



**RESEARCH PAPER**

**Analysis of Academic Performances of Boarding and Non Boarding Students at University Level in Azad Jammu and Kashmir**

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**PAPER INFO**

**Received:**

April 20, 2021

**Accepted:**

August 15, 2021

**Online:**

August 19, 2021

**Keywords:**

Academic,  
Boarding,  
Non Boarding,  
Performance,  
University Level

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**ABSTRACT**

Performance of learners is associated with so many other factors as many studies conducted on the analysis of the performance of learners but there are a few studies related to the learners residing at hostels and home at school level which found divided conclusions but at university level no such study was conducted so far. This study explored academic performance of boarding and non-boarding students at university level in A.J&K., the objectives were identifying different academic indicators that are affected by boarding and non-boarding status among the universities, the study was delimited to two universities and population was all the students enrolled in the undergraduate level, a convenient sampling technique was used to select 500 students from both universities. A survey questionnaire was used to collect data, the performance of the boarding is better as compared to non-boarding in terms of their CGPA because the CGPA of boarding is higher than the no-boarding, the reading, writing and speaking habits of boarding students are better than the non-boarding students. Additionally it was found that the listening and learning skills, memory and study skills of boarding students and social performance of boarding students are better than the non-boarding students.

**Introduction**

Guenther et. al. (2020) suggested policy change to design and develop certain tools and mechanisms to make boarding schools for quality education by following system mechanism that supports mutual working, work independently and agree on intended outcomes

UNESCO (2010) stated that the boarding schools establishments provided convenience for communities that were located far away from major cities. Boarding school facilities provide academic facility as well as lodging facility for students who come from faraway places. A good boarding facility was essential for the progression of knowledge for those who come from far off locations to major cities.

Boarding school facilities have a very detailed curriculum implementation plan. A testimony to this is the designated time for reading activities every day in most boarding facilities. During this reading session boarders refer to books from the library. This serves two purposes, one is the reinforcement of an individual's reading skill and the second is to broaden the knowledge base for students. Boarders are usually characterized by their sense of responsibility that is inculcated in them because of living away from their parents. Boarders on average are more confident and independent when compared to day schooling students because they have to take important decisions daily on their own as they are away from their parents. Day schooling students have to spend time at homes doing chores especially female students who help around the home. This time spent doing chores takes up precious self-study time. Reading practice is not consistent in home's environment however in a good boarding facility it is an important item in the daily operational process. Hence the text above suggests that boarding school students are provided an environment more conducive to self-study leading to good academic development as compared to non-boarding students .

Boarding school facilities train boarders to follow a precisely tailored routine to maximize academic achievement. These activities include studying and sleeping on time hence boarders on average are more disciplined when compared to day school students.

Freborg et al (2020) concluded that boarding children were more disfavored, discriminated and less healthy lifestyle which may be associated with low income and minority factors but over all their belonging, identity ,pride and ethnic status was positive in developing an autonomous healthy and active working life.

Maphoso and Mahlo(2014) claimed that a significant difference is found among boarding and non-boarding students in terms of academic achievement as first one perform better.

Macdonald, Gringart, Kessar, Cooper, & Gray, J. (2018) explored a clear evidence in terms of better performance because boarding schools provide valuable opportunities to students who come from remote areas and they share their experiences, which benefit them for employability and leadership potential.

Noll et. al. (2020) stated about health behavior differences that boarding students have more health risks so there are certain areas for interventions to support their health.

Ogechukwu, & Chika, (2018). stated that boarding students in Onitsha education zone achieved better academically than their day counterparts. The researchers categorically stated that the three tiers of government, stakeholders and parents must contribute to engender credible students academic achievement. Any venture devoid of this stance will mar the efforts of achievement and realization of the objectives of secondary education.

Danyial (2011) discussed that the academic performance of students was greatly influenced by the involvement of their parents and their family's literacy background. A small example of this is that a family with a rich literacy background will most definitely encourage their child to participate in extra-curricular activities hence leading to better academic performance. He utilized the Pearson correlation coefficient for testing the factors under discussion and their impact on student academic performance which as significant statistically.

Kirmani (2008) stated that led her to the following conclusion that female students valued academic excellence far more than male students. Furthermore, she also stated that the encouragement and involvement provided by parent's is directly proportional to student's academic performance.

Hijazi (2006) claimed the inflexibility exhibited by students towards their academics as well as the factors responsible for academic excellence. His study suggested punctuality, self study time, family income, mother age and her educational background to be influential in determining a student's academic progress

Jabber et. al. (2011) stated that factors like student's gender, family size, place of residence and parent's income play an important role in determining the academic performance of the students.

Guenther et. al. (2020), while discussing how to bring quality education in remote areas suggested boarding solution by applying theory driven strategies to address the situation and produce the desired results.

The word hostel refers to place of accommodation for students or travelers. In Pakistan, a hostel is referred to as a place of accommodation usually owned and supervised by school, college or university's administration. A hostel consists of numerous students living under a single roof while belonging to very different social, cultural and economic backgrounds.

However, a hostel serves not only as a place of residence for the students but it also provides them with an opportunity to learn and develop interpersonal skills that can easily be acquired by their fellow students. Due to the mixing of students from different social and economic backgrounds the exchange of knowledge and skill either voluntary or involuntary is unavoidable.



## **Material and Methods**

A descriptive survey method has been used to carry out the research while qualitative data was collected and analyzed by using SPSS

### **Population**

The population of the study was consists of all the regular students of University of AJK and Women University of AJ&K Bagh the universities of AJ&K

### **Sample**

A convenient sampling technique was used to select 500 students from both universities. The sample would be selected on equal basis of the both universities.

### **Research Instruments**

A survey questionnaire was developed, validated and used as research tool to collect data from the respondents. The survey form contains nine indicators as reading, writing , speaking ,listening,learning, ,memory , study habits and creative thinking skills. Each of the indicators has some questions related to the element being under investigation, hence the relation of these indicators with their status as boarding and non boarding is observed by using cross tab technique the following table displays the results. The first is a general display of the their grades and their status of being boarding and non boarding.

## **Results and Discussion**

**Table 1**  
**showing boarding and non-boarding as status and CGPA**

<b>Status * Overall CGPA</b>			
Status	below 3	above 3	Total
Boarding	44	220	264
non Boarding	51	183	234
Total	95	403	498

The table 1 exhibits that the boarding students had higher CGPA than the non- boarding students as it is indicated in the chart, the green bar is higher than the blue one which shows higher CGPA while the bar blue shows lower than 3 CGPA. The difference can be observed although it is mild.

### **Reading Components**

Among next few bars charts where different academic are shown, basically consists on different components of reading, writing listening, speaking, memory and other components. All of them actually indicate one of the aspect that is

bifurcated within each of the below so it has to be assumed that various colors indicated are in bar charts.

**Table 2**  
**Reading components**

<b>Status * Reading Cross tabulation</b>											
Reading	1.00	1.33	1.67	2.00	2.33	2.67	3.00	3.33	3.67	4.67	Total
Boarding	28	72	60	39	22	17	18	1	6	1	264
Non Boarding	32	58	64	39	15	3	18	4	1	0	234
Total	60	130	124	78	37	20	36	5	7	1	498

In table 2 different bars indicate various questions related to this component, the mean score of those components was taken to make analysis of them. It shows that majority of the boarding students perform better in readings while non-boarding do not perform as for as their responses are concerned they highlighted passages, related things with their life and took effective notes as indicated in the boarding bar chart stack as in almost all bar lines are higher than the in the stack bar of the non-boarding that shows reading is better of boarding than non-boarding. The same has been indicated in the table frequency form.

**Table 3**  
**Writing components**

<b>Status * Writing Cross tabulation</b>														
Writing Component	1	1	2	2	2	3	3	3	4	4	4	5	5	Total
Boarding	23	44	67	46	27	19	16	13	3	4	0	1	1	264
non Boarding	28	29	42	67	22	16	15	5	2	7	1	0	0	234
Total	51	73	109	113	49	35	31	18	5	11	1	1	1	498

In table 3, different bars indicate various questions related to this component, the mean score of those components was taken to make analysis of them. It shows that the majority of the boarding students perform better in writing while non-boarding do not perform as for as their responses are concerned that their ability to write effective sentences and paragraph and revise their writing to make clear and consistent as indicated in graph .The blue graph bar is higher than the green bar that shows that boarding students are better in reading.

**Table 4**  
**Speaking components**

<b>Status * Speaking Cross tabulation</b>													
Speaking	1	1	2	2	2	3	3	3	4	4	4	5	Total
Boarding	26	37	62	64	17	20	13	7	8	5	1	4	264
Non Boarding	31	42	55	44	25	12	12	3	3	5	0	2	234
Total	57	79	117	108	42	32	25	10	11	10	1	6	498

In Table 4, different bars indicate various questions related to this component, the mean score of those component was taken to make analysis of them. It shows that majority of the boarding students perform better in speaking while non-boarding do not perform as for as their responses are concerned they are confident when they speak, organize their presentation while speaking and communicate easily and effectively what they mean as indicated in graph, blue graph bar is higher than the green graph bar that shows that students of boarding are better in speaking.

**Table 5**  
**Listening Components**

<b>Status * Listening Cross tabulation</b>													
Listening	1	1	2	2	2	3	3	3	4	4	4	5	Total
Boarding	16	34	52	62	28	31	17	5	6	9	3	1	264
Non Boarding	24	37	38	63	26	16	20	5	0	5	0	0	234
Total	40	71	90	125	54	47	37	10	6	14	3	1	498

In table 5, different bars indicate various questions related to this component, the mean score of those component was taken to make analysis of them. It shows that majority of the boarding students perform better in listening while non-boarding do not perform as for as their responses are concerned they understood the appreciate the views of different from their conversational matters, if someone criticize they listen quiet and caught feelings that speaker may not express in the words as indicated in graph bars which is higher than the bars shown the boarding students are better in listening.

**Table 6**  
**Learning style components**

<b>Status * Learning Cross tabulation</b>															
Learning	1	1	2	2	2	3	3	3	4	4	4	5	5	5	Total
Boarding	18	43	75	60	30	14	15	4	1	2	0	0	2	0	264
Non Boarding	28	41	65	47	11	12	16	5	3	2	1	2	0	1	234
Total	46	84	140	107	41	26	31	9	4	4	1	2	2	1	498

In table 6, different bars indicate various questions related to this component, the mean score of those components was taken to make analysis of them. It shows that the majority of boarding students have a better learning style as compared to non-boarders. Non-boarders don't perform as far as their responses are concerned. They learnt best by learning and discussing the lesson, by observing, reading and by doing something physically as indicated in bar graph where blue shows that the learning style of boarding students is better and the green graph bar is lower than blue shows that non boarding are not better in their learning style than the boarding.

**Table 7**  
**Memory components**

	Status * Memory Cross tabulation												
Memory	1	1	2	2	2	3	3	3	4	4	5	5	Total
Boarding	29	44	68	54	21	12	18	3	2	8	2	3	264
Non Boarding	25	59	60	47	20	8	7	2	4	1	1	0	234
Total	54	103	128	101	41	20	25	5	6	9	3	3	498

Table 7 show that majority of the boarding students perform better in memory while non-boarding do not perform as for as their responses are concerned that end of the lecture they

Summarize what was presented, use special methods to memorize things and recalled important information when teacher asked as indicated in graph the blue bar in graph is higher than the green bar that shows memory of boarding students is better than non-boarding.

**Table 8**  
**Study Skills Components**

	status * Study Skills Crosstabulation													
Study Skills	1	1	2	2	2	3	3	3	4	4	4	5	9	Total
Boarding	26	95	59	34	23	10	10	3	2	2	0	0	0	264
Non Boarding	28	68	45	55	9	14	9	0	0	2	2	1	1	234
Total	54	163	104	89	32	24	19	3	2	4	2	1	1	498

In Table 8, different bars indicate various questions related to this component, the mean score of those component was taken to make analysis of them. It shows that majority of the boarding students perform better in study skills while non-boarding do not perform as for as their responses are concerned that took notes, put important concepts in to own words and remained calm and cool through exam process as indicated in graph the bars indicated against boarding are mostly higher than the bar against non-boarding that shows the study skills of boarding students are better than non-boarding.

**Table 9**  
**Creative and Critical Thinking Component**

	Status * Creative and Critical Thinking Cross tabulation													
Creative and Critical Thinking	1	1	2	2	2	3	3	3	4	4	4	5	5	Total
Boarding	15	28	68	74	22	24	18	7	2	3	0	3	0	264
Non Boarding	16	40	41	72	22	17	10	5	4	3	2	0	2	234
Total	31	68	109	146	44	41	28	12	6	6	2	3	2	498

In table 9, different bars indicate various questions related to this component, the mean score of those component was taken to make analysis of them. It shows that majority of the boarding students perform better in creative critical thinking while non-boarding do not perform as for as their responses are concerned that use brainstorming to generate solutions, solve problems and make decision as opportunities and considered different point of view as indicated in graph bar



against boarding is higher than the bars against non-boarding that shows that the boarding students are better in creative thinking than non-boarding. Frequencies and cross tabulation was used for results.

### **Findings**

The study found that the performance of the boarding is better as compared to non-boarding in terms of their CGPA because the CGPA of boarding is higher than the no-boarding, the reading habits, the writing habits, the speaking habits the listening skills, the learning style, the memory, the study skills and the creative critical thinking skills of boarding students is better than the non-boarding students

### **Conclusion**

Based on the statistical analysis of the data and findings of the study mentioned above. The following conclusions were drawn. The performance of boarding school students is better as compared to non-boarding students in terms of their CGPA. The data collected from the above study found out that reading, writing and listening habits of boarding students on average are much better as compared to non-boarding students. Additionally, the memory and the study skills of boarding students are better as compared to non-boarding students. It could be suggested that the boarding facility be provided to all the students as it is done in professional colleges and institutes that would enhance their all academic skills and improve academic culture in the hostels

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