

**A STUDY OF THE EDUCATIONAL PROBLEMS
OF HIGH SCHOOL STUDENTS IN WEST GARO
HILLS DISTRICT IN RELATION TO THE
ORGANISATIONAL CLIMATE OF SCHOOLS**

ABSTRACT

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RATIONALE OF THE STUDY

Education emphasizes the activities which aim at developing the knowledge and moral values required in all walks of life rather than knowledge and skill relating to only a limited field of activities. Education is organized in acquiring and improving the learner's cognitive, psychomotor and behavioural characteristics. The purpose of education is to provide the conditions essential for young persons and adults to develop an understanding of traditions and ideas influencing the society in which they live, other cultures and of the law of nature and to acquire linguistic and other skills which are basic to learning personal development and creativity.

Education is a problem of perennial discussion in all nations at all times. There is no nation in the world that can claim that it has no educational problems and that all is good in its garden of education. The process of learning has been subjected to extensive studies and experimentations. But it calls for continuous and multi-dimensional efforts on the part of the teachers as well as the learners. It is through learning that one moulds the raw stuff of human nature into the concrete individuality which one possess.

Both the lay public and professional educators generally agree that the “goodness” of an education programme is determined to a large extent by the organizational climate of the institution. The establishment of an appropriate organizational climate has been recognized as one of the functions of administration because it is the organizational climate of a school, which determines to a large extent, its tone and performance.

NEED AND IMPORTANCE OF THE STUDY

The West Garo Hills district being an under-developed district, its need for education is great. Any effort to industrialize the district and to exploit the natural resources will need high level technology and trained personnel, which is not available now. It is only through a well-organized programme of education, i.e., right from school, can the manpower needs of the entire state be met. The students in Garo Hills are backward or underdeveloped economically and socially. The community is facing quite a lot of problems or difficulties and special efforts are needed to spread education among them and to raise their standard of living. It is important that more knowledge about the educational problems of these sections of population should be available. It is desirable that if this important section of the population is to join the main stream of activity in Meghalaya, problems, obstacles and handicaps placed in their way be alleviated. Thus, the educational problems encountered by the students must be studied. This study while confined to only West Garo Hills district may help to some degree to fulfill this need.

The present study will discuss the Educational Problems of High School Students in West Garo Hills District in Association with the Organizational Climate and throw light on the major factors responsible for the various problems and make endeavour to offer specific suggestions to all concerned for removing the problem. The present study will also discuss about the type of organizational climate prevailing in the high schools in West Garo Hills district and the association that exists between educational problems and organizational climate.

STATEMENT OF THE PROBLEM

The title of the problem is **A Study of the Educational Problems of High School Students in West Garo Hills District in Relation to the Organizational Climate of Schools.**

OBJECTIVES OF THE STUDY

Following are the specific objectives of the present study –

To find out the educational problems of high school students in West Garo Hills district, Meghalaya.

To find out the organizational climate of the high schools in West Garo Hills district.

high schools in West Garo Hills district. Such schools in the state fall under the following categories according to management –

- a) Government managed schools.
- b) Private schools receiving Government grants under the deficit scheme and
- c) Private schools receiving either an annual block grant or those receiving no grant at all.

These are also schools meant exclusively for either boys or girls and also schools, which are co-educational. Majority of the high schools is located in the urban areas.

Actual Sample

A sample of 106 teachers and 266 students from 10 high schools from West Garo Hills district of Meghalaya were included. Separate questionnaire for the teacher and student respondents were given to the students and teachers of these selected schools. Amongst the schools selected, three are Government schools, two are deficit and five are private schools.

Tools Used

For the present investigation, the tools used are (i) Questionnaire on Educational problems of students constructed by the investigator, (ii) The School Organizational Climate Description Questionnaire (SOCDQ) developed by Sharma

(1978). The SOCDQ was the modified form of Organizational Climate description questionnaire constructed by Halpin and Croft.

As regards Educational problems, all the items in the questionnaire have been grouped into eight categories. They are as follows –

Personal problems

Financial or economic problems

Educational or academic problems

Social problems

Language problems

Health problems

Family problems

Problems connected with facilities in school.

For constructing the questionnaire, available literature on higher education within the reach of the investigator was carefully studied. A thorough discussion on the major problems of high school students was done with the supervisor. Necessary guidance and suggestions were also obtained. Then the first draft of the questionnaire was constructed by the investigator. It was also distributed to the experts in the Department. After which some more corrections, improvements and suggestions were incorporated as suggested by the experts and supervisor. On the basis of this, the second draft of the questionnaire was proposed. The questionnaire was first tried

out on a few respondents, thirty in number from Tura town. These were analyzed and the feedback was used for revising and improving the statements and also for adding few more items, after which the questionnaire was finalized.

The SOCDQ (The School Organizational Climate Description Questionnaire) consists of 64 Likert type items to measure the eight dimensions of the Organizational Climate of the schools. The SOCDQ was administered individually as well as in group. In order to provide and make an ideal situation, the investigator called all the high school teachers in a room and administered the tool to all at a time. Head of the institution was requested to remain absent from the group while administering the SOCDQ. The respondents were asked to indicate the extent to which each statement characterized his/her school. The scale against which the respondents indicated the extent to which each statement characterized their schools were defined by four categories. (i) Rarely Occurs, (ii) Some Time Occurs, (iii) Often Occurs and (iv) Very Frequently Occurs. For scoring, these four categories of responses are assigned four successive integers, viz., 1, 2, 3 and 4 respectively. Then each respondents eight sub-test scores are calculated by simple summation of each respondents item scores, sub-test by sub-test and dividing each of the eight sums by the number of items in the corresponding sub-test.

Analysis of Data

The students educational problems were identified by checking the student responses on the various items of the questionnaire. The significant problems

mentioned by the students were determined on the basis of proportions. The Chi-Square test was applied to find out the significant difference of the various educational problems.

The data obtained on the Organizational Climate Inventory and the Educational Problems Questionnaire were tabulated into appropriate data matrix. The responses of the teachers were scored by following the scoring procedure developed by Motilal Sharma in the original Test. The t-test was also worked out to find the significant difference on the dimensions of the Organizational Climate. The frequencies and percentages were worked out and presented in the form of tables and graphs. The Chi-Square test was applied to find out the significant difference on the association between educational problems and the Organizational Climate.

MAJOR FINDINGS AND SUGGESTIONS

I. Educational Problems

Personal Problems of the Students

As regards transportation problem to reach school, a considerable number of students, i.e., 46.99 percent disagreed with the statement, 39.85 percent agreed with it and 13.16 percent remained undecided.

Majority of the students of high schools, i.e., 63.91 percent were afraid of making mistakes, 27.07 percent were not afraid of making mistakes and 9.02 percent remained neutral.

The responses of the students revealed that a considerable number of them, i.e., 41.35 percent were lacking in leadership qualities, 30.08 percent were not lacking in leadership qualities and 28.57 percent could not decide anything.

The study found that 42.48 percent disagreed of having poor memory, 40.60 percent agreed of having poor memory and 16.92 percent could not decide anything.

To the question whether loneliness interferes with studies, 45.86 percent disagreed with the statement, 45.49 percent agreed with the statement and 8.65 percent remained undecided.

Financial or Economic Problems

Most of the students, i.e., 51.50 percent revealed that their family had few sources of income, 37.60 percent disagreed to the statement and 10.90 percent could not decide anything.

It was observed from the responses that majority of the students, i.e., 75.94 percent could afford to get schoolbooks and school uniforms, 19.17 percent could not afford and 4.89 percent could not decide anything.

50.75 percent of students revealed that the pocket money received from parents was not enough, 39.47 percent revealed that it was not enough and 9.77 percent did not decide anything.

The study found that 63.91 percent disagreed to the statement whether they were doing outside works to get money, 24.44 percent agreed to the statement and 11.65 percent remained undecided.

Majority of the students, i.e., 62.03 percent revealed that they had money to pay for private coaching charges, 28.95 percent revealed that they did not have and 9.02 percent did not decide anything.

Educational Problems

The study found that majority of the students, i.e., 60.15 percent had worries due to fear of failure in the examination, 27.44 percent did not have worries and 12.41 percent could not decide anything.

The study reveals that most of the students, i.e., 50.75 percent could not keep a proper study schedule, 36.09 percent could keep a proper study schedule and 13.16 percent could not decide anything.

42.86 percent of students revealed that the books prescribed were readily available, 40.98 percent revealed that the books were not available and 16.16 percent could not reveal anything.

To the question whether the school timetable was arranged unsatisfactorily, 59.40 percent of students disagreed with the statement, 25.56 percent agreed with it and 15.04 percent remained undecided.

56.02 percent of students revealed that the assignments given by the teachers were not too heavy, 30.07 percent revealed that it was too heavy and 13.91 percent could not decide anything.

Social Problems

Majority of the students, i.e., 54.89 percent revealed that they had the ability to get along well with other people, 30.45 percent did not have the ability and 14.66 percent did not decide anything.

50.75 percent of students revealed that they were not shy to do anything, 36.84 percent revealed that they were shy and 12.41 percent remained neutral.

46.24 percent of students revealed that local politics did not disturb them in studies, 41.35 percent revealed that it disturbed them and 12.41 percent did not reveal anything.

49.25 percent of students indicated that they could compete and work with other students, 40.98 percent indicated that they could not work and compete with other students whereas 9.77 percent did not indicate anything.

Regarding taking part in school activities, 65.04 percent revealed that they liked to take part in any activities in the school, 24.06 percent revealed that they did not like and 10.90 percent remained neutral.

Health Problems

To the question whether poor health interferes with concentration in studies, 52.26 percent revealed that it did not interfere, 40.23 percent revealed that it interfered and 7.51 percent did not reveal anything.

72.18 percent of students indicated that they do not suffer from incurable diseases, 22.56 percent indicated that they are suffering and 5.26 percent did not indicate anything.

It was found that 62.03 percent of the students could take part in sports and games because they were healthy, 31.95 percent could not take part and 6.02 percent remained neutral to the statement.

As regards the diet at home, the responses of the students showed that 61.28 percent indicated that the diet at home was satisfactory, 34.21 percent indicated that it was not satisfactory and 4.51 percent did not indicate anything.

68.80 percent disagreed to the statement whether there was lack of concentration in studies, 31.20 percent agreed with it.

Problems Connected with Facilities in School

As regards toilet facilities in school 48.87 percent indicated that the toilet facilities in school were adequate, 45.11 percent indicated that there were inadequate toilet facilities in school whereas 6.02 percent remained neutral to the statement.

Regarding drinking water problem in school, a comprehensive number, i.e., 51.50 percent revealed that they did not have this problem, 48.5 percent revealed that they had drinking water problem and no one was found in the undecided category.

More of them, i.e., 51.13 percent indicated that they had facilities for extra-curricular activities in school, 42.11 percent indicated that they did not have this facility and 6.76 percent could neither agree nor disagree with the statement.

As regards cultural activities in school, 54.51 percent of the responses showed that they had cultural activities in school, 39.10 percent of the responses showed that they had no cultural activities whereas 6.39 percent remained neutral to the statement.

To the question whether the number of pupils in the class was too large, a majority of them, i.e., 69.17 percent disagreed with the statement whereas 30.83 percent agreed with the statement.

Language Problems

To the question whether the students could not express fluently in English, 49.62 percent revealed that they could not express fluently in English, 42.48

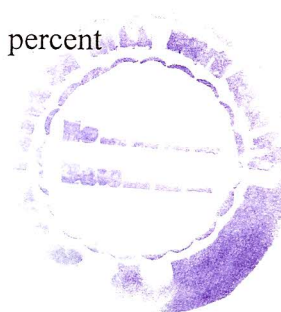
percent revealed that they could express fluently in English and 7.89 percent remained neutral.

Majority of them, i.e., 62.41 percent revealed that they could understand English properly, 37.59 percent revealed that they could not understand English properly.

54.14 percent of the respondents revealed that they did not have difficulties in studying Garo as a second language, 45.86 percent revealed that they had difficulties in studying Garo as a second language.

A majority of them, i.e., 56.77 percent of students revealed that they could understand the teacher's style of teaching, 29.32 percent revealed that they could not understand the teacher's style of teaching and 13.91 percent could neither agree nor disagree with the statement.

60.53 percent of students revealed that they had fluency in English, 32.71 percent revealed that they did not have fluency in English and 6.76 percent could not decide anything about the statement.



Family Problem

To the question whether the parents were too strict, 47.74 percent of responses showed that they were not too strict, 45.49 percent of responses

showed that the parents were too strict and 6.77 percent could not decide anything about the statement.

59.02 percent of students revealed that the interference by relatives was not too much, 34.21 percent revealed that the interference by relatives was too much and 6.77 percent remained neutral.

A majority of them, i.e., 70.30 percent of students revealed that there was no frequent quarrelling at home, 23.31 percent revealed that there was frequent quarrelling at home and 6.39 percent could not reveal anything.

A majority of them, i.e., 71.81 percent of students revealed that illiteracy of family members did not cause them unhappiness, 28.19 percent revealed that illiteracy of family members caused them unhappiness.

Whether more attention was paid to other brothers and sisters, 65.41 percent disagreed with the statement, 27.07 percent agreed with the statement and 7.52 percent neither agree nor disagree with the statement.

II. Major Findings of the Study Related to Organizational Climate

Comparison of the responses of teachers between government, private and deficit schools on the dimension, Disengagement reveals that there is a significant difference on the climate dimension, disengagement between

private and deficit schools. This refers to the teachers tendency to be “not with it”. This dimension thus describes a group which is “going through the motions”, a group that is “not in gear” with respect to the task at hand. In short, this dimension focuses upon the teachers behaviour in a task-oriented situation.

Comparison of the responses of teachers between government, private and deficit schools on the dimension, ‘Intimacy’ revealed that there is a significant difference on the climate dimension ‘intimacy’ between government and private schools indicating that this dimension refers to the teachers’ enjoyment of friendly social relations with each other.

Comparison of the responses of teachers from the three categories of schools on the dimension, ‘Controls’ revealed that there is a significant difference on the climate dimension ‘controls’ between government and deficit schools indicating thereby that this dimension refers to the degree to which the headmaster’s behaviour can be characterized as bureaucratic and impersonal in nature.

Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension ‘Disengagement’ revealed that there is a significant difference on the climate dimension ‘disengagement’ between co-educational and boys school, between boys and

girls school and between co-educational and girls school. Thus this dimension focuses upon the teachers' behaviour in a task-oriented situation.

Comparison of the responses of teachers from the three categories of schools on dimension 'Espirit' showed a significant difference between boys and girls school. This indicates that the teachers feel that their social needs are being satisfied and that they are at the same time enjoying a sense of accomplishment in their job.

Comparison of the responses of teachers from the three categories of schools on dimension 'Intimacy' showed a significant difference between co-educational and girls school. It thus refers to the teachers' enjoyment of friendly social relation with each other.

On the dimension 'Psycho-physical hindrance', there is a significant difference between boys and girls school and between co-educational and girls school indicating that this dimension refers to the feeling among the group members that the headmaster burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. Teachers perceive the headmaster as highly dictatorial in his behaviour.

There is a significant difference on the climate dimension 'Controls' between boys and girls school which refers to the degree to which the headmaster's behaviour can be characterized as bureaucratic and impersonal in nature.

There is a significant difference on the climate dimension 'Production Emphasis' between co-educational and girls school which refers to the behaviour of the headmaster which is characterized by close supervision of the staff. His communication tends to go in only one direction and he is not sensitive to feedback from the staff.

There is a significant difference on the climate dimension 'Humanized Thrust' between boys and girls school which refers to the behaviour of headmaster which is marked by his attempts to motivate the teachers through personal example. The behaviour of the headmaster though unmistakably task-oriented is at the same time characterized by an inclination to treat the teachers humanly and tender-heartedly.

Types of Organizational Climate

The six types of organizational climates are open, autonomous, familiar, closed, paternal and controlled. These six types of climates have been divided into two categories.

The positive oriented climates – open, autonomous and familiar.

The negative oriented climates – closed, paternal and controlled.

Out of the ten schools taken up for study, four schools falls under the positive oriented climate and six schools falls under the negative oriented climate.

III. Association between the Educational Problems and Organizational Climate

The two attributes, i.e., educational Problems and Organizational climate have high degree of associations with each other.

Comparison of Schools under Negative Organizational climate and Positive Organizational climate showed that a significantly larger number of children from negative oriented climates reported the presence of a large number of problems.

SUGGESTIONS

The conclusions of the study are indicative of the steps to be taken for removing the Varied types of problems faced by both the students and Teachers of High Schools working in west Garo hills district. The following few suggestions are, however, offered in this connection.

Special care should be taken in most of the schools to improve sanitation.

Library periods should compulsorily be included in the school timetable.

Audio-Visual aids should be used.

Frequent inspection may be conducted to trace out the diverse problems faced by the students as well as teachers.

Managing Committees should include well-qualified persons with keen interest in education so that they can remove the different problems faced by schools.

More and more schools should have open type of climate, which is the best and favourable climate for teaching, learning and professional growth. The young generations should be stimulated and motivated by having a congenial school environment. They should not be allowed to live in an environment, which hinders their personality development.

The attention of the higher authorities must be drawn so that the administrators and teachers may be provided with full facilities such as training in educational management and leadership in educational administration. Such training will help the heads of the institutions and the teachers to move the climate of their schools towards open climate.

The school climate must be democratic in nature where the free and uninhibited expression of both the pupils and teachers are encouraged.

The principal must encourage a good relationship between him and the teachers, the teachers and the pupils. There must be a good rapport between them.

It will be the responsibility of the school administration, namely the principal and the teachers to develop and evolve most suitable climate so that the pupils are made to feel free and innovative while learning.

Suggestions for Further Research

The present study was confined to the educational problems of High School Students and the Organizational Climate of the High Schools of West Garo Hills district, Tura. Similar studies may be conducted in other parts of Meghalaya, though various other aspects of the problems could not be included in the present study. The present study can provide basis for further researches. Further researches are recommended in the following related topics –

Further studies are required as regards formation of appropriate tools for measuring educational problems of students under Indian conditions.

Comparison of the climates between different types of schools may be conducted.

More studies may be conducted taking larger number of schools and teachers.

The same study may be designed at State level to get an overall picture.

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