

## Situational Analysis of School Environment and Academic Achievement of Selected Ashram Schools in Tribal Areas of Visakhapatnam

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### ABSTRACT

The study was undertaken to explore the School environment of selected Ashram schools and study the factors affecting Academic achievement of Boys and Girls studying in Ashram schools in tribal areas of Visakhapatnam district. Four schools were selected for the purpose of the study (2 boys and 2 girls) schools. Total sample consisted of 180 out of which 90 boys and 90 girls in 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> classes. The School environment has assessed by using inventory developed by Dr. Karuna Shankar Misra (1989). Academic achievement was taken by calculating the average marks of each student for the past five years. The results revealed that there was no significant relation between School environment and academic achievement of boys and girls however permissiveness, age and SES were found to have significant effect on academic achievement of boys where as acceptance, creative stimulation were found to be significantly affecting academic achievement of girls.

School is one of the important pillars on which the child's personality is formed. It is the place where children are disciplined, have contacts with peers, form friendship and participate in social groups with other children. During the adolescence, peers become increasingly important in their lives. Their interaction becomes more complex with age. Social support from friends assists the children to adjust well in school and to be better able to handle situations related to school environment at this stage. Good academic performance is vital for entrance into quality schools, colleges and universities. Children's admission into good professional courses is decided based on their academic achievement in the examinations. Children aware in examination and results be the display of their worth. Success in school plays an essential role in affecting a student's future opportunities. The quality of a school strongly influences student achievement and has an orderly, conducive atmosphere; an active, energetic principal; and teachers who take part in making decisions.

Educational accomplishment of a student is one of the most important aspect in whole school life. It shows the overall performance of the student. Education is an honoured right as it is associated with social and economic benefits. It also gives freedom in context to social mobility and transforming their levels of life in the future. Academic achievement dream still exists in all human minds as it grants a life of prosperity. As it is the distinctiveness of the capability to acquire knowledge and skills efficiently and successfully. Educator's top priority is student's academic

performance as it is believed to make a difference locally, regionally, nationally and globally. Reiger (2011), states that "Academic achievement is important for the successful development of young people in society. Students who progress well in school are better able to make the transition into adulthood and to achieve occupational and economic success." (Bala and Shaafiu, 2016).

### Objective

- To study the school environment in the selected ashram schools of Vishakapatnam district
- To explore the factors contributing to Academic achievement of students in Ashram schools.

### MATERIAL AND METHODS

#### Sample

The sample for the study comprises of 180 Ashram school students of both genders selected randomly who were in the age range of 12-14 years and studying 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> classes.

#### Tools used

- a) School environment scale by Karuna Shankar Misra (1989)
- b) Academic achievement of Ashram school students of past five years annual exam marks

#### Data collection procedure

Data was collected from the selected 180 adolescents by using general information schedule developed for the study. Prior to data collection, sufficient rapport was established with the respondents. After getting necessary permission from school

headmasters, the purpose of the study was explained to the respondents and subsequently the randomly selected adolescents (12-14) from 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> standard students were interviewed and explained for collecting the information on different dimensions of school environment. Academic achievement of students was taken from their past five years annual exam marks.

### Statistical analysis used

correlation was used for analyzing the data.

## RESULTS AND DISCUSSION

From the Table 1. it was found that among all the independent variables except age and all variables like class of study, socio-economic status and type of family has no significant relation with the academic achievement. Regarding to the dimensions of school environment. Only permissiveness dimension and all the other dimensions of school environment resulted to be non-significant with academic achievement. Higher the freedom given to the boys by their teachers and less control over discipline, improper guidance and supervision by the teachers is resulting in poor academic performance.

Students from nuclear families showed positively significant relation with cognitive encouragement dimensions of school environment. Socio-economic status is found to have negatively significant with creative stimulation, rejection in students of school environment dimensions and overall school environment. Results indicating that there is no significant correlation with the academic achievement of boys. Mohamed *et al.* (2014) found socioeconomic status not significantly associated with academic performance.

The correlation between the dimensions of school environment and academic achievement of girls studying in Ashram schools reveals that between the independent variables age, is negatively significantly correlated with cognitive encouragement, acceptance, of school environment dimensions and academic achievement. This states that as the age increases cognitive encouragement from teachers is decreasing. As the students go to higher class the concern teachers are not giving proper opportunities, guiding the students and motivating them for good academic success. Therefore the educational achievement is also negatively co-related with age at 0.01 level of significance.

Students from nuclear families showed negatively significant relation with creative stimulation, cognitive encouragement, acceptance and control dimensions of school environment.

Socio-economic status found to have positive significant with academic achievement of students indicating good socio-economic results in good academic achievement.

Overall school environment has no significant relationship with the academic achievement of girls however it was found to have positive relationship with acceptance dimension of school environment which indicates that students who are accepted and helped by the teachers always scored high in academics. Whereas rejection has negative significant relation with academic achievement.

Among the individual variables except class of study the other variables like age, type of family, socio economic status were found to be non-significant in relation to academic achievement of boys studying G.Madugula Ashram schools. As the students go for higher classes their academic performance was found to be decreasing because of the negligence, lack of control and motivation, encouragement from the teachers and irregular attendance due to health and personal reasons.

In all the dimensions of school environment except for the rejection and control other dimensions like creative stimulation, cognitive encouragement, permissiveness and acceptance revealed non-significant relation with academic achievement.

From the Table 4 it is evident that as the age increases the academic success of girls declining. Among the other independent variables class of study is negatively significantly associated to academic achievement. Whereas type of family and socio economic status was found to be nonsignificant among the dimensions of school environment. The correlation table reveals that none of the dimensions of school environment had significant association with educational achievement of girls studying in G. Madugula Ashram school. However among the dimensions of school environment there found to be positive significant relation between creative stimulation, cognitive encouragement, acceptance and control. Overall school environment variable has no significant relation with academic achievement variable. Hasnoret *et al.* (2013) whose studies showed that there was no relationship between strategic teaching approaches and academic achievement.

Among all the independent variables, age and gender performed to be significantly associated with academic accomplishment of the students studying in Ashram schools. Age and academic achievement are negatively significant correlated indicating as age increases academic performance decreases this might be due to increased absence from school, Lack of sufficient motivation and supervision by the staff. Gender has originate to have significant association

**Table 1. Relationship between school environment and academic achievement of Boys Ashram school located at Paderu**

Variables	Age	Class of Study	Type of Family	SES	Creative Stimulation	Cognitive Encouragement	Acceptance	Permissiveness	Rejection	Control	Overall School Environment	Academic Achievement
Age	1.000											
Class of study	0.584**	1.000										
Type of Family	0.001	-0.190*	1.000									
SES	0.016	0.330*	-0.172*	1.000								
Creative Stimulation	0.016	0	0.085	-0.176*	1.000							
Cognitive Encouragement	0.101	0.136	0.189*	-0.052	0.703**	1.000						
Acceptance	0.022	0.132	0.122	-0.034	0.699**	0.736**	1.000					
Permissiveness	0.102	0.083	-0.042	-0.101	0.030	-0.068	0.476*	1.000				
Rejection	-0.105	-0.132	0.122	-0.252*	0.699**	0.467*	0.791**	-0.044	1.000			
Control	0.101	0.215*	0.03	-0.105	0.752**	0.783**	0.699**	-0.059	0.506**	1.000		
Overall School Environment	0.016	0.000	0.085	-0.176*	1.000	0.703**	0.053	-0.03	0.699**	0.752**	1.000	
Academic Achievement	0.153*	0.095	0.004	-0.108	0.047	0.104	0.067	-0.175*	0.067	0.091	0.047	1.000

\*P &gt;0.05; \*\*P &gt;0.01; NS: Not Significant

Table 2. Relationship between school environment and academic achievement of Girls Ashram school located at Paderu

Variables	Age	Class of Study	Type of Family	SES	Creative Stimulation	Cognitive Encouragement	Acceptance	Permissiveness	Rejection	Control	Overall School Environment	Academic Achievement
Age	1.000											
Class of Study	0.566**	1.000										
Type of Family	0.163*	0.115	1.000									
SES	0.083	-0.060	0.173*	1.000								
Creative Stimulation	0.070	0.063	-0.365*	-0.207*	1.000							
Cognitive Encouragement	-0.249*	-0.108	-0.345*	-0.122	0.395*	1.000						
Acceptance	-0.173*	-0.286*	-0.276*	0.026	0.549**	0.444*	1.000					
Permissiveness	0.101	0.204*	-0.111	-0.049	0.491	0.377*	0.429*	1.000				
Rejection	-0.034	0.184*	0.106	-0.236*	0.265*	0.214*	-0.047	0.301*	1.000			
Control	-0.081	-0.086	-0.350*	-0.242*	0.621**	0.503**	0.635**	0.530**	0.426*	1.000		
Overall School Environment	0.029	0.000	-0.276*	-0.317*	0.549**	0.444*	0.451*	0.429*	0.482*	0.883**	1.000	
Academic Achievement	-0.155*	-0.126	-0.072	0.237*	0.058	0.060	0.153*	-0.120	-0.217*	-0.072	-0.088	1.000

\*P &gt;0.05; \*\*P &gt;0.01; NS: Not Significant

Table 3. Relationship between school environment and academic achievement of Boys Ashram schools located at G.Madugula

Variables	Age	Class of Study	Type of Family	SES	Creative Stimulation	Cognitive Encouragement	Acceptance	Permissiveness	Rejection	Control	Overall School Environment	Academic Achievement
Age	1.000											
Class of Study	0.333*	1.000										
Type of Family	0.028	0.123	1.000									
SES	0.032	0.253*	0.007	1.000								
Creative Stimulation	0.134	0.000	0.106	0.146	1.000							
Cognitive Encouragement	0.094	0.458*	0.106	0.069	0.415*	1.000						
Acceptance	-0.102	0.327*	-0.282*	0.055	0.529**	0.485*	1.000					
Permissiveness	0.049	0.458*	-0.016	0.069	0.415*	1.000	-0.485*	1.000				
Rejection	-0.117	0.142	0.017	0.264*	0.287*	0.170*	0.310*	0.170*	1.000			
Control	-0.091	0.058	-0.251*	0.061	0.573**	0.203*	0.547**	0.203*	-0.401*	1.000		
Overall School Environment	0.173*	0.225*	0.258*	0.244*	-0.173*	0.081	0.065	0.081	-0.199*	0.073	1.000	
Academic Achievement	0.085	-0.240*	-0.051	-0.020	0.138	-0.131	-0.013	-0.131	-0.296*	0.198*	0.003	1.000

\*P &gt;0.05; \*\*P &gt;0.01; NS: Not Significant

Table 4. Relationship between school environment and academic achievement of Girls Ashram schools located at G.Madugula

Variables	Age	Class of study	Type of family	SES	Creative Stimulation	Cognitive Encouragement	Acceptance	Permissiveness	Rejection	Control	Overall School environment	Academic achievement
Age	1.000											
Class of study	0.525**	1.000										
Type of family	0.045	0.109	1.000									
SES	-0.025	-0.307*	-0.161*	1.000								
Creative Stimulation	-0.073	0.131	-0.220*	0.070	1.000							
Cognitive Encouragement	-0.025	0.240*	-0.222*	-0.059	0.526**	1.000						
Acceptance	-0.053	0.126	-0.262*	0.109	0.386*	0.664**	1.000					
Permissiveness	0.049	0.235*	-0.205*	-0.137	0.244	0.418	0.287*	1.000				
Rejection	0.046	0.176**	-0.096	-0.054	0.420*	0.494*	0.260*	0.216*	1.000			
Control	0.037	0.000	-0.251*	0.005	0.450*	0.519**	0.198*	0.085	0.736**	1.000		
Overall School environment	0.068	0.196*	-0.285*	0.080	0.700**	0.720**	0.566**	0.333*	0.568**	0.589**	1.000	
Academic achievement	-0.353*	-0.306*	0.133	0.018	0.076	-0.042	0.103	-0.066	0.112	0.063	0.033	1.000

\*P &gt;0.05; \*\*P &gt;0.01; NS: Not Significant

Table 5. Relationship between the overall school environment and academic achievement of Ashram school students

Variables	Age	Gender	Class of study	SES	Type of family	Creative stimulation	Cognitive encouragement	Acceptance	Permissiveness	Rejection	Control	Overall school environment	Academic achievement
Age	1.000												
Gender	-0.216*	1.000											
Class Of Study	0.049*	0.000	1.000										
SES	0.024	-0.066	0.032	1.000									
Type Of Family	0.033	-0.060	0.059	-0.015	1.000								
Creative Stimulation	0.072	-0.196*	0.056	-0.105	-0.026	1.000							
Cognitive Encourage-ment	0.059	-0.123	0.166	-0.131	-0.058	0.452*	1.000						
Acceptance	0.185*	-0.134	0.246*	-0.089	-0.058	0.368*	0.467*	1.000					
Permissiveness	-0.034	-0.046	0.095	-0.142	0.076	0.058	0.544**	0.309*	1.000				
Rejection	0.024	-0.145	0.097	0.096	0.013	0.428*	0.318*	0.463*	-0.217*	1.000			
Control	0.013	-0.105	0.043	-0.114	-0.052	0.544**	0.467*	-0.413	0.203*	0.621*	1.000		
Overall School Environment	0.121	-0.101	0.124	0.000	0.026	0.458*	0.411*	0.361*	0.229	0.037	0.472	1.000	
Academic Achievement	-0.300*	0.567**	-0.130	-0.006	0.001	-0.042	-0.081	0.042	0.039	0.039	0.023	-0.054	1.000

\*P &gt;0.05; \*\*P &gt;0.01; NS: Not Significant

with academic achievement indicating girls scored better marks than boys in all the subjects this is because lack of control and more freedom given to the boys and less control. On contrary girls have more control over teachers and less freedom. Overall school environment and academic achievement was found to have no significant relation. Even though the Ashram schools students were resulted to have high altitudes of creative motivation and acceptance it could not reflect considerably on the academic feat of students. This may possibly be due to more of permissiveness and less control as the students go to higher classes in case of boys. In case of girls though the institution environment is good they do have average levels of rejection and permissiveness which is leading to average levels of academic performance

Similar findings were supported by Upadhyay (2016) who found in his study that there was no significant association between academic achievement and dimensions of school environment of high school scholars of Faridabad districts of Haryana. Similarly Dkhar and kharbiryumbai (2017) found in his study that dimensions of school environment have no significant relationship with academic achievement of male students. Lawrence (2012) whose study shows there was no significant correlation between School environment and educational achievement of standard IX students. Saini (2013) in her revealed the results revealed that there was insignificant relation with School environment and Academic achievement. Gill (2012) similarly found in his studies that there was no relationship with School environment and Educational attainment of high school students.

### CONCLUSION

The study concludes that the School environment in the ashram schools is good and the teachers are providing stimulatory environment and encouraging creative stimulation among the students however the situation in boys schools need to be improved in terms of having more discipline and control and supervision for better academic achievement compared to girls. The study revealed that girls scored better in the subjects than boys. This is due to the control and creative stimulation by the teachers. Even though majority of the dimensions of School environment inventory found to be good in Ashram schools as the age increases students academic performance was found to be decreasing due to lack

of self motivation, interest, regular absence and negligence on part of students. The results of the study highlights the need for better student-teacher interaction and motivating the students and creating awareness about the various career opportunities to students for which good academic performance is essential as the majority of the tribal students come from low socio-economic background where their parents are illiterates.

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