CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The relevant data was presented in tabular form and analyzed in Chapter IV. The scientific treatment of the data lead to the following conclusions:

The first hypothesis was that the student morale and educational environment is significantly correlated. This has been proved true 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. Significant positive correlations have been found between educational environment and student morale. The correlation range is from .484 to .690. The highest positive correlation between the two variables was found in the case of private single shift schools of urban area. Thus the first hypothesis has been accepted.

The second hypothesis was 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. It has been found that significant differences do exist among different types of schools on the criterion variable of educational environment. The mean score (37.627, vide table 5) of government single shift schools of urban area was significantly higher.
as compared to government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area. F-ratio is found to be highly significant in all the seven categories of variable I, the educational environment. Highest F-ratio (358.95^) is found for category II 'the use of curriculum' as shown in Table 15. And the lowest F-ratio 11723, Table 27 is found for category V 'School policy'.

The highest t-ratio is found on category II, that is the use of curriculum between government single shift schools of urban area and private single shift schools of urban area. Thus the second hypothesis stands validated in all the cases.

The third hypothesis was that significant differences may exist in 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. It has been found that significant differences do exist among different types of schools on the criterion variable of student morale. The mean score (34.213) 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. In all the seven categories F-ratio is found to be highly significant on variable II that is student morale. Highest F-ratio
202.05 is found for Category VII which is on 'general feeling about school morale' as shown in table 63. The highest t-ratio is found on category II namely,'quality of instruction and instructional material' between government single shift schools of urban area and government single shift schools of rural area. Thus these findings support the third hypothesis.

On the basis of the above conclusions, the researcher is prompted to give some suggestions:

(a) **Specific suggestions**

Since it was inferred from the first hypothesis that the student moral and educational environment are significantly correlated, so in order to eulogize the students' morale, educational environment comprising of school plant, evaluation of education, school policy, human relations and the use of curriculum should be appropriate.

The results obtained on the second hypothesis validate 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. The student morale of government single shift schools of rural area was found to be low on methods of evaluation, school policy, human relations and the use of curriculum. The proper implementation of curriculum, methods of evaluation, better school policy and improved human relations
can ensure high level of student morale in the government single shift schools of rural area. Thus the low morale institutions must take concrete steps in this direction.

The results obtained to test the third hypothesis showed that there are significant differences in 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. Government single shift rural area schools students' morale were found low on category school plant, quality of instruction and institutional material. In these schools adequate provision of school plant, material equipment be made and quality instructions be imparted to raise the morale of the students.

(B) General Suggestions

(i) Research facilities for all the teachers in general and of government double shift schools of urban area in particular must be extended so as to keep them busy in some fruitful educational activities.

(ii) Only institutions with sound finances should be allowed to function as private single shift schools of urban area so that they may be able to provide essential facilities to the teachers and the taught for creating better educational atmosphere.

(iii) Teachers in the morning shift should be transferred to the evening shift next year and those in the evening shift
deputed for the morning shift. This will negate disparity in the status of teachers and minimize frustration in teaching at late hours.

(iv) The Class IV servants (chowkidars, sweepers, gardeners) of both the shift should be put under the control of an office incharge clerk who looks after the office routine and maintenance of essential services and records for both the shifts. This arrangement may lead to economy in expenditure on Class IV servants and may lead to smooth running of double shift system.

(v) Mass physical training should be imparted at least once a week.

(vi) The government should employ some experts to base this investigation in the activities of the students and should give them guidance with respect to the profession for which they are fit. This will minimize wastage of energy of the nation.

(vii) Clubs should be formed in every school to develop innate aptitudes of students. These clubs must encourage activities like dramatics, hikes, journalism, speech making, gardening, community service, and music for other professional activities. The idea behind these clubs is to impart educational and vocational guidance to pupils through their own activities and hobbies.

5.2 Recommendations for Further Investigation

As the subject of educational environment and student
morale is of vital significance, the following recommendations are made for further investigation:

(1) The same type of study may be conducted in other states and the results may be compared.

(2) The follow-up study on all other types of schools is also needed.

(3) Investigation may be carried out on other variables not studied in this research work.