Ann's Schools are run by the Society of the Sisters of St. Ann, Luzern, and they have their Generalate in Hyderabad, India, with multiple Apostolates as per the needs of the time. They have 39 educational institutions in India, and their educational apostolate has its vision and mission focusing on the holistic development of a child. St. Ann's Education Ministry grew from many learning curves in its historical journey. It embraces and celebrates diversity among all the learners, integrating different ways of thinking and experiences of the student community. All students

benefit from St. Ann's classrooms' diverse student and instructor makeup, which enhances the learning environment. St. Ann's Schools regard free inquiry and idea sharing as vital elements of education.

Rationale of the Study

St. Ann's Society's engagement in education has a long history and tradition. Over the past decades, they have established institutions of repute, and millions of children have formed, grown and educated with meaningful values and skill sets. The thrust of society is the continual improvement of its educational structures and systems to fulfil the needs of learners. They recognise that education does not take place in a vacuum. It is influenced by various social, economic, cultural, and political factors in the rapidly changing world. Every student is unique, with their own strengths, limitations, interests, and learning styles. St. Ann's vision for education in India defines broad principles and policies to guide effective teaching in their schools and

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A conducive Learning Environment encompasses physical, social, and emotional aspects. Physically, well-equipped classrooms, libraries, and facilities enhance engagement and focus. Socially, positive interactions with peers and teachers create a supportive atmosphere, fostering teamwork and communication skills. Emotionally, a nurturing environment encourages confidence and a positive attitude towards learning.

As the investigator is a member of St. Ann's Society, she wanted to find out the perception of high school students on the learning environment in St. Ann's Schools. This study can inspect the present condition and provide suggestions for improving schools run by St. Ann's Society, Bangalore Province.

Objectives of the Study

- To find out the level of perception on the learning environment and its dimensions among St. Ann's High School Students.
- To find out the significant difference in the perception of the learning environment of high school students with respect to background variables.

Hypotheses of the Study

- Male and Female high school students do not significantly differ in their perception of the learning environment and its dimensions.
- Rural and Urban high school students do not differ in their perception of the learning environment and its dimensions.
- There is no significant difference among Tamil Nadu, Kerala, Karnataka and Andhra Pradesh State St. Ann's High School Students ' Perception of learning environment and its dimensions.
- High school students from Matriculation, State Board, CISCE and CBSE do not differ in their perception of the learning environment and its dimensions.

Methodology

The researcher has chosen a survey method to study

the learning environment of St. Ann's high school students. The sample comprised 500 IX and X standard students from six randomly selected schools. The stratified random sampling technique was used to select the IX and X standard students for the study. For the analysis of data, the investigator used statistical techniques such as Percentage Analysis, Arithmetic Mean, Standard Deviation (SD), t-test, and ANOVA (Analysis of Variance).

Tool Used

The investigator used the Learning Environment Questionnaire (LEQ), constructed and validated by Michael Lathis and Punitha Mary (2024), along with the personal data sheet, to collect data from St. Ann's High School Students, Bangalore Province.

Analysis of Data

Percentage Analysis

Level of Perception on learning environment and its dimensions of St. Ann's High School Students

Table 1
Level of Perception on Learning Environment and its dimensions of St. Ann's High School Students

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Clean environment	90	18.0	357	71.4	53	10.6
Co-curricular activities	87	17.4	315	63.0	98	19.6
Building Team-orientation	61	12.2	439	87.8	0.0	0.0
Learning Environment	81	16.2	332	66.4	87	17.4

It is inferred from the above table that the majority (66.4%) of St. Ann's High School Students have a moderate level of perception of the learning environment.

Hypothesis 1: Male and Female high school students do not significantly differ in their perception of the learning environment and its dimensions.

Table 2

Difference between Male and Female St. Ann's High School Students in their perception of Learning Environment and its dimensions

Dimensions	Male (N=231)		Female (N=269)		Calculated 't' value	Remark at 5% level
	Mean	S. D	Mean	S. D		
Clean environment	38.88	5.918	43.48	3.282	10.509	S
Co-curricular activities	36.11	5.114	39.55	3.76	8.443	S
Building Team-orientation	36.47	4.631	39.48	3.011	8.456	S
Learning Environment	111.46	13.48	122.51	8.785	10.664	S

It is inferred from the above table that there is a significant difference between male and female St. Ann's High School Students in their perception of the learning environment and its dimensions.

Hypothesis 2: Rural and Urban high school students do not differ in their perception of the learning environment and its dimensions.

Table 3

Difference between Rural and Urban St. Ann's High School Students in their perception of Learning Environment and its dimensions

Dimensions	Rural (N=100)		Urban (N=400)		Calculated 't' value	Remark at 5% level
	Mean	S. D	Mean	S. D		
Clean environment	44.5	2.267	40.57	5.444	11.100	S
Co-curricular activities	40.62	3.609	37.30	4.776	7.678	S
Building Team-orientation	40.55	2.162	37.47	4.267	10.140	S
Learning Environment	125.67	7.149	115.34	12.666	10.821	S

Note. (At 5% level of significance, the table value of 't' is 1.96)

Table 3 revealed a significant difference between Rural and Urban St. Ann's High School Students in their perception of the learning environment and its dimensions.

Hypothesis 3 : There is no significant difference among Tamil Nadu, Kerala, Karnataka and Andhra Pradesh State St. Ann's High School Students in their perception of the learning environment and its dimensions.

Table 4

Difference among Tamil Nadu, Kerala, Karnataka and Andhra Pradesh State St. Ann's High School Students in their perception of Learning Environment and its dimensions

Dimensions	Category	df = 3,496		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square variation		
Clean environment	Between	1745.556	581.852	24.402	S
	Within	11826.786	23.844		
Co-curricular activities	Between	1040.256	346.752	16.809	S
	Within	10232.022	20.629		
Building Team-orientation	Between	1128.434	376.145	25.353	S
	Within	7358.868	14.836		
Learning Environment	Between	10178.723	3392.908	24.955	S
	Within	67437.475	135.963		

Table 4 showed a significant difference among Tamil Nadu, Kerala, Karnataka and Andhra Pradesh State St. Ann's High School students in their perception of the learning environment and its dimensions.

Hypothesis 4 : High school students from Matriculation, State Board, CISCE and CBSE do not differ in their Perception of learning environment and its dimensions.

Difference among St. Ann's High School Students from CBSE, CISE, State and Matriculation board in their Learning Environment and its dimensions

Dimensions	Category	df = 3,496		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square variation		
Clean environment	Between	3199.747	1066.582	51.002	S
	Within	10372.595	20.912		
Co-curricular activities	Between	1633.873	544.624	28.027	S
	Within	9638.405	19.432		
Building Team-orientation	Between	1380.88	460.293	32.127	S
	Within	7106.422	14.327		
Learning Environment	Between	17597.063	5865.688	48.474	S
	Within	60019.135	121.006		

The above table shows a significant difference among St. Ann's High School Students from the CBSE, CISE, State and Matriculation boards in their perception of the learning environment and its dimensions.

Findings and Discussions

According to their perceptions of the learning environment, female high school students are superior to male pupils. This can be because female students have actively participated in all school-related activities. It's also clear that the female students apply everything they've learnt in school at home. Students in rural areas benefit from the learning environment better than those in urban areas. This can be because rural students are contented with their school's increased opportunities to explore their natural interests and abilities through games and sports. They are also given freedom to choose Co-curricular Activities according to their taste and interests. Andhra Pradesh State St. Ann's High School Students are better than others. This may be due to the Input Sessions, Seminars, Workshops, Debates & Discussions and Exposure Programmes given to the Andhra Pradesh students and their willingness & involvement with the school activities. The students show keen interest in connecting with a team spirit and benefitting from every movement at school, and hence they have a better perception of the learning environment.

who studied in the State Board are better than others in their perception of the learning environment. This may be due to various programmes and opportunities for State Board Students to periodically develop their personalities and potentialities. Moreover, in the state board schools, many co-curricular activities are provided, and the students interestingly participate in them, which helps them better perceive the learning environment.

Conclusion

From the above study, it is clear that the perception of the learning environment is moderate. And so, to increase the perception of the learning environment, the school should encourage the students to participate in cocurricular activities, develop team spirit, and maintain a clean environment so that all the students analyse their responsibility to participate fruitfully in all activities conducted in the school.

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A gifted teacher is not only prepared to meet the needs of today's child but is also prepared to foresee the hopes and dreams in every child's future.

- Robert John Meehan.

A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils

- Ever Garrison

The great teacher is not the man who supplies the most facts, but the one in whose presence we become different people.

- Ralph Waldo Emerson

The task of the excellent teacher is to stimulate 'apparently ordinary' people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people.

- K. Patricia Cross