Summary and Conclusions
Chapter - V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

The environment in which the child lives, handles and fights is surely the most familiar element which can be exploited for making the child’s learning effective. It has been rightly observed that children need good environment for effective learning. The various learning opportunities in the environmental career offer wide scope for teaching about environment. Attention to environmental matters will influence the future social behaviour and enable them to become more responsible citizens of the society.

Learning environment is one, which arranges human and non-human resources in an efficient manner to bring about effective students learning. The educational environment of a school may be described as one in which intellectual, creative, physical and productive powers of a child blossom and flourish to their full. Such an environment motivates the students to learn, to play and to make all kinds of concentrated efforts to achieve their scholastic goals. The learning environment consists of all those physical - sensory elements (such as lighting, colour, sound, space, furniture and so on) that characterise the place in which a student is expected to learn. This surrounding should be designed so that learning may proceed with maximum stress and maximum effectiveness. In addition to supporting human functioning, the learning environment must accommodate the equipments, tools and materials that are used in education and training.

Educational environment possesses the potentiality of stimulating the student to develop their power of analysis, synthesis, conceptual thinking and critical evaluation. It inspires independent self-study and encourages originality and creativity. The environment of school is a part of the educational system and also the part of the society. If changes take place in society’s values, norms or standards, the environment of school is bound to be affected. The environment of school in turn will affect the workers in the field that is the teachers, students and others.
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It is a known fact that education is a product of the interaction of many factors or variables, stemming from the individual and the environment. Schools are formal agencies for educating the young according to the acceptable social values and the attitudes of the society. Whatever contributes to the proper and adequate realisation of the social objectives, the educational environment must be given serious consideration by those whose mission is to educate the young people of the community. The environment of a school has a serious impact upon the pupils, because educationists, as the appointed agents of society, help the youth in developing intellectual, physical, social, moral and emotional faculties to make the child fit member of the society.

It is a fact that the children of the community are influenced by the environment, in which they grow up and in which they are taught. There are many constituents of environment like; academic activities including curricular and extra curricular activities, teaching-learning processes, the school plant (physical paraphernalia) rules and regulations, teacher-student relationship, quality, qualifications and working conditions of teachers and other feelings about the school. It is clear that environment of school profoundly affects the whole intellectual process academically, socially, emotionally and physically and such an environment is worthy to study.

Although Research literature has established that learning environment influences all aspects of child’s personality, but much work has been done around impact of learning environment on academic achievement, where as all round development is much more than academic achievement, Personal and social behaviour of children are also important facets of personality to be acquired.

The present investigation is therefore an humble attempt to study Learning Environment in Residential and Non-Residential Schools (both Government and Private) and their impact on not only Academic Achievement but on some personal and social components of personality too viz: Initiative, Mannerism and Cooperation.

Academic Achievement refers to the degree or level of success or that of proficiency attained in some specific area concerning scholastic or academic work. It
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is synonymous with accomplishment, proficiency of performance, social acknowledgement of one’s skills, his proficiency in a given area of learning and depth of his knowledge. It can also be defined as the product of learning, aptitude and interest because they are learned, retained and forgotten just as knowledge. It may mean to be a person’s level of skill or range or breadth of information and what he has accomplished in designed area of learning or behaviour.

Initiative is the ability to act independently or an act of taking the first step, the power to originate or commence something or lead without depending on fellow beings. It is a fact that some students show initiative, other’s don’t. The students who show initiative are self-confident, active, alert, sincere and honest.

Manners are a person’s habitual behaviour, mode in which a person conducts himself in society. It is a moral character and the way in which person acts. As we see, well-mannered students are cheerful, friendly, frank, altruist, modest, obedient, responsible, attentive, tolerant, disciplined and have sportsmanship spirit.

Cooperation means some sort of joint action on the part of two or more persons. It means to work together. It is a joint activity in pursuit of common goals or shared rewards. It involves two elements i.e. common goals and organised effort. Therefore, cooperation means working together in a co-ordinated manner for a common goal. Cooperation has been perceived as behaviour involving collaboration directed towards goals to be shared. Cooperation is a special method of doing work jointly. It is self help as well as mutual help.

5.2 STATEMENT OF THE PROBLEM

Learning environment in residential and non-residential schools and its impact on academic achievement, initiative, mannerism and co-operation of high school students.

5.3 DELIMITATION

The present investigation has been delimited with respect to:

(i) Components of learning environment as
   a) Academic Environment which includes
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- Teaching learning process as perceived by teachers
- Teaching learning process as observed through actual classroom interaction
- Co-curricular activities
- Material equipments

b) Socio-Emotional Environment which includes
- Teacher Taught Relationships within the class
- Teacher Taught relations beyond the class

c) Organisational Environment
- Organisational Climate of schools
- Job satisfaction of teachers

(ii) Types of schools
- The schools have been chosen which are affiliated to CBSE board whether Residential or Non-Residential whether Government or Private. All the four schools studied in the present investigation are CBSE Schools.
- The study has been restricted to only IX class students.
- Only those teachers who were associated with teaching different subjects to these IX grade students were selected.

5.4 OBJECTIVES

The study was designed in order to attain the following objectives:

- To study the Academic Environment in selected schools.
  (a) To study the teaching-learning process as perceived by the teachers.
  (b) To study the teaching-learning process as observed by the investigator through Flanders classroom interaction analysis.
  (c) To study the status of material equipment in relation to classroom facilities, library facilities and lab facilities.
  (d) To study the types of co-curricular activities in relation to academic activities, socio-cultural and national activities, outdoor/indoor activities and aesthetic activities.

- To investigate the socio-emotional environment in the selected schools:
  (a) To study the inter-personal relationships of the teachers and the students within the class.
  (b) To study students-teachers inter-personal relationships beyond the class.

- To investigate the organisational climate in the selected schools:
  (a) To study the organisational environment.
  (b) To study the organisational environment in relation to the job satisfaction of the teachers.

- To study the impact of learning environment on students’ academic achievement.
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• To study the impact of learning environment on students’ initiative.
• To study the impact of learning environment on students’ manners.
• To study the impact of learning environment on students’ cooperation.

5.5 HYPOTHESES

Following hypotheses were formulated:

Ho.1: Different school systems have no differential patterns of teaching learning process, as perceived by teachers.

Ho.2: The classroom interaction processes are not different in the
   a) Residential and Non-Residential schools
   b) Government and Private schools

Ho.3: The level of different categories of co-curricular activities does not correspond with the type of schools.

Ho.4: Nature of different material equipments does not correspond with the type of school.

Ho.5: The teacher taught relations are not different in different schools.
   Ho.5.1: There is no difference in mean scores of Teacher-Taught Relationships (within the class) of four different types of schools.
   Ho.5.2: There is no difference in mean scores of Teacher Taught Relationships (within the class) associated with different Affective Response Modes.
   Ho.5.3: There is no interaction between types of schooling and teachers Affective Response Modes with regard to Teacher-Taught Relationships within the class.
   Ho.5.4: There is no difference in mean scores of Teacher-Taught Relationships (beyond the class) in four different types of schools.
   Ho.5.5: There is no difference in mean scores of Teacher-Taught Relationships (beyond the class) associated with different Affective Response Modes.
   Ho.5.6: There is no interaction between types of schooling and Teacher Affective Response Modes with regard to Teacher-Taught Relationships (beyond the class).

Ho.6: The organisational climate of Residential and Non-Residential, Government and Private, Schools are not different.

Ho.7: The teachers of schools under two types of management (Government and Private) are not different on their job satisfaction scores.
Ho.8: The teachers in Residential and Non-Residential schools are equally satisfied with their jobs.

Ho.9: There is no interaction between type of management and mode of schooling.

Ho.10: The learning environment of Government and Private schools (management style) yields equal academic achievement scores.

Ho.11: Academic achievement of students of Residential and Non-Residential (mode of schooling) is not different.

Ho.12: There is no interaction between management style and mode of schooling in relation to academic achievement of IX graders.

Ho.13: The learning environment due to two management styles (Government/Private) promotes equal level of initiative among IX graders.

Ho.14: The learning environment due to two modes of schooling (Residential/Non-Residential) yielded equal initiative scores of IX graders.

Ho.15: The interaction between two management styles and two modes of schooling yielded equal initiative scores of IX grade children.

Ho.16: Learning environment due to management style (Government/Private) yields equal levels of Mannerism of IX grade students.

Ho.17: Learning environment due to mode of schooling (Residential/Non-Residential) promotes equal levels of Mannerism.

Ho.18: The two variables of learning environment viz. management style and mode of schooling operate independent of each other in respect of Mannerism.

Ho.19: Learning environment due to management style (Government/Private) yields equal levels of cooperation among IX graders.

Ho.20: Learning environment due to mode of schooling (Residential/Non-Residential) promotes equal levels of cooperation among children.

Ho.21: There is no interaction between management style and mode of schooling.

5.6 SAMPLE

The sample of the study was selected at three levels i.e. schools level, students level and teachers level. Four schools were selected from urban setting of Chandigarh U.T. Out of the list of Residential Schools, two schools named Jawahar Navodaya Vidyalaya Sector 25 and Shivalik Public School, Mohali were selected randomly. One of these schools was Central Government managed and one was privately managed but both were affiliated to CBSE. Out of the list of schools, two Non-Residential Schools
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i.e. Kendriya Vidyalaya, Sector 31, and Shivalik Public School, Sector 41/B were selected randomly. One from the list of Central Government Managed Schools and another from the list of privately managed non-residential school. 400 students of Class IX both boys and girls were selected. But at the final stage, 332 students were left. From the four selected schools 40 teachers teaching class IX, male and female were selected. But at the final stage 35 teachers were left, rest had dropped out at one or the other stage. Distribution of final sample has been given in the following table no. 5.1.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Residential</th>
<th>Non-Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government</td>
<td>Government</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>Private</td>
</tr>
<tr>
<td>No. of Students</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
<td></td>
</tr>
</tbody>
</table>

| No. of Teachers | 8   | 7   |
|                | 10  | 10  |
| Total          | 35  |     |

### 5.7 TOOLS

For the purpose of collecting data, following tools were used:

- A scale of Teaching Learning Process developed and validated by the investigator.
- A Check-list of Material Equipments developed and validated by the investigator.
- A Check-list of Co-Curricular Activities developed and validated by the investigator.
- A Scale for Teacher-Taught Relationships (Within the class and beyond the class) developed and validated by the investigator.
- Organisational Climate Description Questionnaire(OCDQ) developed by Halpin and Croft(1963).
- Job Satisfaction Scale developed and Validated by Chandel J.S.(1978).
- A Scale for rating Initiative developed and validated by Mehra V.(1986).
- A Scale for rating Manners developed and validated by Mehra V.(1986).
- Cooperation - Competition Disposition Inventory(CCDI) by Pareek and Dixit(1974 b).
- Academic achievement scores(from the school records).
5.8. DESIGN

The present research was designed to study “The learning environment in residential and non-residential schools and its impact on academic achievement, initiative, mannerism and cooperation of high school students.” For the purpose of present investigation ex-post facto design was employed. The main dependent variables were academic achievement, initiative mannerism and cooperation. The main independent variables were the dimensions of learning environment and a combination of types of schools. The two types of schools Residential and Non-Residential both government and privately managed were studied in the present research. The study was designed to investigate the effect of interplay of these independent variable and sub-variables on the dependent variables.

5.9 PROCEDURE

The study was conducted in two stages viz: selection of the sample and collection of the data.

5.9.1 Selection of the sample

The sample for the present investigation was selected at schools, teachers and students level. The collection of data was done in two phases. The first phase of the study was a focus around teachers. For this, the investigator contacted the principals of the selected schools, explained the purpose of her visit and sought permission to collect data in that school. The principal introduced her to teacher incharge of class IX and ten more teachers who were teaching the same class, and requested them to cooperate with the investigator.

5.9.2 Collection of data

For studying learning environment, each of the seven tools were administered one by one. For studying Academic Environment, a Scale of Teaching Learning Process prepared by the investigator was given to the teachers. After the teachers had filled up the scales, the time tables were negotiated so that each teacher could be observed in the actual classroom. What goes on in the class or what kind of teaching - learning
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process prevails in actual classroom teaching was the main concern for the investigator. Each teacher was observed at least two times through Flanders Category System of observing classroom interactions. The observations were pooled and converted onto a millage matrix each. Checklists of Co-curricular Activities and Material Equipments were got filled up by the teachers. Return was 100 percent. For studying Socio-Emotional Environment in the selected schools, A Scale for Teacher Taught Relationships (within the class and beyond the class) was given to the teachers. For studying the Organisational Environment, Organisational Climate Description Questionnaire and Job Satisfaction Scale were got filled by the teachers.

The second phase of the study deals with the students. Tools pertaining to all the four criterion variables were administered during the second phase. For collecting data for students academic achievement, initiative, mannerism and cooperation, a list of 100 students of class IX of all the four selected schools was made separately and class teachers of these students were contacted. For measuring the academic achievement of these selected students, the investigator herself collected the achievement scores of previous examination, unit tests and terminal exams for each child from the school records and converted it onto a common denominator of 100.

For rating Initiative and Mannerism of these selected students, A Scale for Rating Initiative and A Scale for Rating Mannerism by Mehra V. (1986) were used. Class teachers and teachers teaching the selected students were contacted personally by the investigator, who gave their ratings on these rating scales. Each child was rated on each of these variables by at least three teachers. To study the Cooperation variable, Cooperation-Competition Disposition Inventory (CCDI) was used and these inventories were got filled up by the selected students. All the attempts were made to make the students answer in a relaxed and normal way. Hence the total data collection in all the four schools took four months time to complete. Each tool was scored according to the prescribed keys and the data was thus subjected to statistical analyses.
5.10 STATISTICAL TECHNIQUES USED

a) The data pertaining to learning environment were analysed through the following statistical techniques:

- Means and Standard Deviations were used wherever required.
- Rating scales were used for collecting data corresponding to Teaching-learning process as perceived by teachers. The data were analysed through non-parametric statistics like $\chi^2$ test.
- For actual classroom interaction analysis different ratios and percentages were computed. t-ratios were used to find their differences.
- The data procured on checklists were analysed for their correspondence through $\chi^2$ tests.
- The results were analysed through graphic representations also.
- Teacher-Taught Relationships within the class and beyond the class were studied through Trend Analysis separately.
- A two way analysis of variance was employed to analyse data for job-satisfaction of teachers.

b) The data pertaining to impact of learning environment were analysed through the following statistical techniques:

- A two way analysis of variance was employed separately for scores of
  - Academic achievement
  - Initiative
  - Mannerism
  - Cooperation
  - In each ANOVA, significant F-ratios were followed by t-test.

5.11 RESULTS

Analysis and interpretation of the data led to following major findings:

5.11.1 Findings Related to learning environment

a) Academic Environment

(i) Teaching Learning Process as perceived by teachers:

Different school systems follow a different pattern of curricular activities through teaching-learning process (as perceived by teachers) by way of content knowledge/delivery, facility in content delivery, use of skill of presentation, stimulus variation, evoking students interaction, use of evaluation devices and use of reference material.
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(ii) Teaching Learning Process as observed through Flanders Classroom Interaction category system:
Teaching Learning processes (classroom interactions) as observed through FCICS were not different in the Residential and Non-Residential Schools. Teaching Learning activities as observed through Flanders Classroom Interaction Category System were not different in Private and Government Schools.

(iii) The nature of different co-curricular activities do not correspond with the type of school which means that different types of schools observed different types of co-curricular activities, viz: academic, social/cultural/national, indoor/outdoor and aesthetic.

(iv) The nature of different classroom equipments, library equipments and facilities and laboratory facilities do not correspond with the type of school. It means different types of schools possessed different types of material equipments.

b) Socio-Emotional Environment

(i) Teacher-Taught relations within the class:
- The Teacher Taught Relationships (within the class) were different in different types of schools.
- The Socio-Emotional Environment by way of Teacher Taught Relations (within the class) was superior in Government/Residential School (Navodaya Vidyalaya) than the Private Residential (Shivalik Public School, Mohali).
- Teacher Taught Relations (within the class), in Government/Residential Navodaya Vidyalaya were superior as compared to Government/Non-Residential School (Kendriya Vidyalaya).
- Teacher Taught Relations (within the class) in Navodaya Vidyalaya were better as compared to privately managed Shivalik Non-Residential School.
- The Socio-Emotional Climate by way of Teacher Taught Relations within the class in Shivalik Public School (Privately managed/Residential) was superior as compared to Kendriya Vidyalaya (Government/Non-Residential).
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- The Teacher Taught Relations (within the class) in Private Residential and Private Non-Residential were the same. It may be attributed to the fact that management policies, programmes and activities of the two schools are almost the same.
- The Socio-Emotional Climate by way of Teacher Taught Relations within the class was superior in privately managed Non-Residential Shivalik Public School as compared to Government/Non-Residential Kendriya Vidyalaya.
- Teacher Taught Relationships (within the class) were different with regard to the types of Teachers Affective Response Modes.
- Teacher Taught Relationships (within the class) were not found different in the two cases when the teachers were unconcerned and when the teachers show little concern.
- Teacher Taught Relationship score with unconcerned teachers was higher than with moderately concerned teachers.
- Teacher Taught Relationship score of unconcerned teachers were found more than highly concerned teachers.
- Means of Teacher Taught Relationship scores resulting out of the two response modes, unconcerned and highly involved was not found significant.
- The mean Teacher Taught Relationship scores of moderate concerned, highly concerned and highly involved do not differ from each other.
- Teacher Taught Relationship scores for response modes highly concerned and highly involved was not found significant even at .05 level of confidence indicating that the Response Modes yielded almost parallel type of Teacher Taught Relationships.
- There was no interaction between Types of Schools and Teachers Affective Response modes. It means the two variables are independent in respect of Teacher-Taught Relationships within the class.

(ii) Teacher Taught relationships beyond the class:

- The nature of Teacher Taught Relationships (beyond the class) was different in different types of schools.
- The Socio-Emotional Environment by way of Teacher Taught Relations beyond the class was superior in Government Residential School (Navodaya Vidyalaya) than the Private Residential School (Shivalik Public School, Mohali).
- The Teacher Taught Relations (beyond the class) were superior in Government Residential Navodaya Vidyalaya as compared to Government Non-Residential Kendriya Vidyalaya.
- The Teacher Taught Relations (beyond the class) were superior in Government Residential Navodaya Vidyalaya as compared to Shivalik Non-Residential privately managed school.
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- The Socio-Emotional Climate by way of Teacher Taught Relations (beyond the class) was superior in Private Residential Shivalik Public School as compared to Kendriya Vidyalaya (Government Non-Residential).
- Teacher Taught Relations (beyond the class) in Private Shivalik Residential and Shivalik Non-Residential were not different.
- Socio Emotional Climate by way of Teacher Taught Relations (beyond the class) was superior in Private Non-Residential school as compared to Government Non-Residential School.
- The Nature of Teacher Taught Relationships does not vary with the type of Teacher Response Modes.
- There was no interaction between Types of Schools and Teachers Affective Response Modes. It means the two variables are independent in respect of Teacher Taught Relationships.

c) Organisational Environment

(i) Organisational Climate description through OCDQ
- The organisational environment of all the four schools was found as representative of a moderate organisational climate. None of these schools was found to be absolutely open or absolutely closed.

(ii) Job Satisfaction of Teachers
- Private School teachers were found more satisfied with their jobs than Government School Teachers.
- Non-Residential School teachers were found more satisfied with their jobs as compared to Residential School teachers.
- Learning Environment due to Types of Management (Government and Private) and Mode of Schooling (Residential and Non-Residential) of Government and Private; Residential and Non-Residential Schools yielded different Job Satisfaction mean scores.
- Private Residential School teachers were found more satisfied than Government Residential School teachers.
- Government Non-Residential School teachers were found more satisfied than Government Residential School teachers.
• Private Non-Residential School teachers were found more satisfied than Government Residential School teachers.
• Private Residential School teachers and Government Non-Residential School teachers were found equally satisfied.
• Private Residential and Private Non-Residential School teachers were also found equally satisfied with their job conditions.
• Private Non-Residential School Teachers and Government Non-Residential School teachers were also found equally satisfied with their jobs.

5.11.2 Findings Related to Academic Achievement
• Private School students yielded higher mean Achievement scores than the Government School students.
• The mean Academic Achievement scores of the Non-Residential School children were found higher than the mean Achievement scores of the Residential School children.
• There was no interaction between Management Style (Government/Private) and Mode of Schooling (Residential/Non-Residential) in relation to Academic Achievement of IX graders.

5.11.3 Findings Related to Initiative
• Students of Private Schools yielded higher mean score of Initiative than the students of Government Schools.
• The mean Initiative scores of students studying in Residential Schools was found higher than the mean scores of Initiative for Non-Residential School children.
• Learning environment due to Management Style (Government/Private) and Mode of Schooling (Residential/Non-Residential) of Government and Private/Residential and Non-Residential School Children yielded different Initiative mean scores.
  • The mean Initiative scores of children studying in Government Residential School and Private Residential School do not differ from each other.
  • Government Residential Navodaya Vidyalaya students attained higher Initiative scores than those of Government Non-Residential School.
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- Private Non-Residential School students attained higher mean scores on Initiative as compared to those of studying in Government Residential School.
- Private Residential School children attained higher Initiative mean scores than those of Government Non-Residential School.
- The mean Initiative scores of Private Residential School children and Private Non-Residential School children were not found different.
- Private Non-Residential School children attained higher mean scores on Initiative than students of Government Non-Residential School.

5.11.4 Findings Related to Mannerism

- The Learning Environment due to Management Style of Private School yielded higher mean on the scale of Mannerism than the learning environment due to Management Style of Government Schools. It means Private Schools were promoting higher levels of Mannerism among children as compared to Government Schools.
- Mode of Schooling (Residential/Non-Residential) did not yield different levels of Mannerism among IX grade children.
- The Learning Environment due to Management Style (Government/Private) and Mode of Schooling (Residential/Non-Residential) do not have any interaction effect in respect of Mannerism of students.

5.11.5 Findings Related to Cooperation

- Learning Environment due to Management Style (Government/Private) yielded equal levels of Cooperation among IX graders.
- The mean Cooperation scores of Residential School children were found higher than the mean scores of the Non-Residential School IX graders.
- Learning environment due to Management Style (Government/Private) operates independent of the Mode of Schooling (Residential/Non-Residential) in respect of Cooperation scores.

5.12 EDUCATIONAL IMPLICATIONS OF THE STUDY

The study revealed that Residential/Non-Residential and Government/Private Schools were found different from each other on many dimensions of Learning
Summary and Conclusions

Environment viz:

a) Academic Environment
   - Curricular activities
   - Co-curricular activities
   - Material equipments

b) Socio-Emotional Environment
   - Teacher-Taught Relational patterns within the class
   - Teacher-Taught Relational patterns beyond the class

c) Organisational Environment
   - Organisational climate description of schools
   - Job satisfaction levels of teachers

These differences on various dimension of Learning Environment were studied for all the four schools under study viz:

- Government Residential
- Private Residential
- Government Non-residential
- Private Non-residential

The impact of these different dimensions of Learning Environment was investigated and it was found that Academic Achievement scores of IX graders of these schools were found significantly different, with regard to Type of Management (Government/Private)

Private School children attained higher mean scores as compared to Government Schools. Out of Residential and Non-Residential Schools, Non Residential School children showed higher Achievement.

Another important finding of the investigation was that Private Management of schools yielded higher Initiative scores of children as compared to those of Government Schools. Out of Residential and Non-Residential Schools, Residential Mode of Schooling yielded higher scores of Initiative for IX graders.

Private schools have also been found to promote higher levels of Mannerism among IX graders. However Residential or Non-Residential School children showed equal levels of Mannerism.

As far as Cooperation is concerned Residential Schools have been found to foster
Cooperation among children of IX grade.

The main implications of the present study in educational sphere may be summarized as follows:

Private Management of schools seems to be more conducive to higher achievements of children. These managements adhere to more strict and disciplined implementation of programmes and policies which results into forceful teaching on the part of teachers and higher achievement on the part of students. Hence some kind of measure should be implemented in Government Schools also regarding accountability of teachers and motivation of children.

Non-Residential School children have shown higher Achievement too. Involvement and parental guidance could be additional factors for these children to achieve more. Even Residential Schools should implement such tutorial programmes, and homely environment in the evenings so that Residential School children who lack on this aspect may be compensated and take higher strides of Achievement.

Private Schools have shown not only higher Achievement but children of those schools have been found better on non-cognitive dependent variables of Initiative and Mannerism as well. May be that in Government Schools there is more stress only on cognitive behaviour. Non-cognitive behaviour should be stressed equally effectively in Government Schools.

Only Residential School children have shown higher levels of Cooperation, which may be because of co-living in the hostels. Non-Residential Schools should promote Cooperation among children through cooperative programmes and projects so that better Socio-Emotional Learning Environment induces feeling of Cooperation among children.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

- Rural/Urban settings may provide a different picture of Learning Environment in schools, comprehensive studies of Learning Environment may be taken to explore variables & dimensions of Learning Environment which affect all-round development of personality. Hence rural/urban setting, economic-status, children
from various vocational groups of parents may be chosen to further explore the impacts.

- Learning Environment results from student inputs too. The major emphasis of this study was on school input hence studies may be conducted with major emphasis on student input along with some home-related variables.
- Learning Environment in relation to more non-cognitive variables like adjustment patterns of children and their value systems should be studied.
- The study should be replicated at elementary school level and higher level of education with a wider sample of students.
- Full session coverage on classroom activities be made to study Learning Environment
- Studies with work-culture of schools, work-ethics of teachers and accountability of children for results may be made to find out the difference on various cognitive & non-cognitive variables.
- Similar studies with cognitive styles of teachers and learning styles of students may be taken up.