



ACADEMIC PERFORMANCE OF PRIMARY SCHOOL STUDENTS WITH RESPECT TO THE LOCATION OF SCHOOL

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Abstract:

Primary education is the foundation of the educational system in India. It plays a vital role in the intellectual, social, emotional, and moral development of children. The paper is based on the current research aimed at finding the use of Academic Performance in primary education. The aim of this paper is to analyze and describe the current situation based on the results of the quantitative survey; 200 primary school teachers are selected through simple random sampling technique from Chennai District. The T-test is used to analyze the data. The result shows that there is no significant difference in Academic Performance with respect to Location of the School among primary school students.

Key Words: Academic Performance, Primary School Students, Location of the School

Introduction:

Primary education generally covers children between the ages of 6 and 11 years and includes classes from Grade I to Grade V. It aims to provide basic knowledge and skills in reading, writing, arithmetic, communication, and problem-solving. Primary education helps children develop positive attitudes, values, and habits that are essential for their future learning and overall development. Teaching methods refer to the various strategies, techniques, and approaches used by teachers to facilitate learning and achieve educational objectives. A teaching method is a systematic way of presenting subject matter to students in order to enhance their understanding, knowledge, skills, and attitudes. School location significantly impacts primary school teacher performance and effectiveness, primarily driven by urban-rural disparities in infrastructure access, resource availability, and socioeconomic support. Urban teachers generally exhibit higher reported job effectiveness and productivity due to better facilities, whereas rural teachers face structural hurdles that limit instructional delivery.

Need and Significance of the Study:

The present study is significant because it seeks to understand the academic performance among primary school students in Chennai District. Primary education serves as the cornerstone of a child's intellectual, emotional, social, and physical development. Academic performance at this stage is a key indicator of students' learning achievement and the overall effectiveness of the educational system. Understanding the factors that influence academic performance is essential for improving the quality of education and ensuring equitable learning opportunities for all children. The findings will also be useful to teachers and school leaders in identifying location-specific challenges that affect student learning and in adopting appropriate instructional strategies to address them. Researchers may use the results as a basis for further investigations into other factors influencing academic achievement, such as socioeconomic status, parental education, school climate, and teacher effectiveness. Overall, the study is significant because it highlights the role of school location in shaping the academic performance of primary school students. The findings can contribute to reducing educational disparities, promoting equal learning opportunities, improving the quality of primary education, and supporting the holistic development of children across all geographical settings. Therefore, the present investigation entitled 'Academic Performance of primary school students with respect to the Location of School'.

Objectives of the Study:

To find out whether there is any significant difference in Academic Performance with respect to Location of the Schools among primary school students in Chennai District.

Hypothesis of the Study:

There is no significant difference in Academic Performance with respect to Location of the School among primary school students in Chennai District.

Method and Sample of the Study:

Normative survey method was adopted for the present study. A simple random sampling technique was chosen and 200 samples of primary school students who were studying in Primary Schools located in Chennai District were collected.

Data Analysis:

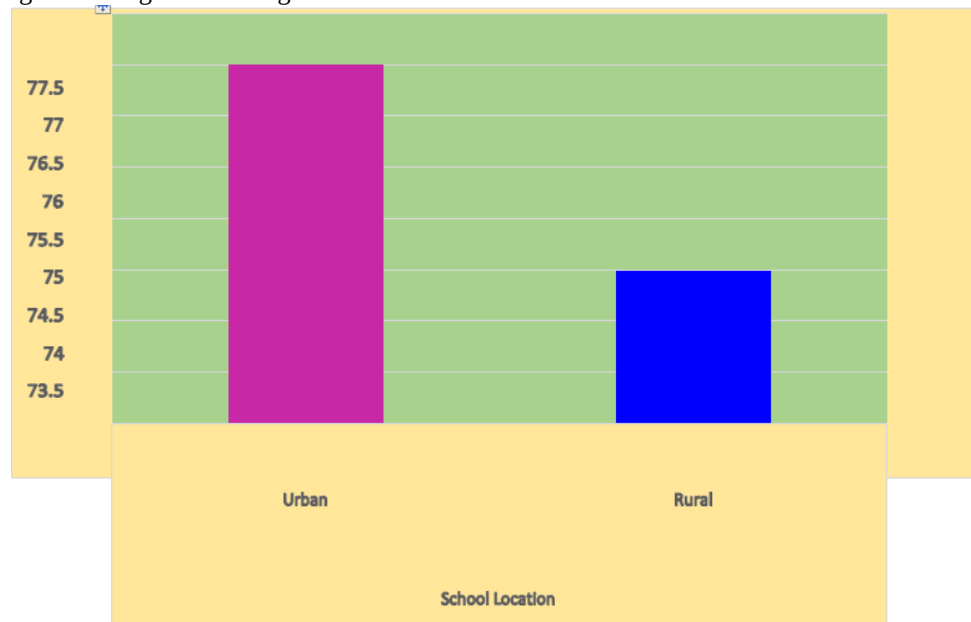
Table 1: 't' Test values of Academic Performance of primary school students with respect to Location of the Schools

Variable	Location	N	Mean	S.D	t-value	p-value	Result
Academic Performance	Urban	92	77.02	13.90	1.045	0.297	Not Significant
	Rural	108	74.85	15.23			

Inference:

From the above table, the calculated t-value is 1.045 and the corresponding p-value is 0.297, which is greater than 0.05 level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant difference in Academic Performance with respect to Location among primary school students.

Figure 1: Diagram showing distribution Academic Performance based on Location of Schools



Findings of the Study:

- There was no significant difference in Students' Academic Performance with respect to School Location among primary school students.

Delimitations of the Study:

- The sample is delimited to the primary schools in Chennai District only.
- The sample is delimited only locations of the primary school in various schools of Chennai District

Conclusion:

The study on the academic performance of primary school students with respect to the location of schools concludes that school location plays an important role in shaping teachers' academic performance. Differences in infrastructure, availability of teaching-learning resources, administrative support, access to professional development opportunities, student characteristics, and community involvement may influence the performance of teachers working in different locations. While teachers across all settings strive to achieve educational goals, those in well resourced environments may demonstrate comparatively higher academic performance due to better institutional support. The findings emphasize the need for policymakers and educational administrators to ensure equitable distribution of resources, continuous professional development, and supportive working conditions for teachers irrespective of school location. Strengthening educational facilities and providing targeted interventions in disadvantaged areas can help bridge performance gaps and enhance the overall quality of primary education. Ultimately, improving teachers' academic performance across all school locations contributes to better student learning outcomes and the achievement of educational equity.

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