

Access The Students Satisfaction Level With The Environment Of Schools And Academic Excellence – A Study With Special Reference To Chennai City

**By
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ABSTRACT

The growing competition in the education industry gave way for the improvement in academics predominantly in schools. The services provided in schools are continuously under scrutiny, and immediate corrective actions are taken to achieve the optimum results. To achieve the optimum results, the schools are continuously improving and updating their services i.e., technologies, teaching methodologies, to make their students multi-talented. School Education comes under the services sector. Since the feedback from the specific customer, i.e., students about their understanding and expectation of services and their outcomes in the form of modified behaviors, express the improvement in school services. The present study was undertaken to study perceptions and expectations of Higher Secondary school students regarding the quality of services in schools by state board affiliation. The researcher had selected 381 higher secondary school students from the schools of Chennai city as a sample for this study. The Service quality rating scale by Parasuraman and Zeithaml (1985) is used as a tool for the research. To explain the data collected, the study found that there is a significant difference between satisfaction level with the school environment and academic excellence within the State Board Higher Secondary school students in the study area.

Keywords: Academic excellence, Students, School Environment, and services

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INTRODUCTION

Chennai city consists of five types of schools, namely, Self-financed, Aided, Anglo-Indian, Government, and Chennai Schools, which are all affiliated to the Tamil Nadu Board for Higher Secondary Education, which functions under the Tamil Nadu State Board of Examinations. These schools offer a wide range of courses for students who completed their Secondary level school Certificate (SSLC), i.e. 10th standard. The growing competition in the education industry gave way for the improvement in academics predominantly in schools. The services provided in schools are continuously under scrutiny, and immediate corrective actions are taken to achieve the optimum results. To achieve the optimum results, the schools are continuously improving and updating their services, i.e. technologies, teaching methodologies, to make their students multi-talented. School Education comes under the services sector. Since the feedback from the specific customer, i.e., students about their understanding and satisfaction level of services and their outcomes in the form of modified behaviors, express the improvement in school services. Educational institutions that provide a high quality of services and facilities have more capable, high performing, and talented students (Hasan et al.,2013) and the teachers will achieve higher success if they prepare educational programs according to the needs and expectations of their students (Demirtaş&Kahveci, 2010). School students are not aware or cannot predict what they are gaining in the future, so the schools must create a suitable environment and provide academic excellences thus paving the way for satisfaction. Customer satisfaction paralleled with

service quality (Zeithaml & Bitner, 2000) and came as a result of service quality (Zeithaml & Parasuraman, 1996).

The schools must deliver high service quality in this competitive world. Therefore, the purpose of this research is to determine student satisfaction with the environment of schools and academic excellence. This study provides essential directions for school administrators and school teachers; it also assists teachers in understanding their student's needs. Thus, schools can identify areas that need further improvement.

The researcher has defined the satisfaction level of students' environment with academic excellence operationally to suit the education sector, which is as follows:

Satisfaction from the School Environment: Providing infrastructural facilities, creating a platform for oratory, writing, and other competitive skills, providing neat and hygienic environment, assisting with right mentoring, counselling and career guidance facilities, giving coaching for competitive exams, conducting science exhibitions, providing grievance redressal mechanism and initiating remedial classes for weaker students.

Academic Excellence: developing personality skills, laying down the strong academic foundation, gaining behavior attitudes, cultivating hygienic habits, building analytical and Leadership skills, inculcating better study methodologies, cultivating time management abilities.

REVIEW OF LITERATURE

Gold (2001) Found that the students should be considered as primary customers, and educational institutes should focus on student-centered education (Qureshi et al., 2010). As there is a positive relationship between the quality of service offered and student satisfaction,

management should pay keen attention to the quality of service offered (Helgesen and Nasset, 2007). This student-centric approach of service quality has gained momentum in educational institutions as the increasing cost of education has created a new generation of students with greater customer awareness than ever before. Kok, H.B., Mobach, M. and Onno, S.W.F. (2011) claimed that the more facility services directly affect the educational process, the higher their potential contribution to educational achievement will be. Hence, they suggested and constructed a typology of facility management services based on the services' influence on the learning outcome and added value in the educational environment. There are two different ways to determine service quality, first, by comparing student perceptions with their expectations of an institution. Then, by collecting student feedback about their academic life.

STATEMENT OF PROBLEM

Parents have realized the importance of education and are ready to spend vast amounts of money on their wards schooling and higher education. Moreover, they aim to make sure their children get the best from the school environment. Hence parents, as well as students, expect more from the environment like infrastructural facilities, hygiene, counseling services, coaching classes, improving competitive skills, and others.

OBJECTIVES OF THE STUDY

1. To study the student's satisfaction level with the school environment in the study area;
2. To examine whether there is any significant difference among the schools concerning the school environment in the study region; and
3. To assess whether the schools are creating any academic excellence among the students in the study area.

STATEMENT OF HYPOTHESIS

1. The school students do not satisfy with the school environment in the study area

2. There is no significant difference among the schools concerning the satisfaction of the school environment in the study area
3. The schools do not create academic excellence among the school students in the study area

RESEARCH METHODOLOGY

The study's objective is to assess the Students' Satisfaction Level with the Environment of Schools and Academic Excellence- a Study with Special Reference to Chennai City. The nature of the study is descriptive. The data obtained from both primary and secondary sources. The relevant data were collected from the selected school students from government, aided, self-financing, and Anglo-Indian schools in Chennai city. The Simple convenience sampling method employed to get the responses from students. The final sample consists of 381 students of higher secondary school students in Chennai city. The responses are collected from the students related to satisfaction with the school environment and academic excellence. A five-point Likert scale obtains the responses from strongly agree to disagree strongly. The analysis of the complex factors into the simple ones and their interpretation fulfills the desired purposes and objectives. The simple percentage analysis, one-sample t-test, analysis of variance test was used to test the hypothesis of the study.

Data Analysis and Discussion

Table 1
Personal Characteristics of Students

Gender	Frequency	Percent
Male	271	71.1
Female	110	28.9
Total	381	100.0
Group		
Science	25	6.6
Maths	100	26.2
Commerce	256	67.2
Total	381	100.0

Medium		
Tamil	38	10.0
English	343	90.0
Total	381	100.0
Place		
North	136	35.7
South	130	34.1
Central	115	30.2
Total	381	100.0

Source: Primary data

Table 1 shows the results of the personal characteristics of students in the study area. In connection with the gender distribution, the majority of 71.1% of the students are boys, and 28.9% of the students are girls. Regarding the group opted by the students, the majority, i.e., 67.2% of the students chosen commerce groups, followed by 26.2% of the students opt Mathematics, and 6.6% of the students opt science group in the study area. As for a medium of the study chosen by the student's concern, the majority, i.e., 90% of the students opt English medium, and 10% of the students opted Tamil medium. Regarding the place of schools, the majority of 35.7% of the students from North Chennai, followed by 34.1% of the schools from South Chennai, 30.2% of the schools are from Central Chennai.

Table 2
Type of School Management

Type of School Management	Frequency	Percent
Government	95	24.9
Aided	96	25.2
Self-finance	152	39.9
Anglo Indian	38	10.0
Total	381	100.0

Table 2 describes the results of the type of school management in the study area. It is noted from the above table, 39.9% of studying in self-financing schools, followed by 25.2%

of the students is studying in aided schools, 24.9% of the students are studying in government schools, and 10% of the students are studying in Anglo Indian schools.

Null Hypothesis 1

The school students do not satisfy with the school environment in the study area

Table 3
One-sample t-test for Students satisfaction level with School Environment
N=381

Satisfaction with School Environment	Mean	SD	t	P
My school satisfies me with the all required infrastructural facilities.	4.28	1.047	23.831	<0.001**
My school creates a platform for oratory, writing and other competitive skills	3.25	1.351	3.640	<0.001**
My school provides us with neat and the most hygienic environment	4.16	.979	23.192	<0.001**
My school assists us with the right mentoring, counseling and career guidance services/sessions/facilities	3.62	1.107	10.871	<0.001**
My school gives coaching for competitive exams	4.46	.844	33.698	<0.001**
My school regularly conducts Science Exhibitions	4.23	.966	24.768	<0.001**
My school provides us with an effective grievance redressal mechanism	4.02	1.195	16.631	<0.001**
My School initiates remedial classes for weaker students	3.25	1.447	3.399	<0.001**

Table 3 exhibits the results of the One-sample t-test for students' satisfaction level with the School Environment in the study area. Since the p-values of entire statements of satisfaction of the environment of schools are <0.01 and it is statistically essential at a 1% level. Therefore, the proposed null hypothesis rejected and confirmed that the students are satisfied with the features and facilities offered by the management of schools.

Null Hypothesis-2

There is no significant difference among the schools concerning the satisfaction of the school environment in the study area

Table 4
Analysis of variance test for the type of schools and satisfaction level of the school environment

	Type of Schools	N	Mean	SD	F	p
My school satisfies me with the all required infrastructural facilities.	Government	95	3.15	1.329	22.689	<0.001**
	Aided	96	4.31	1.059		
	Self-finance	152	4.28	1.075		
	Anglo Indian	38	4.03	1.174		
My school creates a platform for oratory, writing and other competitive skills	Government	95	2.44	1.191	9.572	<0.001**
	Aided	96	3.31	1.332		
	Self-finance	152	3.22	1.328		
	Anglo Indian	38	3.32	1.416		
My school provides us with neat and the most hygienic environment	Government	95	3.23	1.316	16.571	<0.001**
	Aided	96	4.14	1.001		
	Self-finance	152	4.11	1.020		
	Anglo Indian	38	4.21	.843		
My school assists us with the right mentoring, counselling and career guidance services/sessions/facilities	Government	95	2.78	1.150	13.491	<0.001**
	Aided	96	3.59	1.139		
	Self-finance	152	3.59	1.088		
	Anglo Indian	38	3.74	1.005		
My school gives coaching for competitive exams	Government	95	3.09	1.329	44.203	<0.001**
	Aided	96	4.52	.882		
	Self-finance	152	4.47	.805		
	Anglo Indian	38	4.11	1.085		
My school regularly conducts Science Exhibitions	Government	95	2.96	1.246	40.374	<0.001**
	Aided	96	4.27	.968		
	Self-finance	152	4.29	.953		
	Anglo Indian	38	4.37	.819		
My school provides us with an effective grievance redressal mechanism	Government	95	3.26	1.423	8.665	<0.001**
	Aided	96	4.13	1.190		
	Self-finance	152	3.90	1.217		
	Anglo Indian	38	4.00	1.040		
My School initiates remedial classes for weaker students	Government	95	2.67	1.567	3.536	0.001*
	Aided	96	3.27	1.573		
	Self-finance	152	3.14	1.397		
	Anglo Indian	38	3.39	1.443		

Table 4 highlights the results of the Analysis of variance tests for the type of schools and the satisfaction level of the school environment. It is identified from the above table, the p-values of entire statements of satisfaction of school environment <0.01 . The null hypothesis rejected at a 1% level and confirmed that there is a significant difference among the schools concerning the satisfaction level of the school environment.

Null Hypothesis-3

The schools do not create academic excellence among the school students in the study area

Table 5
One-sample t-test for creation of academic excellence among the school students
N=381

	Mean	SD	T	p
I am happy that my school developed personality skills like oratory and Leadership skills in me	4.28	1.094	22.849	$<0.001^{**}$
I am glad that my school laid a strong academic foundation for my higher education	3.74	1.288	11.253	$<0.001^{**}$
I am contented that I gained better behavior attitudes through my school	4.39	1.124	24.061	$<0.001^{**}$
I am proud of the hygienic habits cultivated to me by my school	4.18	1.200	19.256	$<0.001^{**}$
I am confident about my analytical and Leadership skills developed by my school	3.25	1.493	3.259	$<0.001^{**}$
I am delighted about the approach or the method of study inculcated by my school	2.02	1.252	-15.261	$<0.001^{**}$
I am pleased about the time management abilities cultivated by my school	3.67	1.521	8.654	$<0.001^{**}$

Table 5 describes the results of a One-sample t-test for the creation of academic excellence among the school students. It is noted from the above table, the p-values of entire statements are <0.01 and statistically crucial at a 1% level. Therefore, the proposed null hypothesis rejected and confirmed that the school environments are creating academic excellence among the school students in the study region.

SUGGESTIONS FOR IMPROVEMENT

By the results of the study and after statistical analysis, the following improvements are recommended to schools to improve their overall satisfaction level of the school environment and academic excellence.

Improving the school environment in conducting remedial classes, in creating a platform for oratory, writing, and other competitive skills. Also, provide the right mentoring and career guidance services regularly.

CONCLUSION

This study provides a useful insight into the importance of satisfaction related to the environment of schools and academic excellence. The study observed that all the p-values of the pairs are less than 0.01 and statistically crucial at a 1% level. Therefore, the study concluded that school students are not satisfied with the school environment, along with there is a significant difference among the schools concerning the satisfaction of the school environment. Moreover, it confirms that the school environments are creating academic excellence among the school students in Chennai city.

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