PERCEPTION OF UNDER GRADUATE STUDENTS ABOUT EDUCATIONAL ENVIRONMENT (AN EMPIRICAL STUDY OF DISTRICT MATHURA UP)

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Abstract

Educational environment and other educational institutes define the basic framework of education. Ministry of Science, higher education and Educational Organizations are some of the most important and widespread social organizations which hold the responsibility of selection and transmittance of values and custom to future generation. Educational Organization has direct influence not only on development of latent talents and increasing knowledge and abilities of students but also leads to an increase in national annual production and gross production of every country.
With a profound look, we understand that education plays a remarkable role in every society in training children and future generation who are all the assets of a country. ***The conclusion of the research is that under graduate students are un-aware to educational environment and their educational rights.***

Keywords: Educational environment, framework, transmittance, values and custom.

STATEMENT OF THE PROBLEM:

To assess Correlation between educational environment and educational satisfaction of students‖.

In this study, researcher attempted to assess perception of their educational environment and also Indian students' satisfaction and to study of the relationship between educational environment satisfaction.

NEED OF THE STUDY:

As we all know, educational factors are the most important and principle stimuli which play a role in evoking educational motivation of students. Improvement and promotion of education productivity is a principle factor in glory of culture of a country and progress of a nation in all aspects. The issue of education is vast and complicated and plays a determining role in knowledge, development and promotion of culture of a society. The quality of education depends on the correct method of performance and appropriate educational spaces.

Educational management helps us achieve our goal by identifying effective ways. Besides, the effect of environment on student's level of learning –instructors is a subject which has been considered by specialists of education since long ago. Educational directors and leaders;

specifically, in today's social space, pay special attention to educational environment and physical space from pre-school to higher education centers because all cultural and social revolutions in the society take place through education and the appropriate education can forward the society toward the excellence.

Students are constantly interacting with the physical environment of their universities or schools during structured or unstructured time, consciously or unconsciously. Yet not enough attention is paid to the importance of physical environment for learning. Often classrooms are overcrowded, with no alternative spaces to learn, nor are they attractive, inviting or sensitive towards children's needs. Inappropriate school design may drastically affect the teacher's productive output and classroom management. In fact, the role of this all - encompassing, physical environment has been restricted merely to shelter the educational activity.

Review of Literature:

Regarding the importance of educational environment, it is ending that the educational environment is the second home of students and they spend a lot of hours in it and if educational environments are not physically appropriate, that is the necessity for welfare of body and spirit, they become boring places which are unbearable.

In the growing literature on academic quality there is often extensive debate about the meaning of the term (Green 1994). Many have suggested that 'academic quality' is amorphous, non-measurable, or so ambiguous in its meaning, deeming it inappropriate for public intervention (Dill 2007). Harvey and Green (1993:2) put forward a number of ways of viewing quality. Firstly, Harvey and Green mention the traditional view that quality is linked to the idea of exceptionally high standards. Secondly, quality is seen as consistency focusing on processes and set specifications that it aims to meet. Thirdly, quality relates to relevance to its purpose while fourthly quality is equated with value for money at the heart of which is the notion of accountability. Fifthly quality is seen as transformative because education is not a service to the customer, but an ongoing process of transformation of the participant. On this follows two notions of transformative quality in education i.e. enhancing and empowering the consumer. While quality in other sectors was often associated with the idea of customer satisfaction and market adaptation, one can find a range of translations of quality within higher education (Stensaker 2007).

HYPOTHESIS:

In this study, physical elements related to educational possibilities and the range of attraction of classes and their indices are ranked .

-Light and the related factors such as amount of light, type of light (natural and artificial); Dimensions of the class including size, walls, doors, floors, area and space; Heating and cooling systems ; Sound and the related factors are unfavorable for learning ;

-Educational equipment such as boards and educational media and any facility related to teaching and learning are in positive co-relation to learning process.

The former elements are related to attraction of the class and the last element is related to the educational possibilities of the classrooms.

SIGNIFICANCE OF THE STUDY:

Any educational environment such as schools and classrooms can be more than a place to inhabit: they can also acquire an emotional significance. One perspective is that educators play an important role in constructing classrooms and schools, and therefore students' identities. An extension of this idea is that children's environments have an effect on their cognitive and behavioral development and educational vulnerability.

RESULT AND DISCUSSION :

Evaluation of the Indian students' perception of their universities' educational environment indicated that, they have the lowest satisfaction from general environments included classroom decoration, external areas, green space toilets , from climate control, air and noise quality, ceiling and electrical and walls and floors to ensure maximum safety and security of various indoor/outdoor university spaces i.e. classrooms, labs, workshops, etc. It could be stated in justifying the achieved .Yet, with respect to high frequency of the students and the current spaces in the universities, fulfilling the needs and interests of all students is almost an impossible task. Thus, lack of proper facilities in labs and workshops as well as lack of green space has not met the students' demands in universities. Students believe that air conditioning, cooling and heating systems in their university have failed to create favorable condition for them. One reason that could be stated in this regard as behind low satisfaction of students is the aging of many campus buildings which are not furnishes with standard air conditioning and state of the art cooling and heating systems. Given the number of the students in classes, this creates improper conditions.

In their opinion, the universities have failed to provide proper conditions in the available spaces to facilitate the teaching process, research, and academic advising and counselling as it seriously affects their teaching quality.

Evaluation of Indian teachers job satisfaction with the arrangements made in their universities, indicated that Indian teachers express and average satisfaction with the quality of

the available arrangements for teaching that include teaching itself, teaching workload, curriculum preparation, academic freedom, facilities and equipment, advising and teaching rewards, yet in their view, the quality of arrangements related to research that include financial support, time release, publications, assistance, institutional research, intellectual research, research rewards, and sabbatical leaves are not satisfactory even in the average level, while for the Iranian professors, the services which include personal growth, professional growth, financial support, administrative duties, consulting and service rewards are in a low level as well.

CONCLUSIONS:

• There is no significant, overall satisfaction among Indian students'.

• There is no significant satisfaction of learning resources, appropriate assessment and appropriate workload.

• There is no significant perception of satisfaction for general environment, climate, noise, ceiling and walls.

• There is not relationship between general environment, climate control, noise, ceiling and electrical, walls and floors and Indian student's satisfaction.

CONTRIBUTIONS TO THE KNOWLEDGE

The results of the study contribute to growth of knowledge in various fields such as educational administration, educational planning and curriculum in the area of higher education.

The results of this study can be useful for the higher education planners and policy makers to considers improvement of educational physical facilities and equipmentas a vital factors in students and teachers' satisfaction.

This study focused on organizational ergonomics in higher educational settings and effect of cultural differences on perception of educational environment and satisfaction.

Improvement in infrastructures of the educational environment such as improvement in classrooms, E- Learning, (computer learning) proper Wi-Fi, ventilation facilities, proper sitting facilities, Toilets facilities, etc. Since these are very important factors for both universities students & teachers satisfaction.

Sport facilities, most of college's affiliated university fails to produce quality sports which is improve surely enhance the student's satisfaction.

Recommendations

Create throughout the university community a service-oriented climate that clearly and explicitly communicates to all students and teachers concern for their individual needs.

Intensify efforts to create a university community that accepts, appreciates and celebrates diversity.

Strengthen and expand recent efforts to improve the quality of instruction provided by teaching assistants, given the crucial role that they play in undergraduate education.

Involve and support teachers in a focused effort to create optimal classroom learning environments marked by enthusiasm and effective, creative instructional practices.

Make a concerted effort to improve undergraduate advising with respect to both University Studies and to individual major programs across campus.

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Table :1 – Responses " if the responds are aware to educational satisfaction"

S. No.	Type of knowledge	Number of female respondents	No of male respondents	Total No of students	Percentage of frequency
1	Have partial satisfaction	129	75(37.5%)	54(27.0%)	64.5%
2	Have no satisfaction	36	14(07.0%)	22(11.0%)	18.0%
3	Fully satisfied	35	17(11.0%)	18(11.0%)	17.5%
	Total	200	106(53.0%)	94(47.0%)	100.0%

Table : 2 - Responses for different variables -

S. No	Related Questions	No of female students		degree	No of students		male	Total / Percentage
		yes	no	neutral	yes	no	neutral	
1	Do the national education policies favor upliftment of job oriented education ?	76 38%	24 12%	00 0.0%	72 36%	26 13.0%	02 1.0%	200(100%)
2	The national education policies are able to achieve their goals.	69 34.5%	21 10.5%	10 05.0%	71 35.5%	22 11%	07 3.5%	200(100%)
3	New education policies are in favor of student and teacher welfare?	81 40.5%	17 8.5%	02 1.0%	77 38.5%	23 11.5%	00 0.0%	200(100%)
4.	The national education policies needs some more amendments.	85 42.5%	12 06.0%	03 01.5%	88 44%	11 5.5%	01 0.5%	200(100%)
5.	Technical advancement and the lack of basic needs are the main hindrances to achieve the goals of national education policies, completely.	90 45%	10 05%	00 00%	96 48%	04 02%	00 00%	200(100%)