

Influence of class room culture on academic achievement of higher secondary students

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Abstract

The study is examined that the influence of class room culture on academic achievement of higher secondary student's relation to the background variables. A self-made scale was used to measure the influence of classroom culture of 226 higher secondary students from Tenkasi educational district, Tirunelveli, Tamil Nadu. A simple random sampling method was adopted for analyzing the data and framed the suitable null hypotheses also. The result showed that influence of classroom culture on academic achievement of higher secondary student is significant.

Keywords: class room culture, academic achievement, higher secondary students

Introduction

Education is the process by which people acquire knowledge, skills, habits, values or attitudes. The word education is also used to describe the results of educational process. Education should help people to become useful members of the society. It should also help them develop an appreciation for their cultural heritage and to lead a happy life.

Education is an abstract entity and its concept is dynamic. The four-fundamental data of education viz., the influence of the environment, the heredity and the time are dynamic. Etymologically, the term education is trace to different sources of derivation. According to one view, Education originated from the Latin word educare which means to bring up or to nourish. There is another derivation from the Latin word educare which means to lead out rather than to put in. There is yet another view according to which the term education; comes from the Latin word education that means 'The act of teaching or training'.

Significance of the study

Education improves the qualities of human behaviour. Today we live in a competitive world where academic excellence is a must for success in life. One of the goals of higher secondary stage of education is to equip the school learners with the necessary knowledge and skill to participate as adults in social and economic life of the larger society. This is the stage of school education, which acts as an orientation for higher education. Hence, academic achievement is considered to be a very important factor as the higher secondary state or school education. But, it is alarming to note that both parents and schools in their anxiety to improve the performance of students in the public examination pressurize the students to the maximum possible extent.

Learning becomes a pain instead of a pleasure at their stage, rigid closed task-oriented class atmospheres prevail in higher secondary classes and mark oriented note memorization and reproduction are severally stressed. Hence the students are put into a lot of emotional stress during this stage much has been talked about too much of stress and workload in schools, which kill the self-esteem of students. Many studies show that

more and more of students are being overcome by Zero syndrome or I am a useless being feeling which is not healthy either from the social point of view or individual's point of view.

A very tactful and healthy classroom culture is essential to relieve the students from the stress and to inculcate a positive self-esteem or 'I can do' feeling. In the present conditions, it is high time that studies are undertaken to analyse the relationship between self-esteem and academic achievement. Also students are necessary to measure the school climate and classroom culture. Researchers are necessary to study and understand now for classroom culture is responsible for improving academic achievement. The present study focuses its attention in this dimension. The purpose of this study is to see whether there is a relationship between classroom culture and achievement. Hence the investigator selected this topic "Influence of Classroom Culture on Academic Achievement of Higher Secondary Students".

Null Hypotheses

1. There is no significant difference between the classroom culture of higher secondary students with respect to Sex.
2. There is no significant difference between the academic achievement of higher secondary students with respect to Sex.
3. There is no significant relationship between classroom culture and academic achievement of higher secondary student with reference to background variables.

Sample

226 higher secondary students were selected in the higher secondary schools of Tenkasi educational district.

Tool Used

In the present study, the tool was prepared, validated by the investigator and guide, and also it is used to measure the classroom culture of higher secondary students.

Statistical Techniques Used

't' test and 'γ' test were employed to analyse the data.

Null Hypotheses 1

There is no significant difference between the classroom culture of higher secondary students with respect to Sex.

Table 1: Difference between the classroom culture of higher secondary students with respect to sex.

Variable	Category	N	Mean	SD	Calculated 't' value	Remarks
Sex	Male	115	47.91	9.61	3.26	S
	Female	111	52.16	9.98		

(At 5% level of significant the table value of "t" is 1.96)
 It is inferred from the above table shows that there is significant difference in class room culture of higher secondary students with respect to sex. While compares the mean value of male (m=47.91) and female (m=52.16) higher secondary students, the female students are better than male students in their class room culture.

Null Hypotheses 2

There is no significant difference between the academic

Table 3: Influence of classroom culture on academic achievement of higher secondary students with respect to the background variables

Category	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	N	Calculated value of 'Y'	Table value of 'Y'	Remarks at 5% level
Total	11319.75	11300	587500	568029.3	226	0.195	0.113	S

Since the calculated 'γ' value is greater than the table value there is significant relationship between classrooms cultures an academic achievement of higher secondary students with respect to total variables of the students.

Findings

1. There is a significant difference between male and female higher secondary students in their class room culture.
2. There is a significant difference between male and female higher secondary students in their academic achievement.
3. There is a significant association in the influence of classroom culture on academic achievement of higher secondary students with respect to background variables.

Implications

The research finally revealed that classroom culture is very best in Tenkasi educational district. We got good significant value for male and female higher secondary students are best in their classroom culture; because there are so many reasons behind this. Teacher's friendly approach, teaching methods and the teaching tools are so much influenced in their teaching learning process. If the schools are improving on their facility through teaching beyond this level, they can build more doctors, engineers, scientist, auditors, teachers and so on.

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achievement of higher secondary students with respect to Sex.

Table 2: Difference between the academic achievement of higher secondary students with respect to sex.

Variable	Category	N	Mean	SD	Calculated 't' value	Remarks
Sex	Male	115	51.42	9.42	2.19	S
	Female	111	48.53	10.41		

(At 5% level of significant the table value of "t" is 1.96)
 It is inferred from the above table shows that there is significant difference in academic achievement of higher secondary students with respect to sex. While compares the mean value of male (m=51.42) and female (m=48.53) higher secondary students, the male students are better than female students in their academic achievement.

Null Hypotheses 3

There is no significant relationship between classroom culture and academic achievement of higher secondary student with reference to background variables.

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