

## **School Bonding And Academic Achievement Of School Students Among Schools**

**Dr. K. D EEPKA**

DEPARTMENT: SRM SCHOOL OF TEACHER EDUCATION AND RESEARCH, SRM IST Kattankulathur-603-203

### **Abstract**

This study was conducted to examine school factors influencing academic of secondary school students in a kanchipuram city of tamilnadu. The Respondents for this study were IX grade students to XII grade students. Sample was identified by Random sampling method and data was collected by survey method by using questionnaire to identify the school bonding which influence academic performance of students. A survey was conducted by using a questionnaire for information gathering about school bonding relating to academic performance of students. The academic performance was gauge by the result of their term examination. Standard chi square was applied to investigate the effect of school bonding on adolescent students' achievement. The results of the study revealed that types of school have a significant effect on students' overall academic achievement. The high and average affects the performance more than the lower level. It is very interesting that school bonding is average in relation to their adolescent's academic performance at school.

**KEY WORDS :** School Bonding, academic performance and adolescent students

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### **INTRODUCTION**

The education systems in different countries defer depending upon its own beliefs and culture but the ultimate aim is for the quest of quality education for the children; and for many a times they respond to a different factors such as updating curriculum, improving teaching techniques, creating good facilities and resources, recruiting quality teachers, providing various seminars and workshops for teachers and searching various innovative measures to tackle the undesired happenings in the school. School serves the very purpose in delivering education to all the citizens, especially the children, who are the younger generation and responsible person to lead the country.

School is one of the most important social institutions to serve the society for the specialized teaching of young (Ottaway). It is the second home and the most important experience in the process

of development of children. Apart from the home environment, schools share influential place in child's life and also contribute to the development of children. At times in adverse conditions the school substitutes the home situations and meets the emotional needs of those neglected in the home. According to Tomlinson(2002), "the central job of schools is to maximize the capacity of each student." It plays a crucial role in the molding and developing the future citizens of the nation in an efficient and effective way.

### **Materials and method**

The investigator identified the three schools by purposive method and identified the sample by random sampling technique. Research design for this research is normative survey method. The investigator given the questionnaire to the respondent and asked them to fill. After the questionnaire was filled, and it was collected back by the investigator.

**Sample and Sampling Technique:** 150 sample were identified and this same were used for the study. A sample of 150 students were selected for this study. This sample was identified by the random sampling technique and sample was drawn from three schools from Kanchipuram district. In which three were private schools. Purposive random sampling method was used to study about the school students. This sample was drawn from population of 5000 students. This sample size represent from class IX to XII about 3.5% of the entire population of the school. A structured questionnaire was prepared by the investigator to measure the school bonding and standardized by the investigator which comprised of 20 statements. The student's marks is collected and converted to percentage scores and it was taken for research. Validation of the Instrument: the validation has done by the expert. Reliability done by test retest method.

### **OBJECTIVES**

- **To study whether there is any significant association exists in the level of School bonding of students with their types of school**
- **To study whether there is any significant association exists in the level of academic achievement of students with their types of school**
- **To study relationship between school bonding and Academic achievement among adolescent students**

## HYPOTHESES OF THE STUDY

- There is no significant association exists in the level of School bonding of students with their types of school
- There is no significant association exists in the level of academic achievement of students with their types of school
- There is no significant relationship between school bonding and Academic achievement among adolescent students

## ANALYSIS OF THE STUDY

### H1. There is no significant association exists in the level of School bonding of students with their types of school

This hypothesis was tested using chi-square test and the findings are presented in Table No. 1.

**Table 1 Showing the Chi-Square Value for Level of School bonding of Students with their types of school**

School Factors	Types of school			Chi-square Value	Remarks at 5% significance level	'P' Value
	Private	Government aided	Government			
Low	21	30	15	6.31	NS	0.18
Moderate	4	21	7			
High	13	23	16			
Total	38	74	38			

Note : 'N.S - Not Significant', Table Value for the df 4 is 9.49

From the above Table (No.1), obtained chi-square value (6.31) is below the acceptance level chi-square (9.49) for the degrees of freedom 4 at 5% significance level. Thus, there is no significant association exists in School bonding of students with their types of school. So it is inferred that the School bonding of students is independent to types of school. Therefore, the null hypothesis stated above is accepted.

**There is no significant association exists in the level of academic performance of Adolescent students with their types of school**

This hypothesis was tested using chi-square test and the findings are presented in Table No. 2.

**Table 2 Showing the Chi-Square Value for Level of academic performance of Adolescent students with their types of school**

Academic performance	Types of school			Chi-square Value	Remarks at 5% significance level	'P' Value
	Govt	Aided	Private			
Low	24	9	17	13.01	S	0.0
Moderate	29	17	20			
High	13	6	15			
Total	66	32	52			

Note : 'N.S - Not Significant', Table Value for the df 4 is 9.49

From the above Table (No.2), obtained chi-square value (13.01) is above the acceptance level chi-square (9.49) for the degrees of freedom 4 at 5% significance level. Thus, there is a significant association exists in level of School bonding of adolescent students with their types of school. So it is inferred that the School bonding of adolescent students is dependent to the types of school. Therefore, the null hypothesis stated above is rejected.

**H3. There is no significant relationship between school bonding and Academic achievement among adolescent students**

This hypothesis was tested using correlation test and the findings are presented in Table No. 2.

**Table 3. Showing the relationship between school bonding and Academic achievement among adolescent students**

Variable	Number	Df	"r" value	Table value	Remarks at 0.05 level of significance
Problem behaviour and School Environment	150	148	0.172	0.159	S

N.S- significant

From the above table(4.23 ) it is inferred that the calculated "r" value(0.172) is greater than the table value (0.159) for the degree of freedom (148) at 0.05 level of significance. Thus there is a significant relationship between school bonding and academic performance among adolescent students .Hence the above framed null hypothesis is rejected.

### **Discussion of the study**

From the present study it is observed that different types of school management do not have significant difference in their school bonding this may be due to infrastructure, resources and equally competent teachers in the schools nowadays. But for academic performance types of school plays a vital role academic performance are high.

### **RECOMMENDATIONS**

- They should be encouraged to be involved in group activities, so they generate the interest to mingle and associate in groups and hence bond well.
- Making use of all events in school to build better bonding and including school pupil leaders to take decisions and suggestions in areas related to school environment.

### **Conclusion**

Schools can compete for students' affiliation by teaching social skills, improving classroom climate, modifying school environment, and enlisting active involvement and support by parents. Studies tells us

that school bonding is high academic performance is also high therefore increase bonding decrease in deviance and increase academic performance.

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