CHAPTER VII

REVIEW, CONCLUSIONS AND SUGGESTIONS FOR EDUCATIONAL IMPLICATIONS AND FURTHER RESEARCH
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7.1 Review

School organizational climate can be viewed as a relatively enduring quality of the internal environment of an organization, experienced by its members that influence their behaviour. Group norms are the powerful shapers of organizational climate through which it makes itself felt, and influences the organizational behaviour (perceptions, values, attitudes etc.) of incumbents, both teachers and students in a varied manner, with certain conditions in the environment being more conducive for enhancing performance of the individuals – may be teachers students.

Along with role of school organizational climate, home environment has been one of the most influencing environmental conditions in the development of the child, not only in the educational endeavours, but also throughout the life span. Since the child grows in home environment and prepares for future life through schooling processes, both these aspects i.e. home and school are having their specific as conjoint role in shaping of the personality of child and his/her performance, being assessed as learning achievement.

Hence it was worthwhile to look into levels of learning achievement of elementary schools students of Himachal Pradesh along with its relationship
with school organizational climate and home environment in the research problem entitled:

"A Study of Learning Achievement of Elementary School Students of Himachal Pradesh in relation to School Organizational Climate and Home Environment".

7.1.1 Significance of the Study

The present research endeavour is a humble beginning to explore the possible contribution of school climate and home environment to learning achievement of students at elementary stage in Himachal Pradesh. The findings of the study may prove to be of immense use for educational administrators of the state in, particular and country in general for the following manner:

- Levels of learning achievement of elementary school students in Hindi and mathematics to be taken as baseline for studying impact of ongoing intervention programmes, on the quality of elementary education;

- the impact of school climate on students' learning achievement will provide an insight to DIETs to improve content and methodology of the in-service training programmes for elementary school teachers, which will help further to facilitate enhancement learning achievement of elementary school students;

- the impact of home environment factors on students' learning achievement will provide inputs for literacy and continuing education programmes, in vogue in the state under the auspices of NLM so that parental participation in school and education be effectively enhanced and better school community partnership mechanisms evolved.

7.1.2 Objectives of the Study

1. To assess the learning achievement levels of elementary school students of Himachal Pradesh in Hindi and mathematics.
2. To study learning achievement of elementary school students Himachal Pradesh in Hindi and mathematics in terms of socio-demographic variables of gender, caste, location, parental education, parental occupation and family income.

3. To study learning achievement of elementary school students of Himachal Pradesh in Hindi and mathematics in relation to school organizational climate.

4. To study learning achievement of elementary school students of Himachal Pradesh in Hindi and mathematics in relation to home environment.

7.1.3 Hypothesis

1. The elementary school students will exhibit significant differences in their mean learning achievement on Hindi and Mathematics in terms of following socio-demographic variables:

   i) Gender;

   ii) Location;

   iii) Caste (SC, ST, OBC and General groups);

   iv) Levels of parental education (paternal and maternal);

   v) Levels of parental occupation (paternal and maternal); and

   vi) Levels of family income.

2. (i) The elementary school students belonging to schools having open, autonomous and familiar climate will perform significantly better in their learning achievement in Hindi than their counterparts belonging to schools having controlled, paternal and closed climate in Hindi.

   (ii) The elementary school students belonging to schools having open, autonomous and familiar climate will perform significantly better in their learning achievement in mathematics than their counterparts belonging to schools having controlled, paternal and closed climate.
3. (i) The elementary school students having better home environment will perform significantly better in their learning achievement in Hindi than their counterparts having poor home environment.

(ii) The elementary school students having better home environment will perform significantly better in their learning achievement in mathematics than their counterparts having poor home environment.

4 There will be significant interaction effect of home environment and school climate on learning achievement of elementary school students in Hindi and mathematics.

(i) The elementary school students having better home environment and belonging to schools with open, autonomous and familiar climate will have significantly higher mean achievement in Hindi in comparison to those elementary school students having poor home environment and belonging to schools with controlled, paternal and closed climate.

(ii) The elementary school students having better home environment and belonging to schools with open, autonomous and familiar climate will have significantly higher mean learning achievement in Mathematics in comparison to those elementary school students having poor home environment and belonging to schools with controlled, paternal and closed climate.

7.1.4 Delimitations of the Study

The present research study was delimitated in the following manner:

1. Only two school subjects, namely, Hindi and mathematics were taken up to measure learning achievement of elementary school children, which are the core subjects in assessment of basic literacy and numeracy skills.

2. Only 6th grade students who have been in the elementary stage of education in for the initial 2-3 months stage were selected for the study.
3. The school infrastructure (i.e. physical and academic inputs) has not been taken up.

4. The school organizational climate and home environment have been measured as perceived by teachers and students respectively.

5. The analytical approach (i.e. F-test and t-test) was used to test the hypothesis formulated in the study.

7.1.5 Operational Definition of Terms

The key terms used in the study may be operationally defined as under:

1. **Learning Achievement**: connotes performance of elementary school students on achievement tests in Hindi and mathematics, constructed and standardized by the researcher on the basis of performance of elementary school students i.e. 6th grade students on both the tests, taking into consideration the well established facts that elementary school students are supposed to have competency in basic literacy and numeracy skills for their optimal performance not only in these core subjects but also in other content areas to be mastered in due course of teaching learning in school education.

2. **Socio-Demographic variables**: refer to static family background variables of gender, caste, location, parental (paternal and maternal) education and occupation and family income to be measured with the self developed personal data sheet by the researcher in the locale specific socio-economic context of Himachal Pradesh.

3. **School Organizational Climate**: (school organization and functioning to be measured by measured by School Organizational Climate Description Questionnaire (SOCDQ), constructed and standardized by
Sharma (1978), which categorises schools into six types of organizational climate, as perceived by teachers.

- **Open climate** (an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their principal (leader) as highly considerate and democratic in behaviour and hence the group members as well as the principal feel 'all of a piece'. So the group enjoy a high degree of integration and authenticity of behaviour);

- **Autonomous climate** (an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent and enjoy a degree of job-accomplishment);

- **Familiar climate** (a friendly behaviour of both the principal and the teachers in which teachers establish personal friendship among themselves, and socially, at least, everyone is a part of a large happy family. Social needs satisfaction is extremely high. The principal exercises leadership in an indirect manner and tries to keep production satisfactory. His behaviour is job oriented but does not hinder the social needs satisfaction on the part of the teachers);

- **Controlled climate** (an environment which is characterized as highly task-oriented at the cost of social needs satisfaction of the teachers. Leadership acts stem from only one side, and in a dictatorial manner. Group involvement is never encouraged. The human aspect of the individual is neglected and communication is always one sided. Teachers get little job-satisfaction out of task-accomplishment);

- **Paternal climate** (a situation in which there is very little scope for the members to satisfy their social needs and derive job satisfaction. The faculty has to work in the way the principal wants. But at the same time the principal as a paternal guardian of the school faculty, does not ignore the individual interest); and

- **Closed climate** (a high degree of apathy on the part of all members of the organization. The organization is not moving. This climate lacks authenticity of behaviour. The principal constraints the emergence of leadership acts from the group members i.e. teachers. They secure neither social needs satisfaction nor job satisfaction stemming from task-accomplishment).

4. **Home Environment**: connotes the psychological environment of home as perceived by elementary school students in terms of: "parental
attitude towards education; parental aspirations for child; parental encouragement to the education of child and general behaviour of parents in the family"; being measured by Home Environment Inventory, developed by Misra (1986) having 100 items, divided into ten components:

- Control (autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them);
- Protectiveness (prevention of independent behaviour and prolongation of infantile care);
- Punishment (physical as well as affective punishment to avoid the occurrence of undesirable behaviour);
- Conformity (parents' directions, commands, or orders with which child is expected to comply by action, including to demands to work according to parents' desires and expectations);
- Social Isolation (use of isolation from beloved persons, except family members for negative sanctions);
- Reward (material as well as symbolic rewards to strengthen or increase the probability of desired behaviour of child in expected social conditions);
- Deprivation of Privileges (controlling children's behaviour by depriving them of their rights to seek love, respect and child care from parents, depending on child's behaviour);
- Nurturance (existence of excessive unconditional physical and emotional attachment of parents with the child, in which parents have a keen interest in the child and love for the child);
- Rejection (conditional love recognizing that the child has no right as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual, thereby meaning that parental expectations are on an authoritative principle); and
- Permissiveness (provisions of opportunities to child to express his views freely and act according to his desires with no interference from parents, and providing and atmosphere for the child to express in his own way).
Thus it may be summed up that total home environment refers to both positive and negative conditions which interact with each other, either favourably or unfavourably, to determine home environment to be "better" or "poor", both component wise and in totality.

7.1.6 Methodology

Descriptive method of research was followed in the conduct of the present study.

- Tools

Following tools were used in the conduct of the study:

1) Achievement test in Hindi
2) Achievement test in Mathematics
3) Personal Data Sheet
4) School Organizational Climate Descriptive Questionnaire (SOCDQ)
5) Home Environment Inventory

It may be mentioned that achievement tests in Hindi and mathematics were constructed and standardized by researcher himself to assess learning achievement of elementary school students. The School Organizational Climate Descriptive Questionnaire (SOCDQ) and Home Environment Inventory are standardized tools widely used for the assessment of school organizational climate as perceived by school teachers and ten different home environment components as perceived by students.

- Sample

A sample of 1345 6th grade students studying in middle, high and senior secondary school students was selected by randomly selecting 13 schools each
from four randomly selected districts of Himachal Pradesh namely, Kangra, Kullu, Shimla and Chamba for assessment of learning achievement and home environment. Further all the teachers teaching 6th, 7th and 8th students in 52 selected schools constituted the sample for assessing school organizational climate.

7.1.7 Statistical Treatment of Data

Descriptive statistics was applied to assess the levels of learning achievement of elementary school students in Hindi and mathematics as well as high and low levels of home environment of elementary school students in terms of components as well as total home environment, and determining the type of school climate and perceived by school teachers.

The t-test was applied to test significance of mean differences in learning achievement of elementary school students in Hindi and mathematics in terms of socio-demographic characteristics.

Further, two way analysis of variance was used to study the main and interaction effects of school organizational climate and home environment on learning achievement of elementary school students in Hindi and mathematics.

7.2 Conclusions

In the light of the results of the present study with regard to learning achievement of elementary school students in relation to school organisational climate and home environment following conclusions may be drawn.

7.2.1 Socio-Demographic Characteristics and Learning Achievement

1. The learning achievement of elementary school students of Himachal Pradesh is moderate i.e. 43.91 in Hindi and low i.e. 34.10% in
mathematics, reflecting on 'learning deficiency syndrome' among elementary school students, both in basic literacy and numeracy skills.

2. The learning achievement scores of elementary school students show a wide dispersion in Hindi as compared to mathematics, which is indicative of the fact that a good number of students perform better in language (reaching mastery), whereas the number of students approaching mastery or achieving mastery is quite low in mathematics.

3. There is significant gender difference in learning achievement of elementary school students in Hindi, in favour of boys. However, no significant mean difference exists between elementary school boys and girls in mathematics.

4. The urban students have significantly higher learning achievement in mathematics, though there are no urban-rural differences in learning achievement of elementary school students in Hindi.

5. The elementary school students with higher level of parental education, both in case of paternal and maternal education, perform significantly better in their learning achievement in Hindi and mathematics as compared to their counterparts with low level of parental education. Interestingly, low parental education and illiteracy among parents does not differentiate learning achievement of elementary school students among each other.
6. The elementary school students with high paternal occupation perform significantly better in their learning achievement in Hindi and mathematics than those with average and low paternal occupation. Further, the elementary school students with average maternal occupation have significantly higher learning achievement in Hindi and mathematics as compared to those with low maternal occupation.

7. The elementary school students with high family income perform significantly better than their counterparts having average and low family income in their learning achievement in Hindi and mathematics.

7.2.2 School Organizational Climate and Learning Achievement

1. The mean learning achievement of elementary school students in Hindi is appreciably high in three types of school climate, namely, "familiar, open and autonomous" (ranging from 31.86 to 46.62) as compared to their counterparts in the "closed, controlled and paternal" types of school climate (ranging from 17.32 to 29.54). These findings remain true across high and low levels of home environment, which implies that learning achievement of elementary school students is higher in three school climate conditions, namely, familiar, open and autonomous irrespective of home environment conditions.
2. The learning achievement of elementary school students in mathematics is significantly higher in "familiar, open and autonomous" school climate (ranging from 17.52 to 23.68) as compared to those students studying in "controlled, paternal and closed" school climate (ranging from 10.76 to 14.88). These results remain true across high and low levels of home environment conditions, except nurturance component of home environment.

3. The familiar school climate is comparatively more facilitator in enhancing learning achievement of elementary school students, both in Hindi and mathematics. Whereas open and autonomous school climate conditions are less facilitative in learning achievement of students in comparison to familiar school climate.

4. The closed school climate is most debilitating condition in the learning achievement of elementary school students, both in Hindi and mathematics, as compared to controlled and paternal school climate. Whereas paternal and controlled school climate conditions are somewhat better than closed school climate to explain learning achievement of elementary school students in Hindi and mathematics.
7.2.3. **Home Environment and Learning Achievement**

1. The elementary school students perceiving home environment, either to be better or poor, do not differ significantly in their learning achievement in Hindi and mathematics. (except, nurturance component of home environment)

2. The nurturance component of home environment has been found to play a positive role in learning achievement of elementary school students in Hindi and mathematics, i.e. higher levels of nurturance being facilitative of better learning achievement in Hindi and mathematics.

7.2.4 **Learning Achievement in relation to School Organizational Climate and Home Environment**

1. The interaction effect of school organisational climate and home environment (component-wise and total home environment) turned out to be non-significant in explaining learning achievement of elementary school students in Hindi. This is indicative of the fact that "familiar, open and autonomous" school organisational climate, irrespective of home environment, plays a crucial role in learning achievement of elementary school students in Hindi. In other words, "familiar, open and autonomous" school climate conditions are more conducive than "controlled, paternal and closed" school climate conditions in learning achievement of elementary school students in Hindi.

2. The interaction effect of school organisational climate and home environment was found to be non-significant, except nurturance
component of home environment to explain learning achievement of elementary school students in mathematics. This is indicative of the fact that “familiar, open and autonomous” school climate conditions are better facilitators in learning achievement of elementary school students in mathematics, irrespective of levels of home environment, except nurturance component. It is worth noting that learning achievement of elementary school students in mathematics across high and low levels of nurturance component of home environment in these school climates remain same. However, it may be pointed out that high level of nurturance in home environment as perceived by elementary school students plays a positive role in enhancing learning achievement, in case of “closed and paternal” school climate setting. In other words, low level of nurturance does not affect the learning achievement of students in mathematics in the more conducive school climate conditions, namely “familiar, open and autonomous”, but only in case of less conducive school climate conditions especially “paternal and closed”.

7.3 Suggestions for Educational Implications

In the light of the findings of the present study regarding learning achievement of elementary school students in Hindi and mathematics, and its relationship with school organizational climate and home environment, following suggestions may be laid down for educational implications:
1. The low levels of learning achievement, both in Hindi and mathematics, are a pointer towards learning deficiency syndrome, and needs attention of school authorities to take necessary steps to diagnose the crucial difficulty areas in these two core subjects of basic education. For this purpose, the school teachers are required to be trained for use of criterion based evaluation procedures to make teaching-learning process more effective as well as child centred to enhance levels of learning achievement.

2. The familiar school climate, followed by open and autonomous has been found to be a facilitator in learning achievement of elementary school students, and closed school climate, followed by paternal and controlled, to some extent, is the debilitating factor. Hence, school climate comprising of group characteristics and leader characteristics needs to be improved by orienting teachers to feel "less disengaged" and alienated and to have "high esprit and intimacy". This will provide a congenial atmosphere of "humane relationships" amongst faculty members. The heads of the schools also need to be oriented to reduce "psycho-physical hindrance", and lay more stress on "production emphasis". It may be mentioned that engaged behaviour underlying familiar type of school climate has been most promising factor (Kumaran, 2001). Earlier, Panda et al. (1995) also suggested that that "school authorities need to increase friendly relations between the teachers, satisfy their basic needs and provide congenial
atmosphere to enhance their talents, that in turn can create opportunities for students to learn more effectively and exhibit better performance in educational institutions”.

3. The in-service training programmes, being organised for teachers and headmasters/principles should have a more psychological orientation in management of teaching-learning process in classroom situation, and harmonious and integrated approach in organisation of co-curricular activities in the schools. This calls for evolving a more effective role of District Institutes of Education and Training (DIETs) and SCERT, to empower teachers for enhancing school effectiveness.

4. The home environment – as perceived by elementary school students does not seem to be a facilitator of learning achievement of elementary school students, either component-wise or in total (the only exception being nurturance component of home environment emerging to facilitate in Hindi mathematics achievement). No doubt there is evidence contrary to the findings of the present study (Basantia and Mukhopadhyaya, 2001) that home environment is significant predictor of academic performance, it is possible that parental educational and occupational status play a role in enhancing achievement, but children’s perceptions regarding home conditions may be more favourable to parents, thus reducing the effect of home environment on learning achievement. This calls for evolving new
strategies in the literacy movement to be catalyst in educating the illiterate, low and average level educated parents to be more conscious with regard to child-rearing practices and educability of child with emphasis on quality. Parental control in home needs to be again 'child centred' and 'independence oriented', where the child is provided an opportunity to express himself/herself freely and seek satisfaction by interacting more openly with elder/adult members of the family, and in the neighbourhood.

5. There is need to strengthen the "extension" role of institutions of higher education to provide the desired academic inputs in the educational programmes – may be at institutional level or in community to serve as nodal centres for providing academic support to school and community for furtherance of education of children in their pursuit for elementary education, and also for adult population to orient and sensitize themselves for their own educational advancement as well as care for education of their children with a psychological orientation.

6. Since the focus has now been shifted on achieving universal elementary education in the current decade, with the launching of Sarva Shiksha Abhyan, there is urgent need to identify school and home related characteristics operative in socio-psychological dynamics of human resources i.e. teachers in school and parents in home which can be more instrumental in enhancing quality
attainment among elementary school students, not only in basic literacy and numeracy skills, but in other content areas of knowledge in basic education as well as in their personality formation to play a productive and responsible role in national development.

7.4. Suggestions for Further Research

The present study was delimited in terms of "area of study, course content dealing with literacy and numeracy, grade level at elementary stage, analytical approach" to explore relationship of learning achievement of elementary school students with school organizational climate and home environment. Hence following suggestions may be made for further research:

1. In order to improve school organizational climate, there is need to change its socio-psychological dynamics, which calls for further research to look into teacher's perceptions with regard to school conditions vis-à-vis, teachers' own personality make-up comprising of teaching competencies, attitude towards profession, value pattern, job satisfaction and psychological well being.

2. The learning achievement in successive grades in the elementary stage and also at secondary as well as senior secondary needs to be evaluated in further researches, periodically, and preferably through criterion-referenced testing to diagnose 'learning deficiency syndrom' and for providing a rationale for remedial teaching so as to achieve the goal of quality of education in the wake of universalization of elementary education.
3. There is need to explore the contribution of home environment in learning achievement of elementary school students in relation to intellectual and non-intellectual variables in different school organizational climate conditions so as to understand the dynamics of learning achievement in a more comprehensive manner.

4. Evaluative studies need to be undertaken to identify the school related and home related factors contributing positively or negatively to learning achievement of students at primary and upper-primary stages of elementary education, in order to evolve more effective intervention programmes for achieving the goal of universal attainment i.e. quality education.

5. Experimental studies may be undertaken to find out effectiveness of mastery learning strategies and other innovative methods of teaching-learning on learning achievement of elementary school students as well as secondary and senior secondary school students in different school subjects.

6. There is urgent need to evaluate the role performance of District Institutes of Education and Training (DIETs) to find out strengths and weaknesses in their functioning so as to evolve these institutions as supporting agencies to school for improving quality of elementary education.

7. The on-going mass literacy movement has played a positive role in universal enrolment and retention, not only in the state of Himachal
Pradesh, but country as a whole, which further calls for looking into vital areas in the academic inputs in "continuing education programmes for adult groups" so as to provide better educational environment for school going students, which in turn may prove to be catalyst in quality attainment in education.

8. The school-community relationship, especially in the wake of Constitutional amendments, with regard to education and local bodies such as panchayati raj institutions (PRI's) need to analysed philosophically and in socio-political perspective, to identify specific role performance of local community leaders for their contribution to enhance school effectiveness.

9. Case studies may be undertaken of popularly perceived effective schools to understand socio-psychological dynamics of school ethos and its specific contribution to learning performance of students at different stages of school education.

10. There is need to conduct longitudinal studies to evaluate school and teacher related characteristics on the one side, and learning performance of students at different stages of school education in order to provide empirically tested formulations to bring changes in policy perspective to improve the quality of education not only at school stage, but also at higher stages of education.

11. Since the success of universalisation of elementary education will lead to pressure on enrolment of students' at secondary stage, there is
urgency to have future focussed policy researches to evolve linkages of secondary education with socio-economic requirements of society for effective and meaningful contribution of educated youth in the community development.

12. The role of institutions of higher learning, especially universities need to be evaluated to provide academic support to school education, both in terms of knowledge base and methodological perspective in order to have better equipped in-take in these institutions for strengthening research and extension, essential for socio-economic development of the country.