



A REVIEW ON ACHIEVEMENT IN ENGLISH OF SENIOR SEC SCHOOL STUDENTS IN RELATION TO LEADERSHIP STYLE AND SCHOOL ENVIRONMENT

Shashi Choudhary, Dr. Seema

¹Research Scholar, Baba Mastnath University, Rohtak

²Assistant Professor, Baba Mastnath University, Rohtak

Abstract

The purpose of education is to awaken, develop, and make possible each student's innate potential. The act of forming an individual's personality through an event or conduct is known as education. In today's world, education's primary goals are to keep up with the rapid advancement of knowledge, which cannot be passively absorbed. English is now spoken on several continents throughout the world, having originated on a small island. It is now the world's Lingua Franca and the official language of the commonwealth. The exact number of English speakers in the globe now is hard to determine. English is one of the languages that should be considered a global language among all others. It is the most commonly spoken language in the world. The English language has been given particular weight. Numerous investigations have been conducted to determine the elements contributing to or influencing achievement. Within the same school setting, some children succeed well while others do not. For a child's growth, school is the first and most important place to be. A child's personality may be severely damaged by an inadequate educational environment, affecting both their abilities and ability to change their behaviour. Therefore, the primary focus of this work is on related work based on senior secondary school students' English language proficiency.

Keywords: Education System, English Language, School Environment etc.

1. INTRODUCTION

Education is supposed to bring up or draw out and make or manifest the inherent potentials of college students. Education is referred to as an act or experience that has a formative impact on the personality of an individual. The joy consists of all the life stories through its exclusive establishments deliberately transmitting its cultural historical past to its younger. Education is a product of experiences and their reorganization. It constructs the experience, which provides to the meaning of joy, at the same time as growing the capacity to direct the path of subsequent reports. Different disciplines or examine provide experiences, which differ in their kind and intensity. The major tasks of training in a cutting-edge society are to preserve pace with the charge of growing information and this expertise can't be received passively. The major account in training must be on the awakening of interest, the simulations of creativity, the improvement of right pastimes, attitudes and values and constructing of crucial abilities consisting of unbiased study, ability to suppose, decide for oneself and so on.

Education is the key to all procedures of improvement particularly human development. Catalytic motion of education in this complicated and dynamic boom system wishes to be deliberate meticulously and performed with incredible sensibility. Education is fundamental to all-spherical improvement of human potential-material and non secular. It refines sensitivities and perceptions that contribute to national concord, a medical mood and independence of mind and spirit for this reason furthering to the goal of socialism, secularism and democracy enshrined in our contribution. Education develops manpower for different degrees of economy and empowers the terrible masses to come to be self-reliant sufficient to participate in the procedure of national improvement. Education is accordingly an device for developing an economically prosperous society and for making sure equality and social justice.

2. IMPORTANCE OF ENGLISH

Today English has spread from one small island to various continents in the global. It has become the reliable language of the commonwealth and the Lingu Franca of the arena. Other languages-Greek and Latin, Spanish and French, Turkish and Arabic- have unfold beyond their original homelands in the wake of political, cultural, or religious expansion; but no language in the records of the international has spread greater extensively or been used more extensively than English. It is difficult to confirm the range of English audio system in the arena these days. Of all the languages inside the global these days English merits to be regarded as a global language.

It is the international's most extensively spoken language. It is the common approach of verbal exchange between the human beings of different nations. One character out of every 4 on earth can be reached through English. There are almost 250 million humans for whom English is the mother tongue or 'first language'. If we upload to this the quantity of human beings who've a working information of English as a second or foreign language, many Indians, Africans, Russian, Frenchmen and so on, we increase the overall to approximately 350 million. It is real English is the mother tongue of the people of Great Britain. But they are now not the most effective local speakers of the language. Americans, Canadians, and Australian too are native audio system of English. So English isn't the mom tongue of the Great Britain simplest. It way that the native speakers of English are not limited to Great Britain on my own.

English : Second Language In India

Indians are not local speakers of English; to us English is a 2nd language. So, studying is not as herbal to us as it's miles to the native speaker. The native speaker of English has imbibed the language with his mom's milk. He has become acquainted with the additives of English in the natural technique of growing up. This can't be so with us. For us gaining knowledge of English is essentially a planned effort at growing a command and control of the exclusive additives of the language; its phonology (the sound system), its morphology (the styles and parts of words) and its syntax (the patterns of terms and sentences). The question is how we Indians can grasp these components of English while we examine it as a second language. It is possibly actual that children collect a better mastery of pronunciation gadget than that of adults; this is due to the fact adults who have already an first-rate command of their first language can't without problems adapt themselves to the sound gadget of new language.

But adults research a 2nd language show higher studying abilities than children acquiring a language in that the previous have well evolved colleges and can carry to endure deductive and analytical techniques on language studying. The real fulfillment of adults is superior to that of children because of their mental faculties that have been developed inside the general technique of schooling. The two critical factors in a 2d language are gaining knowledge of conditions of the student and the trainer. The instructor has problems to take when he is faced with venture of coaching a category of college students who display various capacities of assimilation. In India even at the university degree a big quantity of teachers need to convince the scholars approximately what he desires to do in their own hobbies.

3. IMPORTANCE OF ACHIEVEMENT

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as

possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The search, therefore, continues; educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. In view of this it will be very useful to undertake a synoptic view of the researches conducted in the field so far as this will indicate the areas on which educational researchers could concentrate most profitably.

Leadership Style

An effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organization or societal goals. According to Mc Swain "leadership is about capacity: the capacity of leaders to listen and observe, to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision-making to articulate their own values and visions clearly but not impose them. Leadership is about setting and not just reacting to agendas, identifying problems, and initiating change that makes for substantial improvement rather than managing change. Leadership signifies the place of a person who commands audience, respect and who is obeyed and followed by the subordinate followers. Leadership is also used in the sense as "to guide others, to be head of an organization and to hold command.

Home Environment

Home is said to be first school of the child. Home environment is one of the most potential factors influencing a child's achievement. This aspect of academic achievement has been studied by Jain. There is considerable evidence to prove that parental attitudes and the nature of home-environment are important determinants of a child's success in reading. Psychologically, the individual inherits certain potentialities, the extent of whose development will be dependent in part, on the environment during the period of growth. This implies that function and behaviour are both inherited and acquired. Emotional influence thus has as its basis, certain factors, which cannot be fundamentally changed because they are inherited, and others evolve out of the home environment.

4. REVIEW OF LITERATURE

The relationship between school leadership and student achievement and other outcomes in the United States since 2000 was presented by A. Grissom et al. [2021] [1], roughly continuing where left off in their seminal school leadership research review commissioned by the Wallace Foundation. The renowned finding of that report that "leadership was second only to classroom instruction among all school-related factors that contribute to what students learn at school" helped the field realise how important effective leadership is in schools. However, the research base Leithwood and associates could draw from differed from the one we analyse, as did the principalship they were considering. We explore, challenge, and expand upon these previous findings in this paper to offer fresh guidance for school leadership practice, policy, and research. We pose three key queries. First, who were the principals of public schools, and how had their makeup evolved in the previous twenty years? Second, what impact do principals have on other school outcomes and student achievement? Lastly, what motivates the efforts of principals? That was, what traits, abilities, and actions distinguished effective principals? According to Saikia et al. [2022][2], a child feels safest at home when they are a newborn. The child is cared for and receives all of his support from his home and family. Emotions in children were developing in tandem with their perception of their surroundings. The goal of the current study was to determine how secondary school students' home environments and emotional intelligence related to each other. Using the stratified random sampling approach, the study's sample was chosen. For the investigation, 200 samples in total were chosen. The study's findings showed a significant correlation between secondary school pupils' emotional intelligence and their family environments.

According to Jones et al. [2022] [3], the classroom setting is crucial to the educational process. A classroom that fosters respect is one in which every student feels respected and safe, both emotionally and academically (Miller & Pedro, 2006). Building a respectful environment involved numerous factors, including peer status, classroom management, and student-teacher connections. Numerous research point to the importance of peer status and

excellent student-teacher connections in creating a sense of belonging in the classroom, which is crucial for creating a respectful atmosphere. Furthermore, an inclusive and student-centered approach to classroom management fosters and cultivates a respectful learning environment. Ultimately, creating an atmosphere where every kid feels important results in improved academic performance and a stronger feeling of community. This study looked into the various methods that educators can develop close bonds with their students, encourage positive peer relationships, and establish classroom rules that eventually help to create a respected learning environment. I collected field observations, lesson plans, and student feedback during my semester of student teaching to identify strategies that improved the development of a respectful learning environment in upper-grade high school English classrooms.

D. Chen et al. [2022] [4] described the various leadership style clusters and the connection between the leadership style of the principal and the academic accomplishment of the students in the areas of science, math, reading, and cooperative problem-solving in Germany and China. We made use of PISA 2015 data, which included 9,841 students and 268 school leaders from Chinese schools and 6,504 students and 256 school heads from German schools. The findings revealed two leadership styles in China, namely transformational (38.6%) and instructional (61.4%) principals, and three in Germany, including transformational (23.4%), instructional (41.3%), and integrated (35.3%) leadership. In Germany, school accomplishment was greater for principals with instructional and integrated leadership, whereas in China, student achievement was only marginally higher for principals with transformational leadership alone. Furthermore, the correlations between each domain of student accomplishment and three leadership styles in Germany and two in China were demonstrated. To sum up, Chinese and German school principals prioritised different things. The impact that principal leadership has on student accomplishments revealed the distinctions between German and Chinese principals' situational contexts and leadership styles.

According to Z. Zheng et al. [2022][5], the evolution of higher education has gone through three distinct phases: elitist, popular, and universal. China was making a calculated decision to align its higher education system with global trends by aiming for universal access. Analyzing college students' academic performance was a useful strategy for raising the standard of the higher education system. It was discovered via a study of the literature on college students' academic accomplishment that the measurement instruments were more accurate and the academic achievement measurement indices tended to be more varied. In light of this, the purpose of this study is to highlight the limitations of previous research in order to serve as a guide for future investigations into the academic performance of college students.

M. The primary aim of the research, according to M. Bachore et al. [2022] [6], was to compare academic accomplishment in urban and rural secondary schools with English language literacy skills. There was a descriptive design used in the investigation. They were chosen using a stratified random sample technique. A literacy competency exam comprising reading and writing skill items was used to gather the data. The mean disparities between the English language literacy skill performances of high and poor achievers in secondary schools in rural and urban areas were then compared using a t-test. Additionally, the p-value was calculated to assess the obtained mean difference's degree of significance. The results showed that urban secondary school high achievers excel on the English language literacy test, with a statistically significant mean difference (0.003, <0.05) between the two groups. Comparing the subcomponents of English literacy skills between high achievers in urban and rural areas, a statistically significant mean difference (0.006, <0.05) was found, favouring the urban group. However, the study also found that the mean language literacy skill scores of poor achievers in rural and urban areas did not differ statistically significantly.

The main goal of the study, according to G. Albarico et al. [2023] [7], was to identify the variables influencing the subpar academic performance of senior high school students at San Ildefonso National High School in Poblacion, San Ildefonso, Bulacan. The study used a descriptive design and mixed-method research methodology. The methods used to collect data were open-ended questions that were personally created and standardized survey questionnaires. The study's 100 purposefully chosen Grade 12 students served as respondents. The mean approach was utilized to process the quantitative data, and theme analysis, frequency, and percentage were employed to analyze the qualitative data. The results showed that the variables influencing their subpar academic performance were features linked to school, aspects related to home, and aspects related to personal condition. Students may face a number of academic difficulties. Furthermore, a number of recommendations and conclusions were developed in light of the study's findings.

It was said by Chan et al. [2023] [8] that leadership was a subject that was frequently studied. The majority of studies focus on the leadership of academic administrators and how it impacts the people and surroundings around them, or on the instructional leadership of teachers and how it impacts students. Research on students'

leadership styles and how different leadership styles impact their academic success is scant or nonexistent. This study's significance stems from the necessity of comprehending kids in order to provide them with better care. Teachers can better meet the requirements of their students and better prepare them for the remainder of their academic journey by having a deeper understanding of the leadership styles of their students and how these affect their academic achievement. An ANOVA test will be used to undertake this investigation. The target audience would be current residential undergraduate students from any course and programme offered by the school of education within a faith-based institution who have completed ENGL 101 - Composition and Rhetoric. Data would be gathered through a questionnaire that was completely voluntary for students to participate in. Next, bivariate regression analysis would be performed to determine how strongly students' leadership styles and academic achievement are related. According to the study's findings, students who adopted a transformational, transactional, or passive-avoidant leadership style did not significantly differ in their academic achievement. Future studies ought to focus on a variety of faith-based institutions with larger enrollments, testing people of all ages, genders, and ethnicities.

According to Maqbool et al. [2023] [9], educational leadership is a broad field of study. Among the social sciences, leadership was without a doubt the most intentional field. Administrators have nevertheless avoided the ideas of leadership like a haunting melody. The importance of diverse leadership styles in the classroom for maintaining academic achievement at the secondary school level has been the study's main area of focus. The method of quantitative research was applied. Data from 103 secondary schools in Punjab, Pakistan, was gathered using a measure of multiple leadership styles, including instructional leadership, cultural leadership, strategic leadership, and maintaining academic excellence. 540 teachers who were currently employed as teachers made up the sample. To find the average ranking of leadership styles, two hypotheses based on the goals and issues of the research were developed and put to the test using mean analysis. To determine the statistically significant association between each leadership style and overall scales with maintaining academic achievement, use Pearson correlation analysis. According to the findings, in order to maintain academic excellence in their classroom, the majority of teachers priorities strategic leadership, followed by instructional leadership, and cultural leadership. Additionally, the results showed a statistically significant positive correlation ($r = 0.752$) between various leadership styles in education and maintaining academic achievement. Based on the results, it has been determined that academic achievement may continue and even improve when teachers put more effort into using strategic, instructional, and cultural leadership styles.

According to Vadivel et al. [2023] [10], a child's academic success is determined by a number of variables, such as their family, the behaviour of their family, their socioeconomic level, how they behave towards their parents, etc. The primary aim of the research was to determine the correlation between the children's educational attainment and their socioeconomic status, as well as the psychological effects of this link. For this study, a descriptive survey research design was adopted. Fifty pupils and one or both of their parents made up the target demographic. The selection of the target was done by random sampling. While gathering the data, focus groups, in-depth interviews, and various forms of observation techniques were suggested. According to the study's findings, the majority of pupils from low socioeconomic backgrounds performed poorly academically, which forced them into the workforce at a young age. Research has indicated that parents from lower socioeconomic backgrounds showed lower levels of interest in their kids' education. After completing their secondary education, children from low socioeconomic backgrounds were more interested in finding work than continuing their education. These pupils wind up working in low-skilled or manual labour. For such children, free vocational and technical education is suggested by this study in order to improve their prospects for employment. Programmes for parental education and awareness were also required, and they needed to be carried out by colleges, universities, and other relevant agencies.

CONCLUSION

The framework for promoting children's welfare in the many different circumstances they encounter is derived from the fundamental information offered by the sciences of learning and development as well as decades of insights from educational research. This knowledge base highlights the significance of reevaluating establishments created a century ago, predicated on factory-model ideas of organisations that valued uniformity and downplayed interpersonal connections. It shows how schools can be set up around relationships that support students' development; logical and well-integrated approaches to supports, such as links between the home and the school; well-scaffolded instruction that aims to support the development of academic, social, and emotional skills, habits, and mindsets; and culturally competent, individually tailored responses to the strengths and needs

that each child brings. With the swift expansion of information about human development and learning, there has been a greater chance to develop more efficient teaching methods. This study examined the many leadership style clusters and the connection between a principal's style of leadership and the academic success of their students in the subjects of science, math, and reading. It will examine the association between leadership style and academic accomplishment in India and offer insights into the categorization of leadership styles. To solve this restriction, future research should make use of exact multilevel models and a variety of data sources.

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