

Do School Satisfaction, Sense of Safety and Psychological Counselling Needs Influence The Academic Achievement Among The Students At The Secondary Level.

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INTRODUCTION

Education is a lifelong process and goes on from birth to death. Throughout life one goes on learning to adjust oneself to the changing patterns of life. Change it's the fundamental law of human existence. Life is a continuous process of growth and development and so education is also a continuous process. The secondary school years can be an exciting time, as students seek opportunity for academic and personal growth. However, along with this excitement come challenges that can become taxing and difficult for students. Stressors may be academic, personal, or social in nature, and can range from situational or unexpected events to chronic problems. Many students cope successfully with the pressures placed on their time and energy while in school.

Academic achievement is one of the determinants of success in life. Students who achieve well academically have some advantages. Academic achievement serves as a key criterion in order to judge students' true potentials and capabilities (Daulta, 2008, Nuthanap, 2007). Identifying these potentials and capabilities are necessary to better hone them and find remedies where there are lacking.

School satisfaction is a major aspect of children's quality of life. It is important in and of itself and children have a right to feel good about themselves and the institutions in which they

function. Schools should be caring and supporting settings that children value and enjoy. Furthermore, the level of school satisfaction is important because it affects psychological well-being, as well as school engagement, absentee rate, drop - out and behavioral problems (e.g. Ainley, 1991; Reyes and Jason, 1993). Hence, it is important to understand how children rate their school and to know which factors are related to the level of school satisfaction.

Safety needs in Maslow's hierarchy of needs (1987) refers to the need for security and protection. When we have our physiological needs for food and water met, our safety needs dominate our behavior. These needs have to do with our natural desire for a predictable, orderly world that is somewhat within our control.

Psychological counseling as a psychological specialty facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives.

RELATED STUDIES

The study examined by the researcher **Nyagosia, Waweru and Njuguna (2013)** on "Factors influencing academic achievement in public secondary schools in central Kenya: An effective schools' perspective", with how implementation of the following seven correlates of Effective Schools Model influenced students' academic performance: instructional leadership, focus on school mission, school safety and orderliness, expectations for success, home-school relations, monitoring of students' progress and opportunity to learn. A survey design was used targeting 40 principals, heads of departments 120 (HODs), teachers and 17 DEOs. Data was collected using questionnaires and interviews. Results showed that, in comparison with bottom performing schools, top performing schools were putting more emphasis on six of the seven correlates, with only frequent monitoring of students progress returning no significant results. The study concludes that the seven correlates are good predictors of academic performance in Kenyan Schools. It is noteworthy that the seven correlates require minimal financial inputs, meaning that

even the financially constrained schools can still achieve school effectiveness by practicing correlates.

Community and school violence continue to be a major public health problem, especially among urban children and adolescents. Little research has focused on the effect of school safety and neighborhood violence on academic performance. The study examined by **Milam, Furr-Holden and Leaf (2010)**, examines the effect of the school and neighborhood climate on academic achievement among a population of 3rd-5th grade students in an urban public school system. Community and school safety were assessed using the School Climate Survey, an annual city-wide assessment of student's perception of school and community safety. Community violence was measured using the Neighborhood Inventory for Environmental Typology, an objective observational assessment of neighborhood characteristics. Academic achievement was measured using the Maryland State Assessment (MSA), a standardized exam given to all Maryland 3rd-8th graders. School Climate Data and MSA data were aggregated by school and grade. Objective assessments of neighborhood environment and students' self-reported school and neighborhood safety were both strongly associated with academic performance. Increasing neighborhood violence was associated with statistically significant decreases from 4.2%-8.7% in math and reading achievement; increasing perceived safety was associated with significant increases in achievement from 16%-22%. These preliminary findings highlight the adverse impact of perceived safety and community violence exposure on primary school children's academic performance.

CONCEPTUAL FRAMEWORK OF THE STUDY

The relationship between educational, psychological, and sociological has been viewed from a variety of perspectives (Parsons, 1959; Bronfen Brenner, 1979). The framework used here, overlapping spheres of influence, is one developed nearly a decade ago by **Epstein (1987)**. This theory integrates a wealth of educational, sociological, and psychological perspectives on social organizations, as well as research on the effects of school, family, and community environments on educational outcomes (for a detailed discussion, see Epstein, 1987, 1992). Acknowledging the "interlocking histories of the major institutions that socialize and educate children" (Epstein,

1992), a central principle of this theory is that certain goals, such as student academic success, are of mutual interest to each of these institutions and are best achieved through their cooperative action and support.

NEED FOR THE CURRENT RESEARCH

In order to create safe and secure schools, it is important to promote community-based efforts for school safety in cooperation with the community as a whole, including parents, in addition to persons directly related to schools making efforts based on the details above. In Chennai Schools, the subject of this report, is no exception. In many Chennai Schools, teachers, and students report feeling unsafe in hallways, classrooms, and the area just outside the school building. Yet, in many other Chennai schools—even some schools serving large populations of students from high-poverty, high-crime areas—students and teachers do feel safe.

Crime and disorder in schools are serious concerns for teachers as well as students, and this is especially true at the high school level, where more than half of teachers report problems associated with robbery or theft in the school, and over 60 percent report problems with gang activity and physical conflicts among students. While these statistics provide a sobering picture of the district, not all schools face serious problems with safety. Some schools provide very safe learning environments, while other schools struggle with extremely severe problems of disorder, aggression, and violence. The term “school counseling” broadly refers to the process of meeting the needs of students in several areas of development, such as academic, career, and personal. Establishing psychological counselling programs in schools and incorporating gender responsiveness in the context of psychological counselling programs in secondary education are vital to the achievement of larger education objectives. The term ‘school counselling’ broadly refers to the process of meeting the needs of students in several areas of development, such as academics, career, and personal. Experts agree that professional school counselling programs should be comprehensive in scope, preventative in design and developmental in nature.

OPERATIONAL DEFINITIONS

Academic Achievement of students

In this study the definition used for academic achievement will be the more objective one, as used by Gbati (1988) and Howcroft (1991). Howcroft (1991:111) describes academic achievement in terms of the actual mark or score obtained in an examination. To be more specific, academic achievement in this study refers to performance, in the form of a numerical score as obtained in an examination or test.

School Satisfaction

School which satisfies the student needs in the school environment, classroom are well managed by the teachers, relationships among students and between teachers are tend to be more positive which engaged the students in learning, well developed curriculum and text books which support the students growth and development and finally school plant is well organized for their safe learning and satisfying all their required needs are said to school satisfaction.

Sense of Safety

Sense of safety means treating students with care, fairness and consistency; ensuring that in and out on the way to school and neighborhood provide safe atmosphere, thus students can arrive and depart school safely.

Psychological and Counseling Needs

Psychological and counseling needs means assisting the students to focus on feelings, experience or behaviour, with goal to facilitating positive change in the individual student to achieve their academic achievement and other related goals and thus guiding the students to function more effectively.

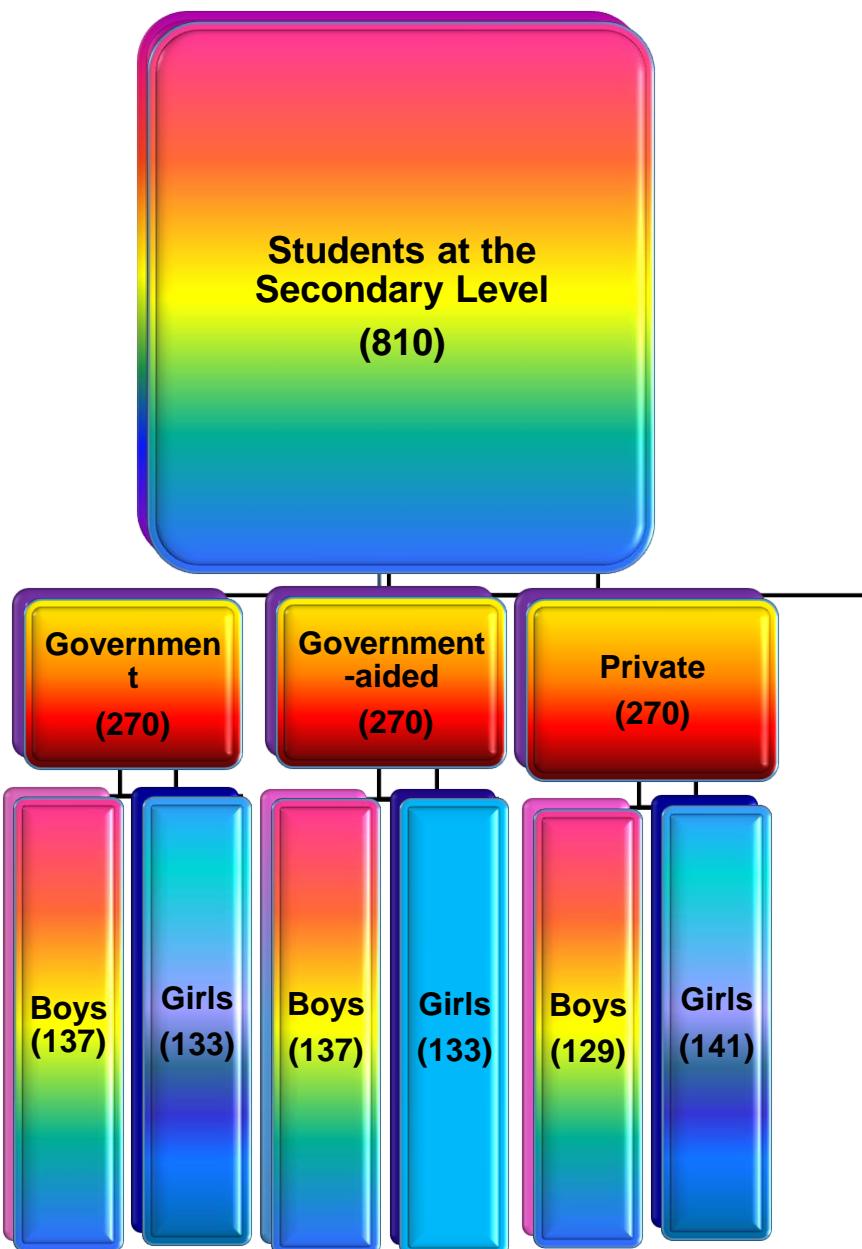
METHOD OF INVESTIGATION

Survey method is employed to describe and interpret; the data for the present study were collected from a population of the school student at the secondary level. The population of the present study is school students belonging to Chennai District of Tamil Nadu, India. The survey was collected from government, government-aided and private types of schools. The sample size chosen for government school students are 270 (137 Boys and 133 Girls), government-aided school students are 270 (137 Boys and 133 Girls) and private school students are 270 (129 Boys

and 141 Girls). Therefore, 403 boys and 407 girls' students of the different type of school students were used for collecting the data for the present study. Hence, nearly 810 school students of the total sample were utilized for the main study.

Figure - RESEARCH DESIGN

3 X 2 Factorial Design



RESEARCH QUESTION

1. Is there is any significant difference between boys and girls in government schools at the secondary level in all the selected variables?
2. Is there is any significant difference between boys and girls in government -aided schools at the secondary level in all the selected variables?
3. Is there is any significant difference between boys and girls in private schools at the secondary level in all the selected variables?
4. Is there is any correlation among all the selected variables?

Table – 1

Significance of Mean Difference between Boys and Girls in Government Schools at the Secondary Level

Variables	Groups	N	Mean	SD	t-value	Level of Significance
School Satisfaction	Boys	137	76.57	13.35	5.668	0.001
	Girls	133	86.14	14.37		
Sense of Safety	Boys	137	6.97	1.97	4.303	0.001
	Girls	133	8.10	2.33		
Psychological Counseling Needs	Boys	137	68.46	11.30	0.161	NS
	Girls	133	68.68	11.57		
Academic Achievement	Boys	137	234.02	35.35	4.584	0.001
	Girls	133	257.40	47.62		

From the table above it could be interpreted that boys and girls in government schools at the secondary level differ significantly at 1% level with regard to the select variables, namely, school satisfaction, sense of safety and academic achievement whereas they do not differ significantly in psychological counseling needs. Pertaining to all the variables, girls are significantly better than boys in government schools.

Table – 2

Significance of Mean Difference between Boys and Girls in Government-aided Schools at the Secondary Level

Variables	Groups	N	Mean	SD	t - value	Level of Significance
School Satisfaction	Boys	137	86.21	17.97	6.029	0.001
	Girls	133	103.93	29.17		
Sense of Safety	Boys	137	8.13	2.47	8.102	0.001
	Girls	133	11.31	3.84		
Psychological Counseling Needs	Boys	137	48.56	10.78	2.077	NS
	Girls	133	51.98	16.02		
Academic Achievement	Boys	137	259.26	50.22	6.648	0.001
	Girls	133	314.49	82.81		

From the table above it could be interpreted that boys and girls in government aided schools at the secondary level differ significantly at 1% level with regard to the selected variables, namely, school satisfaction, sense of safety and academic achievement, whereas they

do not differ significantly in psychological counseling needs. Pertaining to all the variables, girls are significantly better when compared to boys in government aided schools.

Table – 3

Significance of Mean Difference between Boys and Girls in Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	t - value	Level of Significance
School Satisfaction	Boys	129	105.81	17.64	4.054	0.001
	Girls	141	113.98	15.53		
Sense of Safety	Boys	129	11.12	2.71	3.511	0.001
	Girls	141	12.18	2.24		
Psychological Counseling Needs	Boys	129	51.88	14.86	1.688	NS
	Girls	141	55.37	18.88		
Academic Achievement	Boys	129	316.47	48.049	5.728	0.001
	Girls	141	347.78	41.908		

From the table above it could be interpreted that boys and girls in private schools at the secondary level differ significantly at 1% level with regard to the select variables, namely, school satisfaction, sense of safety and academic achievement whereas they do not differ significantly in psychological counseling needs. Pertaining to all the variables, girls are significantly better than boys in private schools.

Table - 4
Simple Correlation Matrix between the Select Independent Variables and Academic Achievement at the Secondary Level

Variables	School Satisfaction	Sense of Safety	Psychological Counseling Needs	Academic Achievement
School Satisfaction	1	0.801**	0.357**	0.863**
Sense of Safety	X	1	0.271**	0.873**
Psychological Counseling Needs	X	X	1	0.324**
Academic Achievement	X	X	X	1

In the above table, the inter correlation between the independent variables show significant relation among themselves and also with the dependent variable. It is seen that there is significant correlation between all selected variables, namely, independent variables like school satisfaction, sense of safety, psychological counseling needs and the dependent variable, academic achievement at the secondary level.

CONCLUSION

Many schools now give students an overall "school health survey," asking questions about how safe the students feel at school, whether or not they are bullied, and if the school culture adequately resolves conflicts and disputes. In the present research it is

reported that school satisfaction and sense of safety was well established among the secondary schools and also influence the academic achievement.

EDUCATIONAL IMPLICATION

- The school is the second home of the child, therefore the social climate for learning in the school should be made conducive so that the students can do better in their academics. Indian government should endeavor to provide adequate funds for provision and maintenance of school facilities. Students and teachers should imbibe good maintenance of culture to ensure that school facilities last longer and serve their purposes optimally.
- Head of department should be incorporated into team of supervision/inspection in collaboration with education inspectors to establish trust, acceptability, cooperation and would also serve as morale booster to other Schools who will easily adhere to needed changes to improve students ' academic performances for good grades in tests and examinations. Praises and rewards should also be extended to the head of department while outstanding ones should be recognized publicly for morale booster and continuous service to improving education in its entire ramification.

- Teachers has to discuss the link between school safety and students academic achievements with students, parents and colleagues. Set the climate in your classrooms early and as necessary, letting students know that bias-related harassment and slurs are not acceptable. Treat all forms of bias-related harassment and slurs as serious and preventable
- Students have to speak out when hear slurs or negative comments about another person based on a personal characteristic (like their race, religious, sexual, orientation, body size, or gender nonconformity). Find out how to make a compliant when harassment happens in your school. You can make a complaint about harassment even if you aren't the target of it.

Speak out in support of actions school districts and schools can take:

- Publicizing and enforcing anti-harassment policies.
- Providing resources, information, and support to students.
- Training teachers and others staff about bullying and how its affect the academic achievement.
- Measuring and monitoring bias-related harassment in their local school district.

- Nurturing of and training for school safety volunteers (“School Guards”) to engage in school patrols and security efforts.

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