



Impact of School Management on Academic Achievement of Primary School students in slum areas of Visakhapatnam

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Abstract: *This study sought to investigate school management factors that are likely to impact on achievement, pupil achievement in tests conducted on class subjects was used as an indicator of quality. The schools' managements were selected purposefully while pupils were sampled at random. Data was collected using questionnaires and an observation schedule and two standardized achievement tests. The achievement levels in science subject by the students studying in government private and local body schools of Visakhapatnam slums indicates that out of the total student of government schools 22.0 percent are in low achievement level, 48.0 percent are in medium and thirty percent are in high achievement levels. In private schools 13.0 percent are in low, 43.0 percent are in medium and a dominated group of students (44.0%) are in high achievement levels. Whereas, in local body schools a predominant group of students are in high level of achievement and from the remaining 39.0 percent are in medium achievement and 21.0percent are in low achievement level in science subject. From these findings, recommendations on ways of improve quality of primary education in Andhra Pradesh and India as whole was formulated.*

Key words: *achievement, primary education, universalization*

Introduction

Developed and developing countries alike understand that providing basic education for all children is essential not only to their own economic growth and social stability but to the functioning of nations. Over the past decade, a concentrated global effort has been made to increase the number of children in school. In 1990, the world conference in Jomtien Thailand, urged all nations of the world to adopt policies that would ensure universal basic education by year 2000.

Since India is concerned, the progress in education system has been made in expanding the capacity of primary school systems in all regions of the country. Primary education in some

developing countries has expanded to the extent that it reaches nearly all school-age children, and many of these countries have made significant efforts to overcome the gender gap in access to primary school.

In India the introduction of universalization of primary education in public schools by the Government has raised total primary school enrolment which is a found good sign of development of education and literacy levels of the people in the country. While giving all children the opportunity to attend school is obviously an important priority, it is but the first step towards the goal of 'Education for All'. Once pupils find seats in a classroom, they need quality instruction; otherwise there will be little motivation to persist in



school. Pupils need to be taught skills that are applicable to the life after school so that they develop problem-solving skills instead of memorizing information for the sake of passing examinations. In affirming the goal of universal basic education, it emphasized that reform efforts must focus on 'actual learning acquisition and outcomes rather than exclusively upon enrolment'. To this end, the Educational Commission urged to set specific qualitative targets. Learning achievement, they suggested, should be improved to the point that 'an agreed percentage of an appropriate age cohort attains or surpasses a defined level of necessary academic achievement.

In order to discuss seriously about education quality, it is important to be able to define it and measure it. Countries seeking to affirm the right of all children to a basic education need reliable means of describing the knowledge and skills that comprise such an education. They require the technical means and the organizational capacity to measure students' achievement against these standards and to evaluate how well school systems are carrying out their own responsibilities.

Satisfactory achievement of the basic learner achievement competencies/skills throughout the formative years of learning of a pupil in any education cycle will ensure excellence in a pupil's academic achievement with all the other variables being as expected. The major determinants of academic achievement include School Management Factors. Teachers must therefore create a classroom environment and organize activities in which students actively participate in their learning.

Even though the Indian government has launched various programmes and projects to meet the

basic learning needs of all children, the reality is far short of expectations. In India, the state governments are responsible for the implementations of educational reforms in school education.

Need and significance

The Indian slums are lagging behind in every aspect Visakhapatnam is no exception. After thorough review and careful analysis it is the considerable opinion of the researcher to take up the study in the school conditions and leaving abilities the children studying in the schools. Situated in the slums of Visakhapatnam city, though there are ample opportunity provided to the social, cultural, economic factors impede the learning development of the children, it is the since effort of the researcher and his participant observation reveal many potent issues related to the educational environment in the slums. It is with the considerable phenomenal observation the researcher embarked on the present article titled as: Impact of School Management on Academic Achievement of Primary School students in slum areas of Visakhapatnam.

Moreover, the significance of this study arises from the relationships between the school management and learning achievements of pupil in the schools. The issues of achievements and underachievement among students have been studied by various studies (Mowes, 2007; Zimba et al., 2007; Martins, 2004; Daerden et al., 2006).

Research Design

This study adopted a survey research design because it allows for data collection from a wide geographical coverage, and a large sample as required by this study. In addition, the survey design entails the study situations in



their natural settings without manipulation of variables.

Selection of Schools and Pupil

At the time of the study there were around 100 primary schools run by government, private and local body administration, where 5% of the school (20) have been considered from all slums of the Visakhapatnam city for the present study. In these 20 schools 300 students of class 4 have been considered from the above said three types of management schools for investigation of achievement levels. A stratified random sample of 15 pupils in each of the sampled schools was selected to participate in the study. The stratified sample was generated to ensure proportional representation of boys and girls.

Data analysis and interpretation

The main aim of the present study is to determine the impact of school management on academic achievements of school children in slum areas of Visakhapatnam. Therefore, the researcher has measured the academic achievements of the pupil through a test conducted to school children on

mathematics, social studies and science subjects. In every subject the score is divided into three groups according to their range of total marks. After calculating of individual scores of each subject of each pupil the mean and median are calculated. The respondents who are between mean and median score are considered as medium grade samples, the respondents who are pertained less than the medium score are low grade group and the respondents who scored above medium score considered as high grade samples. In this way of division each and every factors have been calculated and the grading has been done to separate the groups by low, medium and high.

The achievement levels of the students in mathematics subject studying in government private and local body schools of Visakhapatnam slums indicates that out of the total student of government schools one-third are in low achievement level, 45.0 percent are in medium and 22.0 percent are in high achievement levels. In private schools 18.0 percent are in low, 37.0 percent are in medium and a dominated group of students (45.0%) are in high achievement levels.

Table-1: Achievement levels of students in mathematics subject

Achievement	Government	Private	Local	Total
Low	33 (33.0)	18 (18.0)	24 (24.0)	75 (25.0)
Medium	45 (45.0)	37 (37.0)	56 (56.0)	138 (46.0)
High	22 (22.0)	45 (45.0)	20 (20.0)	87 (29.0)
Total	100 (100.0)	100 (100.0)	100 (100.0)	300 (100.0)

Whereas, in local body schools more than half of the students are in medium level of achievement and from

the remaining 24.0 percent are in low achievement and twenty percent are in



high achievement level in mathematics subject.

Table-2: Achievement levels of students in Social Studies subject

Achievement	Government	Private	Local	Total
Low	28 (28.0)	15 (15.0)	17 (17.0)	60 (20.0)
Medium	39 (39.0)	56 (56.0)	43 (43.0)	138 (46.0)
High	33 (33.0)	29 (29.0)	40 (40.0)	102 (34.0)
Total	100 (100.0)	100 (100.0)	100 (100.0)	100 (100.0)

The achievement levels of the students in social science subject studying in government private and local body schools of Visakhapatnam slums indicates that from the total student of government schools one-third are in high achievement level, 39.0 percent are in medium and below thirty percent are in low (28.0%) achievement levels. In private schools 15.0 percent are in low,

56.0 percent are in medium and a nearly thirty percent of students (29.0%) are in high achievement levels. Whereas, in local body schools more than forty percent of the students are in medium level of achievement and from the remaining 17.0 percent are in low achievement but forty percent of the students are in high achievement level in social studies subject.

Table-2: Achievement levels of students in Science subject

Achievement	Government	Private	Local	Total
Low	22 (22.0)	13 (13.0)	21 (21.0)	56 (18.7)
Medium	48 (48.0)	43 (43.0)	39 (39.0)	130 (43.3)
High	30 (30.0)	44 (44.0)	40 (40.0)	114 (38.0)
Total	100 (100.0)	100 (100.0)	100 (100.0)	100 (100.0)

The achievement levels in science subject by the students studying in government private and local body schools of Visakhapatnam slums indicates that out of the total student of government schools 22.0 percent are in low achievement level, 48.0 percent are in medium and thirty percent are in high achievement levels. In private schools 13.0 percent are in low, 43.0 percent are

in medium and a dominated group of students (44.0%) are in high achievement levels. Whereas, in local body schools a predominant group of students are in high level of achievement and from the remaining 39.0 percent are in medium achievement and 21.0percent are in low achievement level in science subject.

Conclusion:



For a learner to have a competitive edge in education at present scenario, the management of school, the teaching and learning processes must reflect the required attributes of the future workforce: independent thinkers, problem-solvers, innovative and proactive decision makers. This study is meant to supplement national examinations by providing a systematic framework of monitoring of learner achievement as learners progress through the school system. Assessment forms one of the critical components of the triad that defines any educational enterprise: curriculum, instruction and assessment, and thus the assessment of learning outcomes play an important role in enhancing effectiveness of an education system, namely its improvement and sustainability. It is an integral part of the teaching and learning processes.

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