

Full Length Research

School belongingness of girls at secondary level

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This descriptive type research had done at Varanasi region on class 11th girls from it 500 girls were selected randomly and measured the school belongingness base their attendance in the school. Dependent variable had taken achievement in English subject only. For computing the statistical technique ANOVA was used. Researcher had found the result in school belongingness the urban girls higher than rural girls. According to discipline science side girls higher than Arts.

Keywords: School belongings, Science, Art, and Achievement.

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INTRODUCTION

There is great importance of school belongingness in the life of every man because however and whatever a person does is regulated by his nature. When a person is free to work according to his likes, he does and selects the work according to his nature. According to N.K (2004) Singh 'School Belongingness is a tendency given to attention, to be adjusted by, like and find satisfaction in an activity, object or person'. Achievement in any subject depends on a person's School belongingness in that field.

Lalithamma, K.N. (1975) found significant positive correlation among mathematics achievement, intelligence and interest. Lalitha Bai. T.K. (1993) found significant differences in science achievement of students of different intelligence levels. Aswal, G.S.(2001) noted that intelligence is positively correlated to achievement in mathematics. In his study, Dresden, Hanna (1993) found significant difference in Sanskrit achievement of boys and girls. Pniett J.D. (1994) found that girl's achievement in home science is higher than that of boys. Hota Narayan (1995) also reported same results. Mukherjee C. (2001) reported that boys score better than girls in biology. Malay Chakraborty (1996) studied tuition as a

factor in science achievement and reported that it helps greatly in achievement. Parental involvement also helps in science achievement as per Kincheloe.J. (1994).

Human intelligence has been discussed from a general mental ability of Spearman and Cyril Burt, the British psychologists, to characteristics of Howard Gardner's multiple intelligence. The focus of discussions on intelligence is on the abilities that one's own through physical presentation as the product of mental processes. All of us agree that every individual is born with innate cognitive abilities. These abilities serve as mental assets in order to perform their life tasks throughout every stage of development. Malaysian primary school children are always burdened with academic tasks that are highly correlated to cognitive abilities. Those who are high achievers in school would be labeled as high intelligence, while low achievers are problematic to teachers and parents. "Are the low achievers really low intelligence" and what are the patterns of cognitive processing among the low achievers? This questions elicit more doubts of intelligence and academic achievements. Children with poor academic achievement might be poor in higher level learning if environment does not provide supportive

educational opportunities. These groups of children need another method of assessment in order to provide better understanding of their cognitive abilities for the purposes of upbringing their academic performance.

Reading is one of the major dimensions in learning and that covers receptive as well as expressive skills. The process of reading is not just pronouncing words but also to understand what have been read. Reading Difficulties(RD) is one of the Learning Disabilities(LD). It refers to the dysfunctioning of decoding, Reading comprehension and retention problems of reading process.

According to DSM-IV, RD normally accounted for children population of preschool children to lower primary grade children. However there is still a wide range of children with mild and moderate RD which have not been identified or reported by local authority or mental health organization. There are number of school children that not only in primary level but also in secondary level that have been identified by teachers and parents with RD. They have been sent to special education training programmes or courses. The commercial institution that provide training and several teaching methods to deal with the problems faced by this group of children. But the effectiveness of teaching techniques and approaches is yet to be proven. However, some children are reported to have improved after attending those programmes. Some remained unchanged in reading.

Gender and Academic Achievement

Gender issues have become the talk of today's educational forums. Although the literacy rate is more among boys than girls; it is quiet interesting to observe that girls are securing better rank than boys in almost all the academic examinations. It is very absorbing to find that the girls figure to be more often in top two ranks in 10th class annual examination from the preceding 10 years in Tamil Nadu. The performance of every individual is not equal. There is lot of variability and dispersion. In common pupil's parlance there exists terms such as "bright student", "average student" and "dull student". The variability cannot be attributed to a single factor, but it is the outcome of number of factors as intelligence, study habits, self concept, creativity, aptitude, interests, socio economic factors, area etc. Along with these, gender of the students also plays an influencing factor on academic achievement. Academic achievement of students depends upon the sustained training and interests.

Every educational system has certain objectives which aim at bringing about desirable changes in pupil. In order to bring about those changes, the institutions arrange learning experience. The success of learning can be judged only in terms of the changes brought about by this

experience. This is a learning experience and evaluation.

Thanks to the globalization in all the fields, it necessitates the learning of a language which is international. Undoubtly, English has become world language rather than the language only the English speaking countries such as UK and the USA because the number of the people who use English as a means of communication exceeds much more than the number of the people who speak it as mother tongue. In the case of English in India, more than two centuries, India has been directly and indirectly had influence of the language, English on all the fields, such as Education, Medical science etc. Text materials relating to the subjects of Science, engineering and Technology as also medicine are available only in English. Moreover, all over India, there is no single language to unite the whole country. Since, in India, several languages are spoken and also one set of people are reluctant to learn one common Indian language, we have to borrow a new non-Indian language. Considering the above facts, learning English, the universal language, as a second language, becomes inseparable branch as also unavoidable in Indian education system.

Rationale of the study

Humans have a driving need to develop relationships and feel a sense belonging with others. Individuals must maintain feelings of closeness and connection to others on a daily basis. Specially feeling understood and appreciated, to promote feelings of well being (BAumeister & Leary, 1995). School belonging was defined as an individual's sense that they are valued and important member of the school community.

There is a great importance of school belongingness in the life of every man because however and whatever a person does is regulated by his nature. When a person is free to work according to his likes, he does and selects the work according to his nature.

Few researchers have explored how multiple factor at school related to perceived belonging. Based on these limitations, the first goal of the study to evaluate a conceptual model of school belonging (shown in figure 1)

For the purpose of this paper, school belonging was defined as individual's sense that they are a valued and important member of the school community. This definition was derived from past research that has used a variety of labels for school belonging but were defined in similar ways. These labels included identification with school, school membership, connectedness and relatedness. One definition by Finn(1989) viewed identification with school as an internalized belonging where individuals felt school was an important part of their lives. Wehlage, rutter, Smith, Lesko and Fernandez(1989) built on Finn's (1989) school identity

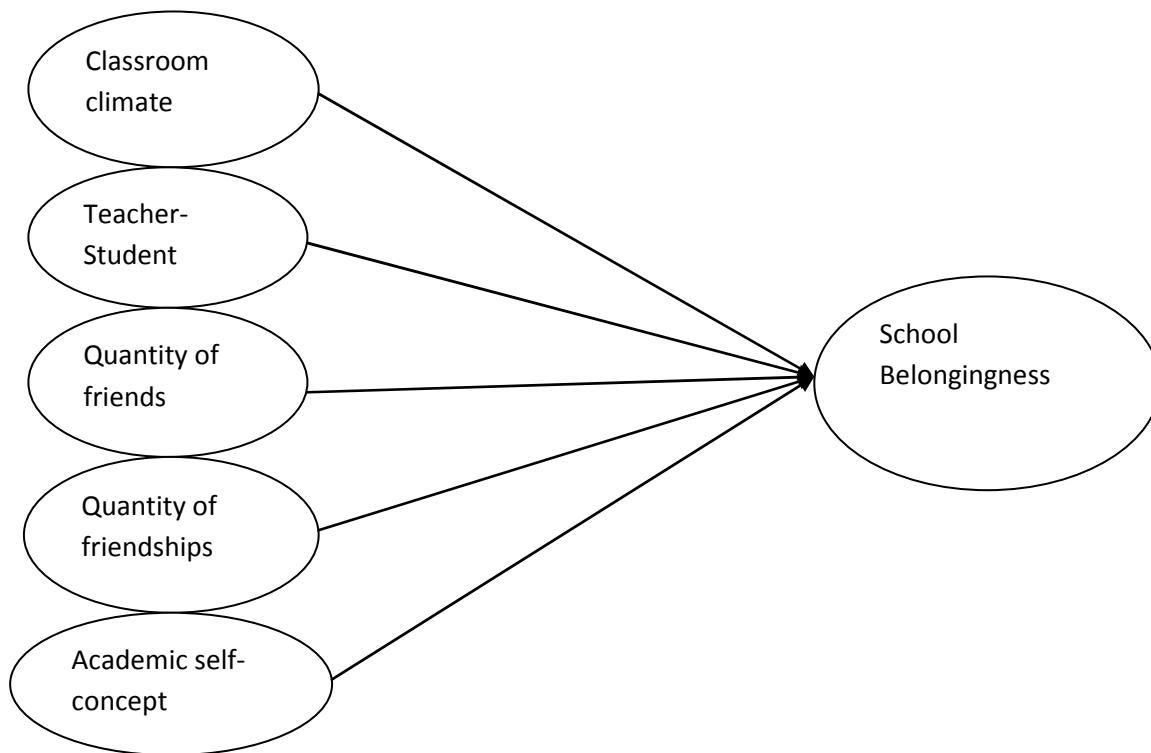


Figure 1

and defined school membership as the psychological sense that students were respected members of the school community. Other researchers have explained that school belonging was the extent to which students felt accepted, respected, included and supported by their teachers and peers (Goodenow, 1993; Faircloth & Hamm, 2005; McNeely, Nonnemaker, & Blum, 2002; Nicholls, 2006; Wentzel, 1997).

OBJECTIVE OF THE STUDY

Researcher has drawn the “To compare the school belongingness of girls based on locality and discipline at secondary level, with correlation of academic achievement in English.”

HYPOTHESIS OF THE STUDY

For achieving the objective framed null hypothesis as

followed:

- 1- There is no significant difference between rural and urban girls for school belongings.
- 2- There is no significant difference between the Science and Art side girls in school belongingness.
- 3- There are no interactive effects on academic achievement in English based on localities, disciplines and school belongingness.

METHODOLOGY

Researcher has done to survey from descriptive type research on the population of class 11th girls at Varanasi region, where as 500 girls were selected randomly from Varanasi district only. For measuring the school belongingness has taken the attendance of girls from school records by session 2015-16. Above 75% attendance has defined high and below 25% are low

Table 1. C.R. Value of School Belongingness based on locality table

Groups	Numbers	Mean	S.D.	SED	C.R. value	P
Rural girls	250	49.34	10.26	0.87	14.00	Df(498) at .01 level 2.58
Urban girls	250	62.52	9.18			

Table 2. C.R. value of school belongingness based on Discipline

Groups	Numbers	Mean	S.D.	SED	C.R. value	P
Science girls	250	69.2	10.82	1.04	17.35	Df(498) at .01 level 2.58
Art girls	250	51.19	12.34			

belongingness. For measuring the academic achievement has taken their obtained marks in English of 10th class. For computing the statistical technique has used CR value and ANOVA. The girls are taken from present study from UP Board aided institutions only.

Analysis and Interpretation

After collecting the data researchers has been analysed and interpreted as follows-

1. Analysis and interpretation of school belongingness based on locality

To study the School belongingness of school going girls at secondary level determine object of present study was "To compare the School belongingness based on Locality" for achieve the objective null hypothesis was formulated "there is no significance difference in school belongingness of rural and urban girls at secondary level" for testing the null hypothesis following analytical table has framed.

Table 1, shows that rural girls mean scores was 49.34 and SD 10.26, in school belongingness which urban girls mean scores was 62.52 and SD 9.18. Calculated SED .87 and C.R. Value was found 14.0, which is more than 2.58 significant value at .01 level of significance df(498). On the basis of C.R. value it may strongly said that null hypothesis has been rejected. Therefore design make that urban girls are highly in school belongingness than their counterparts.

2. Analysis and interpretation of school belongingness based on discipline

To search out the school belongingness difference

between science and art group of girls for it, determine objective was "To compare the school belongingness based on discipline. "For it testing null hypothesis was formulated that "There is no significance in school belongingness of science and art group of girls." For testing null hypothesis following analytical tools was prepared.

Table 2 shows that science girls mean scores was 69.2 and SD 10.82, in school belongingness which art girls mean scores was 51.19 and SD 12.34. Calculated SED 1.04 and C.R. Value was found 17.35, which is more than 2.58 significant value at .01 level of significance df(498). On the basis of C.R. value it may strongly said that null hypothesis has been rejected and clear cut picture in the School belongingness more favourable for science side girls comparatively art side girls.

3. School belongingness related academic achievement in English based on locality and discipline

To study the school belongingness on academic achievement in English based on Locality and Discipline determine objective was "To compare the academic achievement in English in relation to their school belongingness based on locality and discipline." For achieving it null hypothesis formulated. "There is no significance difference in academic achievement in English related with school belongingness based on locality and discipline." To testing null hypothesis following analytical ANOVA Table (2*2*2) was prepared.

Table 3 shows that variance on main effect of locality, discipline and School belongingness were 15.39, 13.74 and 21.25 in order whose are higher them 6.76 value level of .01 significance at df(1,372). For it null hypothesis have been rejected and clear the school belongingness affected the academic achievement in English based on

Table 3. Academic achievement in English in relation to their school belongingness based on locality and discipline (2*2*2) ANOVA Table.

Variation due to	df	S.S.	..SS	S ration	P
Main effect:- Rural*Urban	1	879.13	879.13	15.39	.01
Science*Art	1	785.28	785.28	13.74	.01
School belongingness*locality	1	1214.28	1214.28	21.25	.01
Ist Interaction effect:- Locality*Discipline	1	1518.19	1518.19	26.57	.01
Locality*School belongingness	1	1321.23	1321.23	23.13	.01
Discipline*School belongingness	1	1218.05	1218.05	21.32	.01
IInd order Interaction Locality* Discipline* Family environment	1	1642.32	1642.32	28.75	.01
Error variation	372	21248.41	57.12	---	Df(1,372) .05=3.89 .01=6.76
Total variation	379		----	----	

locality and discipline.

Ist order of interaction effect shows the variance between locality and discipline was 26.57, locality and school belongingness was 23.13 and Discipline and School belongingness was 21.32, which is greater than 6.76 table value at .01 level of significance df(1,372). Thus null hypothesis has been rejected and clear that comprehensive achievement in english affected by locality and discipline based on school belongingness. In other hand those in regular in class they were more achiever.

IInd order of interaction effect on comprehensive achievement in English shows that locality,, Discipline and school belongingness jointly effect because calculated variance was 28.75 which is higher than table value to 6.76 level of significance at .01 level df(1,372) on the basis of it null hypothesis has been rejected and clear that jointly effect correlate the achievement.

FINDINGS OF THE STUDY

Finding are present study that the urban girls are higher than the rural girls in school belongingness as same whose girls has been studying in science discipline they are higher than art discipline running girls. On the

academic achievement in English has found differ accordance variations based on school belongingness, locality and discipline as same effect found accordance the Ist and IInd interaction effect.

CONCLUSIONS

The results of the present study reflect that male college students lag behind female counterparts in academic performance. It may be due to autonomous nature of the boys or may be due to nurturing style and liberty provided by the parents and society. So it is recommended that self-discipline among the male college students so that they could perform well in their academics.

Urban students are found to be better in the academic achievement than the rural students through the results of the study. This might be due to their past educational experiences, environment and family attitude toward the educational aspirations. So it is highly recommended that there should be good schools in rural area also. Awareness should be provided to parents and families through awareness camps, seminars or workshops to provide encouragement to their children for better results in academics.

The present study points out that the students who

receive high parental encouragement are better at academic performance than the students who receive less parental encouragement. Hence it is recommended that parents take interests in the educational activities of their children. By implicating this, the educational achievement of the students could be enhanced.

EDUCATIONAL IMPLICATIONS

Education is need of the our, not only because of the Childs intellectual development but in order to make an individual , an independent personality in wide aspect.

Though one half of the Indian society is well aware of educational benefits and are really advance in airing that in proper way but still one half of our society is suffering from illusion, and show negative attention towards it, as a result the coming generation is ignored completely.

Any educational research is worth wile if the results produce fruitful educational implications. As so far the present investigation is concerned, it can be claimed that useful information obtained could be useful in enhancing the educational success of the college students. Present study will be proved as mild stone in growth of nation.

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