CHAPTER VI

S U M M A R Y
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SUMMARY

Introduction

The school is one of the most important formal agencies of education. It is the school which is the place and institution for the younger generation to be trained into certain types of activities that form part of the society. School develops in each individual the knowledge, interests, ideals, attitudes, habits, skills and powers whereby he may find his right place in the social order and use that position to shape himself and the society both towards higher and nobler ends. A simplified balanced and creative environment can contribute much in bestowing and providing prestige to the school.

Education in a controlled environment is essential for human development. School is a special environment where a certain quality of life and certain type of activity and occupation are provided with the job of securing child's development on desirable lines. If a poor environment is responsible for mental retardation and if effects are reversible, then any improvement in the child's environment must lead him to a higher performance in academic tests.

The environment, therefore, even apart from verbal
directions and regulations, is an important aspect of education and contributes to the satisfaction of the pupil's need, the development of his attitudes and to the nature of the learning that takes place. School is an institution which rests not only on formal arrangements but even more on attitudes, enthusiasm, devotion, virtues, talent, job satisfaction and team spirit, essential for the smooth coordination and performance of many individuals in a single organisation. This may be named as the school environment. The educational environment has a major role in influencing the morale of the students. The present study took a position without apology that the educational environment of an educational institution is of serious importance to the students who live and grow in that atmosphere as well as to the authorities who are responsible for their administration and the teaching staff who is to maintain the atmosphere. So there was need to find out the correlation between educational environment and student morale of the different types of high schools of Chandigarh.

6.2 The Purposes of the Study

The purposes of this study were: (i) To find out the correlation between educational environment and student morale of the different types of high schools of Chandigarh. (ii) To identify the educational environment of government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area. (iii) To identify the
student morale of government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area.

6.3 Procedure

The investigation is a descriptive survey research conducted in the union territory of Chandigarh only. The sample of the study included four types of schools -

(a) Government single shift schools of urban area.
(b) Government double shift schools of urban area.
(c) Private single-shift schools of urban area.
(d) Government single-shift schools of rural area.

Three schools from each category were selected and the total number of schools was twelve. The number of students was 150 from each school so the total number of students was 600.

The tools for this investigation were two questionnaire. First the 'Educational Environment Questionnaire' for studying the educational environment of the school, was prepared by the researcher herself. After consulting the educational experts, relevant material from different books, journals, dissertations, the questionnaire had been constructed. The second tool the 'School Morale Scale' was used to measure the student school morale. This was the modified form of Wilton L. Barber's which he used in a study of Principals attitude toward student right and students' attitude toward school morale and their
relation to organisational climate, Principal's leader behaviour and management style.

The data from the students was obtained by the means of the questionnaire. After the data collection, the tabulation was done by the investigator with the help of her college students. Then the calculation was done by the computer. The statistical techniques for analyzing the data included Mean, Standard Deviation, Standard Error of the Mean, t-test and F-test.

6.4 The Findings of the Study emerged as follows:

Significant correlation was found for all these government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area. The highest correlation (r = .690, table 2) was found for private single shift schools of urban area. This means that the better the educational environment of the school, the higher was the morale of the students. The basic factors of good educational environment like adequate place, proper use of curriculum, policy matter, trained staff and better human relations give impetus to student morale. Thus the first hypothesis 'the student morale and educational environment is significantly correlated' has been proved in all the cases that is government single-shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area.
F-ratio (47.316, vide table 3) has been found to be highly significant of variable I 'educational environment'. It can be said that educational environment as observed by students was different in government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area. The mean score (37.627, vide table 5) of government single shift schools of urban area was found higher as compared to other schools. This indicated that educational environment if considered on the basis of school-plant, material equipment, trained staff, policy matter and human relations only was found to be more healthy in government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area. Highest F-ratio was found on Category II 'the use of curriculum' as shown in Table 15. This indicates that the methods and procedure of the use of curriculum differ significantly in these four types of schools. The highest t-ratio was found on category II 'the use of curriculum' between government single shift schools of urban area and private single shift schools of urban area. The results revealed that private private single shift schools of urban area provide adequate facilities for the right use of curriculum as compared to the government single shift schools of urban area. Thus the second hypothesis that 'there are significant
differences in the educational environment of government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area' stands validated.

It has been found that significant differences exist among different types of schools on the criterion variable of 'student morale'. The mean score (34.213, vide table 8) of government single shift schools of urban area was significantly higher as compared to the government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area. F-ratio was found to be highest on category VII general feeling about school morale (as shown in table63 ). This indicates that attitude of the students towards various aspects of the school differed in these schools. The highest t-ratio for category II 'quality of instruction and institutional material' was found highest between government single shift schools of urban area and government single shift schools of rural area (Details in Chapter IV, pp. 91-92).

It may be concluded that methods of giving instructions were better and there were more material resources found in the government single shift schools of urban area as compared to the government single shift schools of rural area. Thus these findings support the third hypothesis. This shows that all the three hypotheses of the present research are confirmed.