problems, the historical development of these schools in Meghalaya, the need of
the present study, the objectives of the study and the delimitation of the study..

CHAPTER – II

REVIEW OF RELATED LITERATURE
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Introduction</td>
<td>65</td>
</tr>
<tr>
<td>2.1</td>
<td>Findings on the Development of Secondary Education including Administration</td>
<td>65</td>
</tr>
<tr>
<td>2.2</td>
<td>Findings on Physical Infrastructure</td>
<td>80</td>
</tr>
<tr>
<td>2.3</td>
<td>Findings on School Organisational Climate</td>
<td>87</td>
</tr>
<tr>
<td>2.4</td>
<td>Findings on the Academic Performance of the Student</td>
<td>96</td>
</tr>
<tr>
<td>2.5</td>
<td>Findings on the Overall Problems of the Secondary School Education</td>
<td>109</td>
</tr>
<tr>
<td>2.6</td>
<td>Conclusion</td>
<td>115</td>
</tr>
</tbody>
</table>
2.0 Introduction

The review of related literature pertaining to Secondary Education conducted by researchers in the country revealed certain general findings in the area such as school development, school administration, school physical infrastructure, and school organisational climate, academic performance of the students and the overall problems of Secondary School Education.

2.1 Findings on the Development of Secondary Education including Administration

The study of Das (1973) on development of Secondary Education in Assam revealed that the condition of Secondary Education under review was far from satisfactory. The salary, social status and tenure of services of teachers were not encouraging, the professional level of teachers was below standards, the buildings particularly of private institution were in deplorable conditions and the standards of the school programme like physical education, moral training, debates, games, sports, publication of school magazines and the like are generally low.\(^\text{19}\)

Kaura (1973) in his study “to evaluate the development of Secondary Education in all its phases in Punjab, since independent” found that the development of Secondary Education was more quantitative than qualitative.

The major findings of his studies were the following:

i. Student enrolment rose five and a half times but the Secondary School just double in their numbers. The numbers of teachers went double by 3.75 times.

ii. Only one-fifth of the boy and one-seventh of the girls out of the total populations in age group 11 to 14 were studying in the school year 1971-1972. The unplanned expansion of training institutions adversely affected the standards.

iii. Steps taken for the professional growth of teachers don’t commensurate with the increased in their numbers. Expenditure in Secondary Education went up seventeen times at constant prices but in reality there was no increase, rather there was a fall in expenditure and so the falls in standards.

The increase number of school was not followed by a corresponding increase of the strength of the inspecting staff and ultimately resulted in the breakdown of the programme of supervisor. The number of failure is very high.²⁰

Patel (1973) observed that the total number of middle schools in Gujarat, the enrolment of students, professional training was not perceived as essential for Secondary Education schools by the education department. The pay of the

teachers was very low. The curriculum was linguistic in character. Subjects like physics, chemistry and biology had no place in it.  

Prakash (1975) conducted a study on Secondary Education in Uttar Pradesh with special reference to educational finance; the objective of the study was to examine the major developments in the fields of Secondary Education in Uttar Pradesh with special reference to financial aspects. Some of the important findings were as follows:-

i. The relative standings of Secondary Education in Uttar Pradesh went down during 1966-1974. This is mainly because of the backwardness of girls’ education. The ratio of girls and boys enrolment in rural areas was 1:56 in 1966-1967 as compared to 1:8 or more in other states.

ii. The expenditure per pupil at the lower and Higher Secondary stages was comparatively lower than in all but three states.

iii. The expenditure in successive five year plans shows a decline from the second to the fourth plan period.

iv. The system of maintenance grant-in-aid for Higher Secondary had undergone a drastic change.  

An attempt was made by Shah (1976) to study the Parent’s attitude towards Secondary Education in Kaira District. The findings revealed that (1) 

Educated parents had more favourable attitude towards Secondary Education than less educated one’s; (2) Sex had no influence on parental attitude; (3) Parental attitude had negative relation with their age; (4) Attitude wise, serving parents were more favourable than farmer, and farmers were more favourable than business men; (5) Rural parents has less attitude than urban one; (6) There was downward trend in favourableness of parental attitude with the increase in their incomes; and (7) Parents with smaller family size had more favourable attitude than those with a large family.  

A study was conducted by Langstieh (1978-1980) on the development of School Education in Shillong, Meghalaya from the year 1880 A.D-1970 A.D. the findings of the studies revealed that there were different media of instruction in the schools. There were schools having English, Bengali, Assamese, Hindi, Khasi and Nepali as their medium.

According to Rajeevalocahan, (1981), there was no sufficient relationship between the administrative behaviour of the Principals and the Organisational climate tends to be more closed than open. The progressive schools showed significant upwards trend in mean achievement than the traditional schools and

---


there was no significant differences between the perceptions of the teachers about the administrative behaviour of the Principal.\textsuperscript{25}

Bhattacharjee (1981-1982) conducted a study on planning and financing in respect of the Secondary Education in Meghalaya. The findings revealed that the higher education in the state of Meghalaya is still in the infant stage, so Secondary Education is the only immediate hope of the state. Besides the states being predominantly an agricultural one, its future lies in Secondary Education because agricultural education can be best imparted at the Secondary stage and available man power can be effectively trained and utilised profitably in producing agricultural product through Secondary Education.\textsuperscript{26}

In an attempt to find out the contribution of non-Christian Missionaries to the development of education in Hills Kharmawphlang (1984) revealed that, (1) Swami Prabhanandaji was the first non-Christian missionary who works for the promotion of education among the Khasis living in and around the village of Cherrapunjee, Nongwar and Mawshamok. The late Raja Mohon Roy Nongrum was the first teacher cum secretary of the Seng Khasi School. Both the Ram Krishna School and the Seng Khasi Organisation were the promoters of formal education in Khasi Hills; (2) the main philosophy of education was to help people improve their way of living, which would be done only through education. They felt that by


educating the Khasi people, their poor conditions and illiteracy could be improved and their culture can be preserved; (3) After independence, the Seng Khasi Organisation began to received a considerable amount of grant for the maintenance of the schools from the state government, while the Ram Krishna received grant from both the state as well as the central government; (4) the appointment of teachers and staff in the Ram Krishna Mission was done by the Managing Committee of the school with the approvals of the Inspectors of schools, whereas the Headmasters and the other member of the teaching staff of the Seng Khasi school appointed their own teacher; (5) traditional method of teaching the 3 R’s was adopted in both these school. In lower classes Khasi language was being use as a medium of instruction; (6) in Ram Krishna Schools, the administration and the maintenance of the school was done by the managing committee along with the local sub-committee and the Head Master of the school along with the advice of the teaching staff; (7) majority of the teachers were untrained; (8) the main source of income of the Ram Krishna Mission and the Seng Khasi Organisation was from the government. They also received financial assistant in the form of donation, gifts, etc.; (9) the expenditure for the construction of the school, hostel and staff quarter for the Ram Krishna Mission School was borne by the state and the central government whereas for the Seng Khasi schools, it was borne by the State Government.  

Lyndem (1985) made a study on the development plans and progress in Primary Education in the state of Meghalaya since independence and found that: Baring the establishment of Government High School in 1894, the Government did not do anything directly in educating the Khasis till the early part of the 20th century. It is only in the General Report of Public Instruction in East Bengal and Assam (1970-1908) that we find the beginning of the Governmental efforts in educating the Khasis and the Jaintia. There were 4 middle schools for boys with 545 pupils, one Middle school for girls with 161 pupils, 336 Primary schools for boys with 6559 pupils and 33 Primary schools for girls with 746 pupils. There was an increase of 50 schools during the year and the total enrolment rose by 3054. There was a Training class for Khasi teacher learning English in Shillong High School and a training school for Khasi Primary teacher at Jowai in Jaintia Hills. The Gazetteers of North Bengal and North-East India reported that in 1901 the proportion of literate person in the Khasi and Jaintia Hills was 5.7% higher than in other districts of Assam.28

The Growth and Development of Education in the state of Meghalaya is attributed to the hard work given by the missionaries as they were able to instil in the people the needs and importance of being educated. The literacy rate had gradually risen since the creation of the state in 1972, yet majority of the people still remain illiterate. So far, only two acts namely:- (a) The Meghalaya Board Of

---

School Education Act 1974 and (b) The Meghalaya school Education Act 1981 has been passed on education as stated by Dkhar (1985).  

There are no formal schools of education in the state till about the end of the 19th century. The Christian Missionaries were the first to start school in 1847. In 1876, the American Baptist opened school at Tura. The expansion on Secondary Education in Meghalaya during 1972-1984 is an encouraging trend. Lack of fund, high enrolment, over-crowded classes, appointment of unqualified teachers, existing unsatisfactory service conditions are the main problems of Secondary Education in the state (Jala 1986).

Akangtemba (1986) found that the major problems of Primary Education were related with the irrelevant text books, lack of physical facilities, absence of school libraries, confusion in introduction of pre – primary Education, absence of cumulative records, absence of reformatory centres, failures of the follow up programme, lack of support among the teachers, parents and students.

According to Majumdar, (1988), there are many changes that had been brought about at the stage of School Education in West Bengal after Independence. They have often been implanted in haste without necessary care and precaution, and as a result the expected objectives and targets could not be achieved. The curricular and organisational changes created certain gaps and confusions and pupils faced problems under the pressure and abrupt change. Guardians expressed fears and

---


difficulties in regards to their ward’s the expected objectives are targets could not be achieved. The curricular and organisational changes created certain gaps and confusions and pupils faced problems under the pressure and abrupt change. Guardians expressed fears and difficulties in regards to their ward’s education.

Moreover he reported that the Educational environment in schools was found to be far from satisfactory, because of lacking in many essential requirements, the equilibrium of the total system and its smooth functioning.  

According to the findings of Bahera (1988) (i) The Baptist Mission started in Orissa in 1822 by the British. (ii). The East India Company was against the idea of spreading Christianity in India (iii). The development of Secondary Education in Orissa was started before the Wood’s Despatch (iv). The Baptist Mission gave a great deal of importance to female education. They also play an important role in the Education of the tribal.  

Henia, A. (1988) in one of her objectives to study the improvement of Primary, Secondary and Higher Education in Manipur from the time of Independence found out that (i). The fast development of the Hill Tribal Education was put in much by the Western Christian Missionaries.(ii), to remove illiteracy in Manipur, Adult education or Social Education was launched by opening up centres for Adult Literacy, community – cum – information, Village libraries, Rural Youth Services, etc.

---

In a study conducted by Purohit (1989) on the role of the Secondary School teacher’s organisation in relation to the qualitative improvement of Secondary Education in Orissa after independence found that the Secondary Schools organisations of Orissa were at the initial stages motivated by trade unionism and then gradually drifted towards enhancing academic excellence of its members. They have shown concern both for the betterment of the socio-economic status and promotion of professional’s competence of the teachers. However, they were more effective in improving the socio-economic status of their members than in promoting professional competence. Although they did not acquire the status of professional consultants in the formulation of educational policies and programmes, they did influence these to a limited extent, by expressing their unilateral considered views. For improving the professional competence of their members, the efforts of the Secondary School teacher’s organisation of Orissa were mostly in the form of educational conference and irregular publications. These programmes of the organisation did not assure active participation by the teacher in large numbers and were devoid of follow up actions.\footnote{P. Purohit, “A Study of the Role of the Secondary School Teachers Organisation in Relation to the Qualitative Improvement of Secondary Education in Orissa after Independence.” Ph.D. Thesis. Department of Education, Utkal University. Cuttack. 1989}

In a study conducted by Bhatia (1989) the findings revealed that-(1) there is an overall considerable expansion of Secondary Education in Karnataka state in as much as the numbers of students appearing in the school final examination has been steadily growing. (2) It was however, found that the populations of successful
students at the state level examination had vacillated between 36% and 58% of the students who appeared in the examination in the successive decades. (3) Through the growth of Secondary Education during the past three decades showed a positive upward trend, two types of inequalities were found to exist—(a) disparities between the sexes and the social groups such as between scheduled caste/scheduled tribes, backward castes and (b) Inter-regional, inter-district and rural-urban disparities.36

Another attempt was made by Khongwir (1990) to study the contribution of St. Anthony’s School Shillong to the Development of Education in Meghalaya. The study revealed that; the region (Meghalaya) was once in the shadow of darkness in respect to education during the British Government who had done nothing for the education of the people in this hill area. Administration adopted by the school was democratic and management implies the decentralised authority and power. The missionaries themselves shoulder the responsibility of appointing local teachers. As the financial aid from the government was insufficient, the teachers were always on the look-out for the higher pay government jobs. The school maintained records and they are checked periodically. Overall, the school had contribute much to the all round development of its inmates through the year.37

In the Darrang District of Assam, Deka (1991) found that the increases in population, poverty of the people, illiteracy of the parents, indifference attitude

towards female education, inadequate financial resources have contributed to the backwardness of the Secondary Education in the District. The socio-economic condition of teachers is far from satisfactory. The private school teachers particularly get lower scale of pays with insecurities of service. Under such conditions no such teachers can be expected to discharge his duties credibility and with sincerity. He also points out the problems such as: inadequate school infrastructures, less number of trained teachers, lack of co-curricular activities and neglected physical education and lack of understanding between parents and teachers. Proper supervision and inspection of the school is absent especially in remote and backward areas. Teacher’s condition and status were neglected by the government, political leaders and the public. No introduction of subjects which suited to the local needs, e.g., crafts and SUPW was made and financial hardship is the root of all evils in the field of Secondary Education in Darrang District.38

Upasani, Deshpande, and Katre,(1991) made a collective study of some models of efficient and inefficient administration and management at the Secondary School level at Pune District, and revealed that a significant difference was found between efficient and inefficient schools on the aspects of (a) planning and implementation of curricular and co-curricular activities, (b) scholastic and other achievement of students, (c) efficiency and enrichment of teaching staff, (d) administration and (e) relationship with the community. The organisation climate varied from open to close to autonomous. Yet all the three kinds of schools were

identified as efficient. The correlation of efficiency of a Headmaster were found to be good planning, implementation of curricular and co-curricular activities, good relation with staff and the community and provision of extra facilities for students.\textsuperscript{39}

The administrative behaviour of Secondary School heads are generally affected by their attitude towards profession, job satisfaction, personal, interpersonal and social adequacy and educational qualification as well as their administrative experiences. But the type of school management, fields of specialisation and teaching experience of the head did not seems to produce any differences in the administrative behaviour of Secondary School heads. This was reflected in the study by Taj Haseen (1992).\textsuperscript{40}

Solanki (1992) conducted a study on the relationship between the educational management and the organisational climate. The finding revealed that (1) education management of a school depended upon the resources of the school system. It was independent of sex of student’s population, of organisational management and place of school but mostly depended upon the human educational and physical dimensions of resources, (2) the Secondary Schools differed among themselves in their organisational climate. The organisational level of Secondary School appeared to be independent of organisational management, place of work and sex of student’s population, (3) there was a relationship between a resource management system and the organisational climate of the


school. Highly resourceful were inclined towards the open range climate, whereas the low resourceful schools were inclined towards the closed ranged climate.\footnote{K.N. Solanki, “A Study of the Relationship between the Educational Management and the Organisational Climate of the Secondary Schools of Saurashtra Region”. Ph.D. Thesis. Department of Education, Saurashtra University, Surat, 1992.}

Malhotra (1992) studied the impact of education on Nicobarese tribal life adjustment (social, cultural, economic, political and religious life) of the community, including its family structure and organisation. The findings showed that the spread of education has brought about changes in the traditional occupations, in the cultural life, in language, in their economy and political consciousness, and has also made them more respective to new ideas.\footnote{NCERT, Fifth Survey of Educational Research (1988-1992). Vol. 1, August. NCERT. New Delhi, 1997.}

On the contribution of Seng Khasi schools to the development of education in Meghalaya, Talang (1992) found that Seng Khasi School is the only sectarian secular private educational institution in the state of Meghalaya. The aim of the school is to propagate education and traditional institution to all section of the people in the society. The school was founded in the year 1921 and was recognised by the government in 1964. Administration of the school was carried out by the headmaster with the help of teachers along with the managing committee. Annual grant to the school was borne by the state government. The school provides a
library for the students where magazines, journals and reference books on different subjects are kept.  

Tamjenkaba (1993) reported that: (i) Christian Missionaries played an important role to establish schools in the then Naga Hills. Dr. and Mrs. Clark started the first School at Moleng Ymsim in 1878 with the enrolments of 6 students. After the 2nd World War, more people got interested to receive education. (ii) Development of Education in Nagaland started after the attainment of statehood of Nagaland while participating in the National Five Years Plans, starting from the Fourth Five Year Plan.  

Snaitang (1993) in his study on Christianity and Social Change in North Eastern India found out the following (i) The Missionaries were the first to established Schools in Meghalaya. The first Primary School came up in 1833 in Cherrapunjee. These schools were closed in 1838. When the Welsh Mission came in 1841, they opened more schools. (ii) Education of women was also given importance. The first school for girls was established in 1843 by William Lewis at Cherrapunjee.  

Lang (1999) in the study on Catholic Church and Secondary School Curriculum in Ireland found the following, (i) the majority of the Secondary Schools

---


were Catholic Schools and were managed by Catholic Bishops, diocesan authorities and religious order. (ii) The Catholic Church had power and control over schools system. (iii) The Church safeguards its own interest even in the making of the policies. (iv), the primary aim of education was religion.46

Mythly (2000) in his book Delicately Inevitable Private Education in sub-Saharan Africa, states that there were Historical reasons for the development of Private Education in Sub-Saharan, Africa. Mostly, Missionaries maintained Private Education in the pre and post independence period. Only after independence, community initiated Harambre Schools to meet the demand of Education.47

Elliot (2004) in his research on Catholic Education Dilemma in 1944 found that (i) Catholic School’s contributed much to the social, economic intellectual life of the majority of the English and Welsh peoples. (ii) Girls were educated mainly in Catholic schools run by Religious order (iii) founders of Catholic Secondary School in the first half of the Twentieth Century, desired professionally religious education which will be at the same time permit them to play their part in the world. The students were trained to take up business and administration.48

Crescensius (2005) in his study on the Higher Secondary Schools education in Meghalaya found that till Independence of the country no substantial step was

taken to promote modern education in the state. The foundation of modern education in the state was laid by the Christian Missionaries in 19th Century from 1841 in the Khasi and Jaintia Hills and from 1873 in the Garo Hills. Some of the other contributing agencies are Brahma Samay (1870) and Ramakrishna Mission (1924).  

George (2005) in his research on the history of the Catholic Church among the Khasis found that (i) the programmed education among the Khasis was the results of the endeavour by the Catholic Church as well as other different denominations, other religious, government and private agents. (ii) The Catholic Church has a vast network of schools and colleges and contributed much more to Rural Education than any other agency, Government or any other religious group. (iii) The Church has also taken initiatives to provide agricultural and household activities like cooking, tailoring, knitting, etc. training to the students.  

Grigg (2005) found that (i) by 1850; most schools affiliated to main religious body accepted state aid. (ii) Before 1870, in England, the Anglican Church was given licence to all Schools masters. It was difficult to enforce standard and quality was not ensured.  

2.2 Findings on Physical Infrastructure

The type of building, in which the majority of the classes (including sections) are held, has been classified as; ‘pucca’, ‘partly pucca’, ‘kachcha’, ‘thatched hut’, ‘tent’, or ‘open space’. The constructions of school buildings in the above categories as pucca, partly pucca, kachcha or thatched hut has been considered as per the norms of the respective states.

Of the 65,564 Secondary Schools in the country, 59,757 (91.15%) schools are functioning in pucca or partly pucca buildings, whereas at the time of the Fifth Survey 47,823(90.99%) schools were housed in such buildings. The Sixth Survey figures shows that all the states except Assam, Himachal Pradesh, Manipur, Mizoram, Nagaland, Orissa, Sikkim, Tamil Nadu and Tripura have pucca buildings in more than 60% of the schools.\(^{52}\)

In Meghalaya, 409 Secondary Schools existed in 1993. Their number rose to 513 in 2002. Out of these, 362 schools function in pucca buildings, 104 in partly pucca and 47 in kachcha buildings.\(^{53}\)

Marak (1981-1982) conducted “A survey of Secondary Schools of West Garo Hills District with special reference to the physical infrastructure available in the institution, position of the staff, the enrolment of students and High School Leaving Certificate Examination results”. The major findings are: (1) majority of the school buildings are of Assam type. While schools in the urban areas are provided

\(^{52}\) NCERT. *Sixth All Indian Educational Survey Main Report*. New Delhi, pp. 99-101.

\(^{53}\) NCERT, *Seventh All India School Education Survey Provisional Statistics as on September 30, 2002*. p. 80.
with electricity, the rural schools do not have electricity. (2) Quite a number of schools do not possess a separate library room, separate teacher’s room, drinking water facilities, ventilation, latrine, etc. (3) the co-curricular activities are not organised in many schools. 

To get greater insight into availability of facilities for education in the country, a report was carried out by Kaul (1988) on “the Secondary analysis of the Fourth India Educational Survey: an independent study”. He reported that: (i) pucca building existed in all the States and the Union territories except Himachal Pradesh, Jammu & Kashmir and Tripura, (ii) textbook-banks facilities and library facilities were available in all the States and Union Territories, (iii) play ground and sport facilities were negligible in all the places and in all the schools, (iv) drinking water facility was available in all the schools except in Tripura. The majority of female teachers were found, to be more in different types of schools in all the places.

“A comparative study of the problems experienced by Secondary School teachers under different management in Andhra Pradesh and the impact on performance of students” was undertaken by Anwar (1988). It revealed that the educational facilities available in the High Schools under different management. There were marked differences in the infrastructure facilities in the schools under

---


different management. Private schools were in much better conditions followed by the Zilla Parishad schools and government schools took the third position. Mode of selection for the recruitment of teachers were found to have either advantage like good financial support, good salaries, leave facilities, retirement benefits and job security. Private school teachers were answerable to the management for the performance of the students.\(^{56}\)

To study the problems of whether the facilities available to schools catering to different socio-economic strata are different and desperate, Bhutto, (1988) revealed that there is a positive relationship which exist between the class to which a school catered and (i) the academic performance of its students, (ii) the physical facilities available to the school, (iii) the powers given to the principal, (iv) the aspiration level among the students, (v) the expectation from the students, (vi) teachers efficiency and (vii) home support to education. A negative relationship was found to exist between the class to which a school catered and (i) the failures and drop-out rate, (ii) disciplinary problems. Having less power, the principals of the school catering to the lower class got crippled in resolving day-to-day problems and in the finance management of the school. The lower class got fewer entrants which created an educational gap between them and the students from other schools. The best performance in arts and sports was seen in the lower class. A higher percentage of teachers having higher qualification, long teaching

---

experience and drawing good salaries could be found in lower class. The students of the lower class were more enthusiastic about their school.  

Mittal (1990) attempted to find out the position regarding school building in secondary and Higher Secondary Schools in four states i.e. Bihar, Himachal Pradesh, Karnataka and Madhya Pradesh. The study revealed that as regards the land possession of government schools, Bihar and Karnataka had adequate portion but with regard to per child covered area it was poor in all the four states. The schools in all the four states had unsatisfactory boundary walls and poor buildings, coupled with poor/inadequate ventilation and lighting facility. As regards the existence of science laboratories it was very poorly supported with lights and water in Bihar. Quite an alarming percentage of schools did not possess separate library rooms in all the four states. Drinking water facilities and toilet facilities were quite unsatisfactory in all the four states.

Kaul and Gupta’s (1990) findings on school library facilities and their utilisation in Secondary and Higher Secondary Schools of – Assam, Haryana and Tamil Nadu, revealed that though libraries were found to exist in all the high and Higher Secondary Schools, they had a very large clientele to cater to in proportion to the meagre collection of books. Only a small fraction of High Schools had separate accommodation for libraries as compared to Higher Secondary Schools in

---


these states. They were generally found to function in a single room accommodation. The reading-room space did not appear to be sufficient to allow room for display of newspaper and magazines. Stacking facilities were mostly found to be meagre. Catalogue cabinets, dictionary stands, newspaper racks, magazine racks and working tables were rarely found. The schools adopted the closed-shelf system to stack books and generally used locked almirahs after stocking books. In the accession register, the main records were maintained. Books were issued generally only after entering in the issue registers. Most of the school libraries worked for up to two hours each day.

These did not open on holidays. There was no provision for full-time librarians in schools and there was considerable variation in expenditure on different items connected with school libraries. Only few schools had the provision of library periods in their time-tables.  

Haridas, (1992) did a critical appraisal of the Navodaya Vidyalaya scheme such as implemented in the state of Kerala and found that ever since the establishment of the first two Vidyalaya in 1986-1987, the institutions had adequate qualified staff and extensive campuses with good buildings. However, the schools lacked adequate laboratory equipment, proper health care and recreational facilities and provision for staff development on a continuing basis.  

---

Pati, (1992) revealed that in Cuttack-I circle, Cuttack, a majority of the Secondary School Headmaster did not have adequate provision for audio-visual aids in their school. In majority of schools, various activities like sports etc. existed but they did not have funds for organising co-curricular activities in their schools. All the headmasters stated that their colleagues assisted them in their office work. In some schools only there were a required number of peons and majority of them did not have a typing machine.\textsuperscript{61}

NCERT Report (1992) found that while physical facilities especially in rural schools were inadequate, teaching conditions of schools were considerably better in four districts of Bihar. The conclusion of the study was lack of physical infrastructure in the school was a major problem.\textsuperscript{62}

Chauhan, (1993) examined the extent of geographical locale and its influence on the educational achievement of tribal children of Bastar district of the then Madhya Pradesh. He also studied the influence of the economic condition, cultural system and educational facilities on the educational achievements of tribal children in this district. He found that there was no significant difference in the educational facilities in the schools of Northern, Middle and Southern parts of Bastar, there was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal children and that was why the enrolment and achievements was low. Further, all three conditions are


positively affecting the achievement of the tribal children. There were significant difference found in all three in North, Middle and Southern Schools of the districts. The economic conditions of the parents are in all the three regions of the district have direct correlation with the academic achievements of the tribal children. The education of the children has shown positive impact on the economic condition of the family. There are also positive correlation between education and socio-cultural activities in their society.\textsuperscript{63}

Panda, (1995) conducted a sociological study on the functions, organisation and impact of the tribal’s schools in the Koraput District of Orissa. He found that the non-enrolled children were higher than those of enrolled in the village schools. The schools were not equipped adequately with the required facilities such as the condition of the school building, proper lighting, proper ventilation and minimum comforts in order to make the teaching-learning process more affective. There was a lack of relevant teaching aids like – charts, diagrams, maps, learning material, community involvement and special teaching classes for the backward learners. It was found that, the classroom interaction was very limited and passive. No specials efforts were made to improve the classroom teaching. It was found that the school did not pay adequate attention towards the rituals, functions, fairs, festivals and ceremonies relating to the tribal communities. The funds were not available for the school to make minor repairs and even to procure some teaching aids. Many of the teachers did not attend any in-service teacher training after joining the schools. The teaching methods varied from teacher to teacher. Poor economic conditions of the

villagers resulted into lower enrolment, non-participation in the school activities and indifferent attitude towards the schools.\textsuperscript{64}

\section*{2.3 Findings on School Organisational Climate}

In a comparative study of the group structure in the Higher section of Day and Residential schools, Kailash (1973) found that both types of schools were heterogeneous units. Residential schools were superior to the day schools in respect of intelligence levels of the pupils. Both types of schools were similar in the mean level of self adjustment among pupils. There were more consciousness and integrations in the classrooms in the Residential schools than in the Day school. Residential school pupils get more opportunities in human relation than Day school children.\textsuperscript{65}

Doctor (1973) found that: (1) the Headmasters of the highly innovative schools possessed higher innovations than those of the lower innovative schools. (2) The highly innovative schools had significantly lower numbers of trained teachers whereas low innovative schools have higher number of trained teachers. (3) With regards to evaluation, Bulsar High School was superior to Surat High School, (4) 75\% of the schools were well equipped with the required educational

\textsuperscript{64} Ibid. p. 386.
aids. (5) Schools had a tendency to prefer innovative practice in academic areas. 
(6) Most of the innovative practices were headmaster-centred.66

Reddy (1974) found that: (1) In case of urban subjects, the percentage of making vocational choice increase with grade level. (2) Middle socio-economic groups showed more knowledge in various numbers of occupations than high or low socio-economic group and also showed that knowledge increase with the increase of grade level. (3) There was a clear development trend in regard to choosing right occupations in terms of their intellectual capacity. (4) There was increasing integration between subjects’ self-concept and their chosen occupation. (5) Urban subjects choose occupations which were in agreement with their self-concept.67

Pandya (1975) in his study on “The Effectiveness of Supervision as a Function of Organisational Variables” showed that teachers of the advanced district schools differs significantly from the backward district schools in respect of teacher’s sensibility and innovative institutional practices. Advanced districts schools stood higher and closer in the openness of organisational climate than the backward district schools. Advanced schools were found to have achieved more

---

gains from supervisory services. So far as the factors that brought innovations and change in Secondary Schools, the staff structure and motivation in advanced schools were higher and better than those of backward schools.\textsuperscript{68}

To study the impact of the leadership behaviour of the Headmasters on the school climate and to know the effect of school climate on the achievement of pupils, Sharma (1982) concluded that: (1) A significant difference was found between the different types of school climates and leadership behaviours. (2) Five types of school climates were found in three Higher Secondary Schools of Agra, viz., open, autonomous, familiar, controlled and parental. The closed climate did not find a place in any school. (3) No significant difference was found among the various types of climates prevailing in the Junior High Schools of Agra City. (4) No significant difference was found on the basis of sex (boys and girls), locality (Rural and Urban) and management (Government and Private). (5) A significant difference was found in the open, autonomous and parental type of climates of Junior High Schools whereas controlled and familiar climates had no significant differences. (6) The leadership behaviour of the Headmasters of the Junior High Schools was significant on the area (R and U) and management (G and P). The leadership behaviour of the headmasters of the Junior High Schools was significant on the basis of sex. (7) A significant difference was found among open, controlled, familiar and parental type of school climates on the leadership behaviour. (8) No

\textsuperscript{68} PD G.andy, \textit{A Study of Effectiveness of Supervision as a Function of Organisational Variables and Professional Equipment of High School and Supervisors}. Maharaja Sayajirao University, Baroda, 1975.
significant difference was found among the various dimensions of Leadership Behaviour Descriptive Questionnaire (LBDQ). (9) A better achievement was found in the case of the familiar climate schools though they did not show a positive relationship with leadership behaviour.69

To study ‘the perception of the learning environment of the school by the students, teachers and administrators’, Grewal (1988) revealed that out of the five components of school learning environment (location of school, type of school, school management, medium of instruction and state of the region) only two were found to be differential for groups. On activity environment, the schools were differentiated by area and medium, whereas in terms of academic environment the schools differed by medium alone. The psycho-social dimension of school environment demonstrated that group differences did not exist, but the schools in all groups perceived as highly heterogeneous in psycho-social environment.70.

Analysing teaching behaviour of effective teachers in different types of school climate in Etah, Singh (1988) found that stream or subject, sex, culture and place of living had no effect on teaching effectiveness. The differences between the means of academic achievement of boys in different organisational climates were significant. The lowest was obtained in the open climate while in the


controlled and closed climate the academic achievement was the highest. Girls and urban students were better than the boys and rural students. The teaching behaviour of all the teachers could not be the same in the entire climate.\textsuperscript{71}

Usha (1989) revealed that teacher’s job satisfaction, student’s institutional perception and school climate are positively and significantly correlated with each other on the basis of different types of administrative styles. The highest agreement was seen with the democratic style as well as the laissez-faire style, whereas the lowest agreement was seen with the autocratic style. Hence, the democratic style and the laissez-faire style can be located at the negative points of administrative style.\textsuperscript{72}

Chakraborti (1990) concludes that the school climate as perceived by their teachers is open as well as close, autonomous, familiar, controlled, parental type. The ‘parental’ climate was the most frequently perceived climate followed by ‘controlled’, ‘familiar’, ‘open’, ‘autonomous’ and ‘close climate’. A significant and positive correlation was found between the school organisational climate and the

\textsuperscript{71} V. Singh, Analysing Teaching Behaviour of Effective Teachers in different Types of School Climate in Etah.

leadership behaviour of the principal, the job-satisfaction of the teachers and school effectiveness.\textsuperscript{73}

Another attempt to investigate the school organisational climate by Pradhan (1991) revealed that the school organisational climate significantly affects the student’s scores of creativity, but did not affect the uniqueness score of reality, home adjustment, social adjustment, health and emotional areas of students and the school adjustment of students. The school organisational climate significantly affected the academic achievement of students.\textsuperscript{74}

Using the ‘Case study’ method, Amrithalingam, (1991) studied parental involvement of Secondary Schools under achievers in Karai Kudi Districts of Tamil Nadu and discovered that the under achiever parents in almost all the groups based on religion, caste, family status, docility, educational qualification, income and occupations had not taken interest in their children’s physical and mental development and had paid a little attention on inculcating good habits formation in them for studies and participation in co-curricular activities.\textsuperscript{75}

In his study on the implementation of co-curricular activities in the Secondary Schools of Cuttack district, Jayanti (1991) found that: (1) there was


difference in interest towards co-curricular activities between boys and girls. (2)

The provisions for poor curricular activities between boys and girls were prevalent.

(3) Though there existed provisions for various types of co-curricular activities, very few activities were found to be not properly implemented due to lack of finance, time, expert staff, equipments etc. (4) The presence of over-crowding in schools was also responsible for meagre pupils participation. (5) The provisions for activities like gardening, plantation, cycling, safari, first aid, etc., were found to be inadequate.  

Mohapatra (1991) made a Comparative Study of Government vs. Private School Teachers”. His major findings are: (i) teachers both male and female came from all classes of society, but the majority of them were from the lower middle-class income group. As compared to the male teachers, most of the female teachers came from families belonging to the higher SES (Socio-Economic Status), (ii) the Private school teachers were found more qualified than the government school teachers and were found working in a lower cadre due to lack of vacancies in the higher cadre, (iii) the number of Secondary Schools in Cuttack town were not adequate to feed the number of students and that is why, demanding more schools in the urban area. The classrooms of both Government and Private schools were found to be crowded in spite of having a number of sections in each class, (iv) the infrastructural facilities such as library facilities, school buildings, teacher’s

quarters were found to be better provided in the government schools rather than the Private schools. The performances of students in the High School Leaving Examination were also found to be better in the Government schools. (v) As regards the system of education, about 70 percent of the teachers were not satisfied and felt that the present system of education creates unemployment. (vi) A majority of the teachers did not bother about cordial relationship with their colleagues and did not bother to keep contact with the guardians of the students as well, (vii) As regards the textbooks in the Secondary level, most of the teachers expressed dissatisfaction with the contents of the textbooks and said about changing the syllabus.\textsuperscript{77}

To identify and classify the Organisational Climate, the leadership behaviour of the Principals and the moral of teachers in Central schools, Jayajothi’s (1992) findings are as follows: (i) the Central schools of Madras region differed in their climate, (ii) the ‘open’ climate related best to the perception of leadership behaviour of Principals by the teachers and the ‘autonomous’ climate had the least relationship. Female teachers had a better perception about the leadership and teacher morale. Experience, age and sex did not discriminate the perception of school climate, teacher morale and leadership behaviour. Leadership behaviour differed with climate. (iii) Female teachers had more job satisfaction than male teachers. Job satisfaction was positively related with ‘spirit’, ‘intimacy’,

‘production’ emphasis and ‘humanised thrust’ but negatively related with the ‘disengagement and ‘psycho-physical hindrance’ dimensions of organisational climate. Also job satisfaction was positively related with ‘initiating structure’ and ‘consideration’ dimensions of the leadership behaviour of Principal.\footnote{J.V. Jayajothi, “Organisational Climate and Leadership Behaviour of Principals in Relation to Teacher Morals in Central Schools”. \textit{M.Phil. Dissertation}. Department of Education. Anamalai University, 1992.}

In 1992, Pati made a study on the Administrative and Supervisory problems of Secondary School Headmasters of Cuttack-I circle, and found that: (i) Curricular problems is because of appointment of inadequate number of teachers and lack of professional qualifications among them. According to a majority (75%) of the Headmasters, the guardians used to come and consulted to the Headmasters about the progress of their children. They also reported that they did not have adequate provision of audio-visual aids, and also not having sufficient fund for organising co-curricular activities in their school. They did not even have a typing machine, and many Headmasters opined that the school teachers did not get regular payment.\footnote{S. Pati, “A Study of the Administrative and Supervisory Problems of Secondary School Headmaster of Cuttack”. \textit{M.Phil. Dissertation}. Department of Education. Ukul University, Cuttack, 1982.}

Palanivelu (1992) found that: (i) Students was in agreement with the admission procedures, the discipline in the school, the organise way of conducting
the examinations and the operations of funds collected in the school. (ii) Teachers were happy with the admission procedures, the discipline, the way of examination were conducted, the beneficial way of utilizing the funds, the performance of extra-curricular activities etc.\(^\text{80}\)


(ii) Zilla Parishad Secondary School differed from the Private Secondary School in respect of Organizational Climate.\(^\text{81}\)

Srivastava (2000) reported that (i), more than half of the teachers opined that the Headmaster discussed the problem prevailing in the school. (ii) One-fourth said that the Headmaster seek the advice of the teachers on all occasion. (iii) Two-third opined that the Headmaster sought their advice on some occasions.\(^\text{82}\)

Paulson Mundanmany (2003) conducted a research on the topic “Manager or Visionary Leadership of Salestians High and higher Secondary School in India as


perceive by the Principals and their faculty”, revealed that the Leadership behaviour of the majority of school Principals was that of an aspiring leader. They seem to have sound managerial capabilities and look forward to the challenge of leadership. The study also found that most Principals have qualities like Caring Leadership, Clear Leadership and Original Leadership. The climate in Salestians Schools was found to be friendly and favourable to Educational growth.  

2.4 Findings on the Academic Performance of the Students

A Study on the Academic Performance of the Secondary School students conducted by Ghose (1977) indicated that 32% to 34% of the students of the schools in West Bengal were poor in English. The reasons were unscientific curriculum, lack of attention, unsuitable teaching method, and lack of proper place of study, poor health and sub-standard attachment of English at the Primary stage.  

Tiwari (1977) found that (1) Boys exceed girls and urban students were more superior to their rural counterparts in intelligence. (2) In sociability, girls were superior to boys and urban students were superior to rural students. (3) Boys were more adjusted in comparison to girls and were superior to girls in industriousness. But there was no significant difference between urban and rural students. As regards to discipline, no significance difference was found either in sex or area. (6)

Regarding health status, girls were superior to boys and urban students were superior to rural ones.  

Qureshi (1980) conducted a survey of creativity in relation to intelligence, manifest anxiety and level of aspiration of High School girls. Findings of the study reveal that: (i) anxiety appeared to be positively correlated to creativity, (ii) intelligence, anxiety and aspiration level promoted creativity and its components, (iii) aspiration level was related to creativity and its components.  

Singh (1982) conducted a study of creativity in High School students in relation to intelligence and socio-economic status. The main findings of the study were, (i) the mean intelligence test score of the science students was significantly higher than that of the arts students; (ii) in general, the socio-economic status of the urban students was higher from rural areas; (iii) the mean creativity score of the urban students was higher than that of the students from rural areas; (iv) the main creativity of science students was higher than that of arts students.  

Lakheba (1986) attempted to identify the structural variables which impede the spread of formal education among the scheduled tribes and also studied the educational problems of tribal children in the Secondary Schools at Chamoli. He found that tribal girls faced more difficulties than the boys’ counterparts. The low achievement of tribal children was attributed to factors like poor educational

---

87 Ibid. p. 41.
environment, unfavourable attitude of parents towards education and lack of motivation.\textsuperscript{88}

Using a Parental Encouragement Scale, Aggarwal, (1986) made a comprehensive district wise comparison among the different educational groups of Secondary Schools in Garhwal District of Uttar Pradesh. It was noticed that high achieving group was found because of parental encouragement irrespective of gender, district and urban-rural location, demonstrating thereby parental involvement as a positive correlates of academic achievement.\textsuperscript{89}

In an attempt to find out ‘the effect of Parental encouragement on the educational development of students in the Secondary stage’, Agarwal (1986) stated that the parental encouragement and educational development were positively correlated. Parental encouragement had a pervasive influence on the educational development of High School students, regardless of gender, district and urban-rural variations. The urban boys belonging to the higher group were found significantly superior to the rural boys in educational development. Likewise, the urban girls belonging to the higher group differed significantly from the rural girls. It was found that, the girls belonging to urban as well as rural areas were significantly higher in parental encouragement in all the three groups as compared to their male counterparts. Irregular results were found amongst the


different educational groups of pupils in relation to the influence of parental encouragement in the different districts. The high-achieving groups of the ‘mother-absent’ boys and girls received significantly more parental encouragement than the other groups. Identical results were obtained in the case of the ‘father-absent’ boys and girls who were found to have received significantly more maternal encouragement.\textsuperscript{90}

In a differential study of the specific aptitudes of the tribal and the non-tribal in Chhattisgarh, conducted by Pushpala (1988) found that the tribal pupils were significantly inferior to non-tribal on comprehensive scientific aptitude test but significantly inferior to them on accuracy of observation at all levels of educational status. However the non tribal’s were superior to the tribal on direction of inconsistencies or illogical conclusion.\textsuperscript{91}

Nagle (1988) and Yogesh (1989) conducted attitudinal studies on tribal and non-tribal students. Nagle’s study revealed that, the non-tribal students were superior to the scheduled tribe students on verbal and figural creativity. Yogesh concluded that the pattern of vocational interest among tribal and non-tribal


students had certain trends with educational implications. There is a need to create interest among tribal students in science and technical subjects.\textsuperscript{92}

Budhdev \textsuperscript{(1989)} studied the attitude of pupils towards various school subjects. He found that while girls showed an overall positive attitude towards various subjects whereas boys had a better attitude towards science subjects. The study also revealed that the high intelligent group of pupils (regardless of gender) had a better attitude towards Mathematics and English than their low intelligence counterparts. Like-wise, the high SES (socio-economic status) group of pupils were found to have a more positive attitude towards mathematics and English than their counterparts belonging to the low SES groups. Clearly, the trend is indicative of a positive relationship between achievements and attitude towards a specific subject in the Secondary School curriculum in our country.\textsuperscript{93}

In an action type of research sponsored by the Meghalaya State Council For Educational Research and Training (SCERT), Langstieh \textsuperscript{(1989)} made a study to identify the causes of the inadequate qualitative progress of High School students of Meghalaya and found that several factors which relates to the poor performances of the students in the High School Leaving Certificate (HSLC) examination are (i) inadequate time devoted to teaching, (ii) non-completion of homework by pupils, (iii) failure to provide individual attention to students.\textsuperscript{94}

\begin{footnotesize}
\textsuperscript{92} Ibid.
\textsuperscript{93} Ibid.
\textsuperscript{94} James Langstieh, “A Study to Identify the Causes of the Inadequate Qualitative Progress of High
Deb and Nanda (1989) studied the attitude of Class X Rural and Urban pupils towards school. Their finding revealed that the urban students had a favourable attitude towards teachers as compared to the rural students. Similarly, urban students also showed a positive attitude towards the school programme as compared to that of the rural students. Significant differences were found in the mean values of rural and of urban students in the attitude towards social acceptance. Significant differences were not found in the attitude of rural and of urban parents towards school. No sex differences were found to exist in the attitude towards school.  

A study of the attitudes of the Secondary School students towards various school subjects by Budhadev and Ravina (1989) revealed that girls have a better attitude towards Language, Mathematics and Social Studies while boys showed a better attitude towards science. The high intelligent group of pupils had a better attitude towards Mathematics and English than the low intelligent group. The group from good category schools had a better attitude towards Mathematics, Science and English than the group from the poor category schools. As per the longitudinal method of research, the attitude of the pupils towards different subjects was found to vary from time to time.

---


According to Verma and Asha Tiku (1990), the learning styles of High School students were not affected by the socio-economic status of the students. There was no significant difference between high and low intelligent students on independent, dependent, particular, collaborative and competitive learning styles. The interaction effect on socio-economic status and intelligence was not significant on any of the learning styles of the High School students.\(^7\)

Two studies are available on the vocational and professional aspirations of tribal and non tribal adolescents which were carried out by Kalpana (1988) and Das (1991). Das, in his study showed that non scheduled tribe students were very high in respect of educational aspiration and vocational aspiration levels as compared to scheduled tribe students. Male students were found to be having a higher aspiration level than girl students. Kalpana (1988) found that scheduled caste and scheduled tribes adolescents were comparatively less intelligent and emotionally more unstable, expedient and tense than upper classes students. The rural students in general were dominating, enthusiastic, happy-go-lucky and tough minded, circumspect and individualistic. Within the scheduled castes group, girls were found to be better in their intellectual abilities.\(^8\)

---


Another study on the “Educational and Vocational Interest Patterns of Tribal Students and their Relationship with Intelligence, Socio-Economic Status and Educational Achievement” by Prabhat (1990) showed that tribal boys children were more interested in commerce and medical streams and less interested in home science and the arts streams as compared to tribal girls. High intelligent students were found to be more interested in home science and less in commerce as compared to their counterparts in the low intelligence group. When children coming from high and low socio-economic status were compared, children with high socio-economic were found to score high in music and teaching and less in mechanical and clerical vocational interests. The study suggests that more courses, including vocational course should be started in the school situated in the tribal areas so that students could opt for subjects according to their interests. Vocational Guidance Bureau may be open in tribal areas to find out the interest of students so that they could be guided accordingly.\textsuperscript{99}

Nayak (1990) in his study of “Achievement Motivation and Level of Aspiration of Tribal and Non-Tribal children (7 to 11 age group)” found that, in general, both the groups had low level of aspiration as compared to their achievement level. The non tribal group was found higher than their counterparts in achievement motivation.\textsuperscript{100}

\textsuperscript{100} Ibid.
In another study Tripathi (1990) found that academic performance was negatively correlated with self-concept and level of aspiration. Besides, no such relationship was observed between academic performance and academic motivation except in one of its dimension, i.e., desire for self improvement. But this relationship was positive in the case of tribal high achievers. The study also found that the tribal students have lower level of aspiration as compared to their non tribal counterparts.¹⁰¹

Verma and Tiku (1990) found that (i) the most important outcome of Socio-economic status was found to be unimportant. Not one learning styles out of six, was seen to be effected by the socio-economic status of the students. (ii) No outstanding difference originated between high and low intelligent students on independent, dependent, participant, collaboration and competitive learning styles. (iii) The socio-economic status interaction effect with intelligence was not noteworthy on any of the learning styles of the High School Student. ¹⁰²

Madhuri (1991) compared personality factor, academic achievement and scholastic achievement of socially high and low deprived tribal youths of Rajasthan but did not find any difference in the personalities and academic adjustment of these two groups.¹⁰³

¹⁰¹ Ibid.
¹⁰³ Ibid.
Two studies which focus on a comparisons of the mental abilities, occupational aspiration and interest patterns of tribal and non tribal, were conducted by Gharmode (1990) and Rawat (1991). The non tribal students were higher in scientific and outdoor interest than the non-tribal students.\textsuperscript{104}

The study of Manju (1992) entitled ‘Academic Achievements of the Tribal and Non Tribal pupils of Ranchi City’ was aimed at exploring the relationship between the two groups showed intra-culture and inter-culture variations in their scholastic achievement. Important finding of the scholastic attainments are both cultural and school environment factors, which are mutually exclusive.\textsuperscript{105}

Mulia (1992) studied the effect of grade, gender and area on the Intelligent Quotient (IQ) levels of the secondary pupils in Ahmadabad District found no significant difference in the IQ of boys and girls. The main effect of areas and grade was significant and the differences are in favour of urban boys of class IX.\textsuperscript{106}

According to Khader (1992) the differences between Private and Public Schools and their effectiveness on school achievement are: (1) the private High quality schools had an effective management system and a low teacher-student ratio. At the other extreme, private and public low quality schools, despite a low teacher-student ratio had a weak management system followed by an open-door admission policy. (2) The Public high quality school with a higher teacher-student

\textsuperscript{104} Ibid.
\textsuperscript{105} Ibid.
\textsuperscript{106} Ibid.
ratio and a management system varying from average to moderately effective, maintained higher work ethics. (3) In general, students from public high quality schools perceived that the environments of these schools were either average or high. It was likely that those who were less affluent depended primarily on schools for academic oriented behaviours and considered school environment as important and perceived it as effective. (4) Those from the higher social class were highly academic-oriented in contrast to those from the lower social class. (5) The tendency to show similar pattern of behaviour among students of the same school was highly visible in private high quality school and private and public low quality school. (6) The differences among schools were sharper if they were compared across the quality level of private and public school. Intelligence, educational aspiration, school environment, language proficiency, linguistic level and academic emphasis were found to be the factors critical to school success.  

In the findings of Agrawal (1992) it was revealed that (i) the socio-economic status of a Schedule Caste student was found to be lower as compared to that of a Non-Schedule Caste student. (ii) Schedule Caste and Non-schedule Caste did not differ in terms of their level of intelligence, but the Schedule Tribe student aspired

---

to low level occupation and the level Academic Achievement was to be lower as compared to that of the Non – schedule Caste students.\textsuperscript{108}

Annaraja and Ponnambala (1993) attempted to know the affect of psycho-social factors on the academic achievement of the Scheduled tribe (ST) adolescence. The findings of the study were as follows: (i) regarding personality factors, ST adolescence were better in self-concept, temperament, independence and adjustment than non-scheduled tribes. (ii) STs showed higher occupational aspiration than non-scheduled tribes. (iii) Regarding intelligence, non-ST adolescence were better than STs. (iv) Most of the non-ST adolescence belonged to the higher socio-economic status group while most of the ST adolescent girls belong to the higher socio-economic status group than non-ST girls. (v) ST adolescence showed favourable attitude towards culture and religion but they were showing unfavourable attitude towards caste and country. (vi) With regard to academic achievement, non-STs were better than ST.\textsuperscript{109}

Tilak (1995) undertook a study on academic alienation among tribal High School students of Himachal Pradesh in relation to their home and school environment. The study revealed that, male and female tribal High School students did not seem to differ significantly with regard to their level of academic alienation. Tribal High School students belonging to high and low levels of home

environment, however, appeared to have exhibit significant difference in their academic alienation. There was no significant interaction between sex of tribal High Schools students and permissiveness factor, nurturance factor, reward factor, control factor, conformity factor, rejection factor, punishment factor, protectiveness factor, social isolation factor and deprivation of privileges factor. Tribal High School students belonging to high and low levels of schools environment seemed to show significant difference in their academic alienation. Tribal High Schools students receiving high and low levels of creative stimulation in their school environment appeared to have significant difference in their academic alienation. Tribal High School students receiving high and low levels of cognitive encouragement in their school environment seem to differ significantly with each other with regard to their academic alienation. Tribal High Schools students having high and low levels of permissiveness, and control in school environments did not seem to differ significantly with regard to their academic alienation but, high and low level acceptance and rejection in their school environment seem to differ. There was no significant interaction between sex of tribal High Schools students and total (overall) school environment with regard to academic alienation.\textsuperscript{110}

Bakalevu (1996) discussed under-achievement in Mathematics in her homeland in Fiji. She examined the effectiveness of Mathematic unit that was built on students cultural experiences in what she described as the relationship between culture and Mathematics. Her conclusion is that educators must know

\textsuperscript{110} \textit{Ibid.}, p. 386
about indigenous Mathematics so that they can bridge to the new Mathematics they were trying to teach.\textsuperscript{111}

Rao and Kanth (1997) revealed that teachers were able to involve community in the activities of the school for its development (i) teachers interaction with pupils, parents and elders had positive impact in enrolment in schools, (ii) Regular Parents - Teachers meeting had positive effect in improvement of enrolment and attendance in school.\textsuperscript{112}

Literature on educational reforms provides evidence that sustained efforts to transform High Schools can help prepare students for the demands of a “technological and global society characterised by rapid change and unprecedented diversity” as well as a work environment that demands individuals who can “understand multi dimensional problems, design solutions, plan their own task, evaluate results, and work cooperatively with others”

Basantia and Mukhopadhya (2000) studied the psychological factors and achievement on tribal students found that boys and girls did not differ in terms of psychological constraints. The degree of psychological constraints differed between high achievers and low achievers. High achievers had low levels of


psychological constraints. It was revealed that psychological constraints and academic achievement are negatively correlated with each other. \(^{113}\)

Borbora and Das (2001) studied on the influence of parental literacy on the academic achievement of children belonging to backward classes. The findings of the study were (1) children of literate parents showed better academic achievement than the children of illiterate parents. (2) The academic achievement of first generation learners was found to be the lowest. (3) Academic achievement of the girls was comparatively better than that of boys. (4) It was found that first generation learners parents were not aware of their children education due to busy work schedule. (5) Parents illiteracy and lack of facilities were found to be the causes behind low academic achievement. \(^{96}\)

2.5 Findings on the Overall Problems of the Secondary School Education


\(^{96}\)Ibid. p.395
Shah (1976) found in his study on parents attitudes towards Secondary Education in Khasi district that educated parents had more favourable attitude towards Secondary Education than the less educated ones. Sex had no influence on parental attitude. Parental attitude had a negative relation with their age. Rural parents has less favourable attitude than urban ones. Parents with smaller family size had more favourable attitude than those of larger family.97

The problems of educational administration in the Secondary Schools in Meghalaya according to Balieh (1982) are (i) problems due to lack of proper understanding of the headmasters of their main duty, (ii) problems of school buildings, school organisation and school planning are due to inadequate finance, shortage of teachers, (iii) lack of proper school budget are due to lack of financial resources, (iv) the other problems are: less interest taken by the government, lack of teachers’ association and lack of trained teachers.98

Abroi (1987) studied the constraints in the education of the three tribes, the gaddies, gujjars and bakern in the Jammu region. The study aimed at identifying the out-of-school and in-school constraints in the educability of the tribal children as perceived by the community, students and the teachers. The

result of the study showed that poverty, poor school facilities, parental apathy and inconvenient location of the school were the major constraints.\textsuperscript{99}

Wastage and stagnation was a major problem in the Secondary Schools of Kamrup district of Assam according to Medhi (1988). His findings revealed that the extent of wastage and stagnation was very high especially in economically backward classes. The most important reasons of these were: illiteracy of the parents, their poverty, lack of study atmosphere at home and the rate and irregular payments of stipend. Education having a vocational bias was likely to be useful to students of different abilities. Lack of efficient teachers, absence of attractive school programme and irrelevant curriculum appeared to be some of the causes.\textsuperscript{100}

The incidence of wastage and stagnation among the Secondary School students was maximum in standard X, among boys, in rural areas as compared to urban, and, in Scheduled Castes and Scheduled Tribes as compared to other caste pupils. Of the eight measures adopted by the government for preventing wastage and stagnation, only four were found to be effective, namely lump sum grants for SC/ST students, meritorious scholarship for SC/ST students, Secondary Scholarship and Coaching Classes for SC/ST students (Sudharma, 1988).\textsuperscript{101}

\textsuperscript{100} S.Medhi, “An Investigation into the Probable Causes of Stagnation and Wastage among the Pupil of Secondary Schools, Assam, with special reference to Kamrup District and Remedial Measure thereof”. \textit{Ph.D. Thesis}. Department of Education, Gauhati University, Guwahati
\textsuperscript{101} A.Sudharma, “A Study of the Efficiency of Certain Measures Adopted for Preventing Wastage and Stagnation in the Schools of Kerala”. \textit{Ph.D. Thesis}. Department of Education. University of Kerala,
In an experimental as well as descriptive study Ghalsasi (1988) identified trends and patterns regarding the study skills of secondary pupils and prepared a programme for developing/strengthening the desire study habit/skills found that students had no definite idea about the purpose of studying/objectives of schooling, their responses at best covered ‘better jobs’, ‘social status’, etc. It was found that nearly 60% of the students resorted to up movement and murmuring while doing silence reading implying thereby lack of proper skill development for silent reading. Again, nearly 50% of the students, on their own admission, did not do their homework, nor did they receive any guidance from teachers and parents. As many as 70% of the students never thought of preparing/utilising a time schedule for their studies.102

Shah (1989) explored the educational problem of tribal students and also studied their educational aspiration and achievement motivation among the tribal and non tribal students of class VI-XII in Chamoli district. She found that senior basis level tribal students of general schools had more adjustment problems with their teachers as compared to their tribal counterparts. The rate of wastage and stagnation was significantly higher in the tribal group. The facilities in the special tribal schools were also better than those in general schools. One significant

---

finding was that the scholarship money received by the students was being spent by their parents on their higher studies.\textsuperscript{103}

A study of the ‘Missing Tribe of Assam: Some Aspects of their Primary and Secondary Education’ was conducted by Rehman, (1989). This study addressed itself to the issue of enrolment and drop out. The study found that poverty, lack of infrastructure and illiteracy among parents are the main causes of the low enrolment of tribal children in schools. Many students from tribal community drop-out between the primary and secondary levels and between secondary and college levels. About 22\% of the post of primary school teachers had also not been filled in.\textsuperscript{104}

In an independent study on differential personality profiles of the High School drop-outs and stay-ins, Nayal and Nayal, (1989) found the rural stay-ins are more intelligent, more active, more mild, more tender minded, more controlled and more relax than their drop-outs counterparts.\textsuperscript{105}

Pathy, (1990) through an extensive survey attempted to know the trend and ascertain the magnitude of educational wastage in the Secondary Schools of Sambalpur District. The findings revealed that the average rate of wastage, as found during the period of 1951-1981, was a stunning 71\%, 79\% and 90\% in classes- V, VII & IX respectively. As for the casual factors, the study convincingly

\textsuperscript{103} Ibid.  
\textsuperscript{104} Ibid.  
\textsuperscript{105} Ibid.
pinned down the phenomenon to financial hardship generally and to failure in the particular class examination and in between the last two classes of the secondary stage. It also established that a significant positive relationship existed between the drop-outs liking for the subject and the subject teacher and the drop out’s marks secured in the examination. The average rate of wastage during 1951-81 in the schools of Orissa was 7 percent by class V, 79 percent by class VII and 90 percent by class XI. The girls recorded a higher rate of wastage than the boys all through. The two equally formidable causes of drop-out were found to be financial hardship and failure in class examinations. Educationally, the drop-out aspired to a High School certificate and occupationally to clerical services. In the urban areas, aspiration was a little higher. The phenomenon of drop-out was found to occur at a time following the class examination, and in between in the last two classes of High Schools. The drop-outs came from families with low socio-economic status (SES). All the mothers, 95 percent of the fathers, 83 percent of the elder brothers and 92 percent of the elder sisters had either not been able to go to a High School or dropped out of it. A significantly positive relationship was found between the drop-outs as follows: (i) linking for the subject and the subject teacher; and (ii) linking for the subject and marks secured in the subject. The age of the drop-out was found to be higher than the median age (Pathy, 1990).106

Department of Education, Utkal University, Cuttack, 1990.
In a system analysis approach to the study of Secondary School, Gill (1990) found that the quality of inputs was not keeping pace with the changing demand. The quality of outputs in terms of the academic achievement of the students and the innovativeness of the schools was found to be just average. Secondary Schools were found not functioning smoothly and they had a closed climate. The quality of the input of teacher morale was found to be low.¹⁰⁷

The study by Majaw (1991) attempted to ascertain the levels of education and other related factors including exploration of the differences between the drop-outs and the non-drop-outs among the tribal’s of Meghalaya. She found that enrolment was the highest at the primary level and went on decreasing at the middle and High School levels. Though at the primary level the enrolment of boys exceeded that of the girls, but it was higher at higher level. The school was perceived as being more conducive to realisation their ambition by urban children, boys and tribal children as compared to rural children, girls and non tribal children respectively.¹⁰⁸

In comparative study of the problems of the Government Schools and the privately managed school, Mohapatra (1991) found that while both types of schools were characterised generally by crowded classes, poor human relation, disapproval of the procedure of preparation and selection of text books and that both types generally encouraged private tuition. The Government school teachers

were provided with better infrastructural facilities, laboratory equipment, residential accommodation, etc. and consequently they showed better results in the final High School Leaving Examination. Again, the Government school teachers were found to have better satisfaction than the teachers of Privately managed Secondary Schools.\textsuperscript{109}

McCaul (1992) studied the consequences of dropping out of school, findings from High School and beyond. The purpose of the study was to examine the personal, social and economic consequences of dropping out of school. Drop-out differed from graduates with no post Secondary Education on many personal and social adjustment measures. Results indicated that male and female drop-outs have different personal, social and economic experiences.\textsuperscript{110}

Mc Neal and Ralph (1996) conducted a study on extracurricular activities and High School and beyond. The study indicated that participation in extra-curricular activities (athletes and fine arts) significantly reduces a student’s likelihood of dropping out, whereas participation in academic and vocal clubs has no effect. Participation athletic and fine arts serve as key intervening variables in the drop-outs process, magnifying the direct relationship among race gender, academic ability and dropping out.\textsuperscript{111}


\textsuperscript{111} Ibid. p. 51.
Jordan, Will, Lara, Mc Partland and James (1996) explored the causes of early drop-out amongst the race ethnic and gender groups. Factor analysis showed that reasons for dropping out include school related, family related as well as influences from peers and residential mobility.  

According to the 2002 National Survey on Drug User and Health (NSDUH), almost 3.2 million American aged 18 to 24 (12 percent) were considered to be school drop outs. Male were more likely to have dropped out than female. The drop-out rate was higher among Hispanics (28 percent) than among American Indians or Alaska natives (14 percent), blacks (8 percent). The drop-out rate was similar among persons aged 18 to 20 than aged 21 to 24.  

2.6 Conclusion

Thus this present chapter highlighted the researches of different researchers in different areas of Secondary Education. Looking at the various researches the investigator was able to identify the areas where researches have been done and the areas where researches have not been touched upon. Further, from the review of related literature it was found that no researches have been conducted in Jaintia Hills in the area of Secondary Education. Hence the investigator is convinced that there is a need for a study to be undertaken in the field of Secondary Education.

112 Ibid., p 52