

## Intervention of Sarva Shiksha Abhiyan in Changing Academic Performance of Primary School Students

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**Abstract:** Sarva Shiksha Abhiyan seeks to provide quality elementary education including life skills. SSA has a special focus on academic performance of children. The success of the programme of providing free and compulsory education of high standard to all the children in the age group 6-14 will largely depend upon the extent and quality of the research work developed in this particular field during the next few years. Thus, the present study concludes that the factors like number of teachers and teacher student ratio are responsible for achievement during 2007-08 ; The number of residential schools and teacher-student ratio are related with achievement of students during 2008-09 ; The three variables such as number of teachers, number of residential schools and teacher-student ratio influence on achievement in the year 2009-10 and 2010-11.

**Key Words:** Intervention, SSA, Academic Performance, Primary School Students.

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### I. Introduction

*Sarva Shiksha Abhiyan (SSA)* is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs.

### II. Review

The review of related studies enabled the researcher to conceptualize the present problem as well as in identifying the factors, which are crucial determinants for promoting school quality in the context of UEE. In particular, the review has points out the following, which appear to be relevant in the present study context. (i) the poor quality of primary education is not only a feature of the Indian primary education but also in many other developing countries, (ii) although the factors related to classroom and school process are found to influence quality of learning in primary schools more than the non-school factors, yet the results of some studies are open to doubt, (iii) the teacher factor is the most crucial factor, which determines the quality of schooling, (iv) qualitative research studies which have gone deeper into understanding the process and

practices of primary education is far and few especially in the Indian context, (v) studies pertaining to the role of support system in particular of the newly created institutional structures are rarely attempted.

Considerable amount was spent by the Government for the expansion of primary education. As the result of expansion, we find the fall of standards and quality in primary education.

A major factor undermining universal primary education is that a large proportion of the enrolled children drop-out before completing the primary school. Studies have shown that the drop-out rate range from three percent to the high as 80 percent. Available data imply that in 1980's more than 33 million children dropped out of school every year before completing Grade V.

In many countries of the region, the average repetition rate is around 10 to 12 percent at the primary level. The grade repetition is due to poor examination scores or low attendance and other reasons. The causes of drop-out are geographical, social, cultural, economic and also educational. Indeed, the educational causes work in combination with social and economic causes which are often under-estimated by the educators. Studies have shown that drop-out effects the enrollment of children from poor family more than others.

Educational opportunities cannot be effective unless children stay long enough to acquire the basic learning skills. Literacy skills learned in four years of primary education tend to be lost. Skills learned in five to eight years of basic education are retained. But skills learned for more than eight years tend to be elaborated, developed and used for further learning.

Research in elementary education is yet not adequate. The university departments and the training colleges have mainly concerned themselves with the problem of secondary education. Elementary teachers are not equipped to undertake research in problems of elementary education. Very few persons few institutions are interested in elementary education and special institutions, should be established for developing educational research, especially in primary education. The success of the programme of providing free and compulsory education of high standard to all the children in the age group 6-14 will largely depend upon the extent and quality of the research work developed in this particular field during the next few years.

The review of studies reveal that the different aspects of universalization of primary education covered by the researches are very limited, while some are sketchy, hardly leading to any general conclusions. This may not be adequate so as to warrant any conclusions on the changing in academic performance of primary school students. Hence, the recent research study is undertaken.

### **Variables of the Study**

The present study is designed with the following dependent and independent variables:

#### ***Dependent Variables***

- Academic Performance

#### ***Independent Variables***

- Number of class rooms
- Number of teachers
- Basic facilities in schools
- Number of Residential schools
- Number of non-Residential schools
- Total number of schools

- Teacher-Student Ratio

### III. Objectives of the Study

The main objective of the study is to examine the changing in Academic performance of students through Sarva Shiksha Abhiyan. The present inquiry has been sought with the following objective:

- To study the relationship between selected independent variables and academic performance of students.

### IV. Research Hypotheses

In pursuance of the Objective, the following hypotheses were set up :

- There is significant relationship of dependent variable 'Academic Performance' with independent variables, i.e., Number of classrooms, Number of teachers, Basic facilities in schools, Number of residential schools, Number of Non-residential schools, Total number of schools and Teacher-student ratio during the period 2007-2008.
- There is significant relationship of dependent variable 'Academic Performance' with independent variables during the period 2008-2009.
- There is significant relationship of dependent variable 'Academic Performance' with independent variables during the period 2009-20010.
- There is no significant relationship of dependent variable 'Academic Performance' with independent variables during the period 2010-2011.

### V. Research Method

The assessment of the study is very important because it helps us to keep a record of the relative changes (rise or fall) that take place through the years in the academic performance. The relative changes if measured on the same scale, can perhaps provide an accurate description of the phenomena as is needed by educational administration.

The present study is a descriptive longitudinal study where a survey was undertaken to collect the essential data of academic performance of students, along with number of schools, basic facilities available in schools, number of residential schools, number of non-residential schools, number of teachers, and teacher-student ratio.

### VI. Sample

Primary school students of Bijapur district were considered as the sample in order to study the academic performance of primary school students under SSA programme with respect to independent variables. To make the study worthwhile, representative random sampling of 10% of total school's population of each taluk is to be taken. The total population of the study may consist of Government urban and rural schools of Bijapur district.

### Tools Used

The Academic Achievement Test was used for the present study. It was constructed by investigator.

### VII. Collection of Data

The investigator personally visited to primary schools with the permission of the Headmaster of the school. The students who attend the school on the day of collection of data are considered for the purpose of the investigation. The students were given necessary instructions about the various instruments and motivated to respond genuinely to all the items. The academic achievement tests were administered.

### VIII. Statistical Technique Used

In pursuance of the Objectives the Pearson's Product-Moment Coefficient of Correlation technique was used to find the relationship between independent variables and dependent variable. Further, the obtained r values were tested for significance using 't' test.

### IX. Analysis and Results

**Table-1: Results of Correlation Coefficient between Achievement of Students with Different Independent Variables During the Period 2007-2008**

Variables	Achievement of Students			
	Correlation coefficient	t-value	p-value	Signi.
Number of class rooms	0.0787	0.3947	>0.05	NS
Number of teachers	0.4288	2.3733	<0.05	Yes
Basic facilities	-0.0965	-0.4848	>0.05	NS
Number of residential schools	0.4580	2.5761	<0.05	Yes
Number of non-residential schools	0.1164	0.5860	>0.05	NS
Total number of schools	-0.0807	-0.4048	>0.05	NS
Teacher-student ratio	0.5370	3.1829	<0.01	Yes

From the above table, it is clearly seen the following:

- There is no positive and significant relationship between number of classrooms in the school and Achievement. This means that the number of classrooms will not influence on the Achievement of students.
- A significant and positive relationship was observed between Achievement of students and number of teachers ( $r=0.4288$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the number of teachers during 2007-08.
- There is no positive and significant relationship between Basic facilities in schools available in the schools and Achievement. This means that the Basic facilities in schools will not influence on the Achievement of students.

- A significant and positive relationship was observed between Achievement of students and number of residential schools ( $r=0.4580$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the number of residential schools during 2007-08.
- There is no positive and significant relationship between number non-residential schools and Achievement. This means that the number non-residential schools will not influence on the Achievement of students.
- There is no positive and significant relationship between total number of school and Achievement. This means that the total number of schools will not influence on the Achievement of students.
- A significant and positive relationship was observed between Achievement of students and teacher-student ratio ( $r=0.5370$ ,  $<0.01$ ) at 0.01% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the teacher-student ratio during 2007-08.

**Table–2: Results of Correlation Coefficient between Achievement of Students with Different Independent Variables During the Period 2008-2009**

Variables	Achievement of Students			
	Correlation coefficient	t-value	p-value	Signi.
Number of class rooms	0.4188	2.3060	<0.05	Yes
Number of teachers	0.4906	2.8151	<0.05	Yes
Basic facilities	0.0020	0.0100	>0.05	NS
Number of residential schools	-0.1401	-0.7075	>0.05	NS
Number of non-residential schools	0.0955	0.4797	>0.05	NS
Total number of schools	0.4322	2.3964	<0.05	Yes
Teacher-student ratio	0.4520	2.5336	<0.05	Yes

From the above table, it is clearly seen the following:

- A significant and positive relationship was observed between Achievement of students and number of classrooms ( $r=0.4188$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the number of classrooms during 2008-09.
- A significant and positive relationship was observed between Achievement of students and number of teachers ( $r=0.4906$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a

significant increase (decrease) in Achievement of students when increase (decrease) in the number of teachers during 2008-09.

- There is no positive and significant relationship between Basic facilities in schools available in school and Achievement in school. This means that the Basic facilities in schools will not influence on the Achievement of students to the schools.
- There is no positive and significant relationship between number of residential schools and Achievement in school. This means that the number of residential schools will not influence on the Achievement of students to the schools.
- There is no positive and significant relationship between number of non-residential schools and Achievement in school. This means that the number of non-residential schools will not influence on the Achievement of students to the schools.
- A significant and positive relationship was observed between Achievement of students and Total number of schools ( $r=0.4322$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the Total number of schools during 2008-09.
- A significant and positive relationship was observed between Achievement of students and teacher-student ratio ( $r=0.4520$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the teacher-student ratio during 2008-09.

**Table-3: Results of Correlation Coefficient between Achievement of Students with Different Independent Variables During the Period 2009-10**

Variables	Achievement of Students			
	Correlation coefficient	t-value	p-value	Signi.
Number of class rooms	0.0911	0.4574	>0.05	NS
Number of teachers	0.1482	-0.7493	>0.05	NS
Basic facilities	0.0845	-0.4240	>0.05	NS
Number of residential schools	0.3900	-2.1177	<0.05	Yes
Number of non-residential schools	0.1042	-0.5239	>0.05	NS
Total number of schools	0.0233	0.1165	>0.05	NS
Teacher-student ratio	0.5524	3.3134	<0.01	Yes

From the above table, it is clearly seen the following:

- There is no positive and significant relationship between number of classrooms in the schools and Achievement in school. This means that the number of classrooms in the schools will not influence on the Achievement of students to the schools.

- There is no positive and significant relationship between number of teachers and Achievement in school. This means that the number of teachers will not influence on the Achievement of students to the schools.
- There is no positive and significant relationship between Basic facilities in schools available in the school and Achievement in school. This means that the Basic facilities in schools will not influence on the Achievement of students to the schools.
- A significant and negative relationship was observed between Achievement of students and number of residential schools ( $r=-0.3900$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when decrease (increase) in the number of residential schools during 2009-10.
- There is no positive and significant relationship between number of non-residential schools and Achievement in school. This means that the number of non-residential schools will not influence on the Achievement of students to the schools.
- There is no positive and significant relationship between total number of schools and Achievement in school. This means that the total number of schools will not influence on the Achievement of students to the schools.
- A significant and positive relationship was observed between Achievement of students and teacher-student ratio ( $r=0.5524$ ,  $<0.01$ ) at 0.01% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the teacher-student ratio during 2009-10.

**Table-4: Results of Correlation Coefficient between Achievement of Students with Different Independent Variables During the Period 2010-2011**

Variables	Achievement of Students			
	Correlation coefficient	t-value	p-value	Signi.
Number of class rooms	-0.4341	-2.4094	<0.05	Yes
Number of teachers	-0.3909	-2.1235	<0.05	Yes
Basic facilities	-0.3954	-2.1524	<0.05	Yes
Number of residential schools	0.4277	2.3658	<0.05	Yes
Number of non-residential schools	-0.0371	-0.1856	>0.05	NS
Total number of schools	-0.4268	-2.3597	<0.05	Yes
Teacher-student ratio	0.4168	2.2926	<0.05	Yes

From the above table, it is clearly seen the following:

- A significant and negative relationship was observed between Achievement of students and number of classrooms ( $r=-0.4341$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the

null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when decrease (increase) in the number of classrooms during 2010-11.

- A significant and negative relationship was observed between Achievement of students and number of teachers ( $r=-0.3909$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when decrease (increase) in the number of teachers during 2010-11.
- A significant and negative relationship was observed between Achievement of students and Basic facilities in schools ( $r=-0.3954$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when decrease (increase) in the Basic facilities in schools during 2010-11.
- A significant and positive relationship was observed between Achievement of students and number of residential schools ( $r=0.4277$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the number of residential schools during 2010-11.
- There is no positive and significant relationship between number of non-residential schools and Achievement of students in the school. This means that the number of non-residential schools will not influence on the Achievement of students to the school.
- A significant and negative relationship was observed between Achievement of students and Total number of schools ( $r=-0.4268$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when decrease (increase) in the Total number of schools during 2010-11.
- A significant and positive relationship was observed between Achievement of students and teacher-student ratio ( $r=0.4168$ ,  $<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is a significant increase (decrease) in Achievement of students when increase (decrease) in the teacher-student ratio during 2010-11.

#### X. Findings

- There is a significant increase (decrease) in Achievement of students when increase (decrease) in the number of teachers, number of residential schools and teacher-student ratio during 2007-08. Number of classrooms, Basic facilities in schools, number non-residential schools, total number of schools will not influence on the Achievement of students.
- There is a significant increase (decrease) in Achievement of students when increase (decrease) in the number of classrooms, number of teachers, Total number of schools and teacher-student ratio during 2008-09. Basic facilities in schools, number of residential schools, non-residential schools will not influence on the Achievement of students to the schools.
- There is a significant increase (decrease) in Achievement of students when increase (decrease) in the teacher-student ratio during 2009-10. Number of classrooms in the schools, number of teachers, Basic facilities in schools, number of residential schools,

number of non-residential schools, total number of schools, will not influence on the Achievement of students to the schools.

- There is a significant increase (decrease) in Achievement of students when increase (decrease) in the number of residential schools, teacher-student ratio during 2010-11. Number of non-residential schools, number of classrooms, number of teachers, Basic facilities in schools, non-residential schools, Total number of schools, will not influence on the Achievement of students to the school.

## XI. Conclusions

From the findings of the study, the following conclusions are drawn: The factors like number of teachers and teacher student ratio are responsible for achievement during 2007-08 ; The number of residential schools and teacher-student ratio are related with achievement of students during 2008-09 ; The three variables such as number of teachers, number of residential schools and teacher-student ratio influence on achievement in the year 2009-10 and 2010-11.

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