

A COMPARATIVE STUDY ON STUDENTS' ENGAGEMENT IN DIFFERENT BOARDS OF EDUCATION IN TIRUNELVELI CITY

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Abstract:

This study examines the relationship between student engagements with the different boards of studies. In this study CBSE, the State Board of Tamil Nadu and ICSE were compared. The present study analyses the student's engagement with the different boards of education in Tirunelveli City mainly on behavioural factors. Both primary and secondary data have been collected. The study is based on stratified disproportionate random sampling. The sample size of 218 respondents was selected from the population of 16310 from the Tirunelveli city schools. A stratified disproportionate random sampling method was adopted to identify the sample units. The respondents were stratified into three boards namely CBSE, State Board of Tamilnadu and ICSE. The research tools used in this research are ANOVA and the 'F' test. The analysis revealed the higher student engagement on behavioural factors were, I do my best to my teachers' expectations, I am aware of all political and current issues in the world, I have strong reasoning and analytical abilities, I initiate classroom activities and school occasions and participate voluntarily, During the class, I ask a lot of questions, I agree that my examination induces me to think critically, In order to receive a good grade, I have to work hard and I can freely interact with my teachers and they encourage us always.

I - INTRODUCTION:

Students' engagement is a multifaceted construct that results from all of a person's experiences (Christensen & Dahle, 1998). Students get a sense of independence during their elementary and middle school years. They also learn how to deal with emotions like jealousy, fear, and anger (Kostelnik, Stein, Whiren, & Soderman, 1998). Although they could be represented differently in different countries, each of these social aspects appears to be universal throughout cultures (Ekman & Davidson, 1994). The major educational boards, including the CBSE, STATE OF TAMIL NADU, and ICSE, stress varied study methods and cultivate analytical abilities in their pupils at various levels. This study aims to determine how different school boards of education (namely CBSE, STATE, and ICSE) affect the growth of student engagement. Given the role of poor student engagement in the process that creates mental diseases, accurate measurement of student engagement is crucial, particularly in prevention, intervention, and the identification of risk groups. The goal of the project is to create a school board climate that fosters good growth of student engagement.

When a student is learning or being taught, they are said to be engaged if they are paying close attention, showing curiosity, enthusiasm, optimism, and passion. This extends to how motivated they are to study and advance in their education. The concept of "student engagement" is primarily founded on the assumption that learning improves when students are curious, interested, or inspired, and that learning suffers when students are bored, indifferent, disillusioned, or otherwise "disengaged." Instructors typically remark that one of their teaching objectives is to encourage or strengthen student participation.

Concept of Student Engagement:

The willingness of students to participate in and succeed in their learning process is referred to as student engagement. Emotional, behavioural, and cognitive engagement are components of student involvement. The first depicts students' attitudes towards their instructor, classroom, and sense of belonging. The second demonstrates how engaged and attentive students are in their classes.

A condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more.

Behavioural engagement is something we can observe to infer students' persistence, effort, attention, participation, and involvement.

State Boards

State Boards are unique to each State and follow separate syllabi and ranking criteria. Amongst the top Education Boards in India, each state board does have its educational strategy that induces a variation in the curriculum from one state to the other in India. It focuses on state-level subjects and local material, allowing students to prepare for state-level engineering and medical admission exams. In comparison to other boards, the syllabus is often limited. Regional languages and heritage are important components of the curriculum. Some state boards have mandated all schools to use only NCERT texts, which are required for students to prepare for pan-India exams

Central Board of Secondary Education (CBSE)

CBSE (Central Board of Secondary Education) is considered to be among the most prominent and perhaps most widely acknowledged Education Boards in India. CBSE has accomplished this by implementing traditional teaching frameworks in the majority of the country's schools. This is also the national level board that many private and public schools in the country follow. The Board administers exams to both private and ordinary pupils. Anyone interested in distance education can apply for admissions and evaluations. After grade 10, CBSE students can choose from a number of disciplines in science, business, and humanities.. Students who have completed class 12 can apply to a variety of universities for further education

Indian Certificate of Secondary Education (ICSE)

The ICSE, or Indian Certificate for Secondary Education, is an excellent programme that focuses on the fundamentals and principles of concepts. It is yet another practical Education Board in India. In India, the Council for Indian School Certificate Examination is a private school board. The purpose of this Board is to undertake a basic education analysis using the English medium in accordance with the recommendations of the New Education Policy 1986 (India). Examinees must study six subjects, with one to three papers each subject. This amounts to eight to eleven papers, most of which are subject-based. The ICSE tests determine the top five subjects out of six. English markings, on the other hand, are required and are carried.

Statement of the Problem:

Our nation's biggest issue is the mismatch between skill requirements and available jobs rather than a lack of job opportunities. Despite having educational credentials, many people lack the skills necessary for the job. Student engagement is more important for the skill development of the student, but this student engagement varies in various boards of education. Numerous teachers struggle with the issue of low Student engagement. The subject of student engagement in the classroom has been examined in several types of research. This problem continues for several reasons. The attitudes of teachers and the surroundings in the classroom may contribute significantly to student engagement. The teachers' attitudes directly influence their students' attitudes and when teachers are passionate about the subjects they are teaching, Students have a more favourable attitude toward what they are studying, but these vary in various boards of education. Not only teacher relationship many other factors affect student engagement in this study researcher explores the various factors related to student engagement and compares their outcomes in various boards of education.

Objective of the Study

- To compare and find student engagement in different boards of education with the help of behavioural factors.

Hypotheses

- There is no significant relationship between the Board of Education and the Behavioral factor of students.

II - RESEARCH METHODOLOGY

Research Design

The research design is descriptive. The descriptive research design simply describes the student engagement with the different boards of education of higher secondary schools from State Board, CBSE and ICSE in Tirunelveli City. The descriptive study is typically concerned with determining the frequency with which something occurs or how the variables vary together. Necessary primary data were collected from male and female students from higher secondary school State Board, CBSE and ICSE in Tirunelveli City.

Area of the Study

This study was conducted in Tirunelveli City State Board, CBSE and ICSE Higher Secondary School.

Sample Size

218 respondents were selected from the population of 16310 from the Tirunelveli city urban area school. A stratified random sampling method was adopted to identify the sample units.

Data Collection

Primary data was collected from the Tirunelveli City State Board, CBSE and ICSE Higher Secondary School Students.

Statistical Tools

To analyze the comparison on different boards of higher secondary study appropriate statistical tools were used. The research tools used were ANOVA and the 'F' test.

Scope of the Study

This study focused on the comparison of student engagement with the different boards of education in the Tirunelveli district. The boards for studies are Tamilnadu State Board, CBSE, and ICSE. Every teacher has their style of student engagement. It will differ from board to board. The researcher has an own interest to find the best student engagement style following boards in the Tirunelveli district. The main purpose of this study is to compare and improve the student engagement style. The government won't give low-level student engagement to their school student. This analysis will help the government to follow a better student engagement style for their students. It will maximize the knowledge of the student with different skills.

Limitations of the Study

It should be noted that our study has limitations. Only students from Tirunelveli were analyzed, therefore, these students had a similar mentality, which can differ from representatives of other countries and affect the results of the study. Also, the study was conducted in a short time frame basis since live online learning was introduced in September 2020, so the sample size was quite limited.

III - REVIEW OF LITERATURE

Frauke Kubischta (2014) analyzed the results to indicate that the changes in the curriculum have been a good decision but that the preparations of the processes to cater better to the individual needs of the students still need to be improved. The questionnaire as such or split into separate parts in conjunction with a personal interview is an easy and fast way to investigate regularly in future the engagement and motivation of the students to the studies.

Archana Kumari (2013) discovered that some psychological characteristics, such as self-concept, are very important in influencing students' academic achievement. At the upper secondary level, a sample of 321 students from 106 state schools, 110 matriculation schools, and 105 central board schools was selected. These students attended various types of schools and were enrolled in various educational systems. The results of the survey showed that, in comparison to students from other boards, pupils attending central board schools had higher levels of student engagement and academic accomplishment.

IV - ANALYSIS AND INTERPRETATION

Board of Education and Behavioural Factors of Students

There is no significant relationship between the Board of Education and the Behavioural factor of students.

In order to find out the significant difference in Student Engagement among the board of education with a behavioral factor of a student, 'ANOVA' test is used with the null hypothesis as "There is no significant relationship between Board of Education and Behavioural factor of students in Tirunelveli district". The result of 'ANOVA' test is presented in Table 1.1.

Table 1.1

Behavioral factor of students	Board of Studies			F Statistics
	State Board	CBSE	ICSE	
I do my best to my teachers' expectations	4.3242	4.4036	3.8475	14.241*
I am aware of all political and current issues in the world	3.8789	3.8862	3.6233	3.776*
I am able to reason out the causes of current issues and political situation.	3.9141	4.0136	3.9103	0.852
I am confident in my ability to address any audience and deliver a brief speech in front of them	3.9955	4.0538	3.9492	0.737
I have strong reasoning and analytical abilities	3.9258	4.1403	3.7848	6.530*
I initiate classroom activities and school occasions and participate voluntarily	3.9492	4.1267	4.0987	2.682*
I am able to apply all of the things I have learned in class to real-world situations	3.9292	3.9548	3.7713	1.981
During the class, I ask a lot of questions	3.9961	4.1222	4.2152	3.114*
I agree that my examination induce me to think critically	3.9660	4.1321	4.2012	8.133*
I won lots of competition outside the school	3.9414	3.8643	4.0045	0.874
Classroom learning helps me outside of school	3.8672	3.8869	3.7085	1.657
I am getting a high quality education in this school	3.8828	3.9998	3.8430	0.618
In order to receive a good grade, I have to work hard	3.6133	3.8891	3.8789	3.291*
I can freely interact with my teachers and they encourage us always	3.9102	4.1041	3.8565	3.628*

Source: Primary data

*Five per cent level Significance

From the above table, it is understood that I do my best to my teachers' expectations is the important behavioural factor by the CBSE and ICSE students as their mean scores are 4.4036 and 4.3242. It is further understood that I am aware of all political and current issues in the world is another behaviour factor by the CBSE student as their mean score is 33862. The table further shows

that I have strong reasoning and analytical abilities 4.1403. It is further understood that I initiate classroom activities and school occasions and participating voluntarily is an important behaviour factor by the CBSE and ICSE 4.1267 and 4.0987. It is further understood that during the class I ask a lot of questions about another behavioural factor by the ICSE and CBSE students as their means scores are 4.2152 and 4.1222. It is further understood that I agree that my examination induces me to think critically is another factor by ICSE and CBSE students as their means scores are 4.2012 and 4.1321. The table further shows that In order to receive a good grade, I have to work hard are another behavioural factor of CBSE students as their means score is 3.8891. It is further understood that I can freely interact with my teachers and they encourage us always is an important factor for CBSE students as their mean value is 4.1041. Regarding the behavioural factor, I do my best to my teachers' expectations, I am aware of all political and current issues in the world, I have strong reasoning and analytical abilities, I initiate classroom activities and school occasions and participate voluntarily, During the class, I ask a lot of questions, I agree that my examination induces me to think critically, In order to receive a good grade, I have to work hard and I can freely interact with my teachers and they encourage us always are statistically significant at 5 per cent level. So, the null hypothesis is rejected.

V FINDINGS

From the study it is understood that regarding the behavioural factor of student engagement with the board of education, I do my best to my teachers' expectations, I am aware of all political and current issues in the world, I have strong reasoning and analytical abilities, I initiate classroom activities and school occasions and participate voluntarily, During the class, I ask a lot of questions, I agree that my examination induces me to think critically, In order to receive a good grade, I have to work hard and I can freely interact with my teachers and they encourage us always are statistically significant at 5 per cent level.

Conclusion

In this chapter the researcher analyzed the student engagement with different board of studies. The variable used for this study is behavioural factor. The researcher concluded that there is a significant relationship between the Board of Education and the Behavioural factor of students at 5 per cent level.

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