

CHAPTER V

FINDINGS AND IMPLICATIONS OF THE STUDY

5.1 INTRODUCTION

The Case studies of five sick schools reveal the following findings.

Development of Sick Schools occurs over period of time. They are not intended but they develop due to lenient approach towards work procedures in secondary schools, It was because of negative working attitude among the professionals and the list of reasons can be long enough. But the matter of most concern is though such organizations are not intended, even than they develop and they cannot be ignored. These organizations are the schools of the poor, forming the largest mass of Indian population and these needs to be educated well. There educational organizations need to function well and only than the Universalization of education at secondary level be achieved in real sense. Periodic efforts from stakeholders, community members and strict laws and policies can definitely contribute in reviving the situation.

The researcher with the aim to understand the process of development sickness in the Secondary Schools of Vadodara conducted in-depth critical study. During the study, it was found that, there are 194 Secondary Schools in Vadodara City. There are 68 granted, 123 non granted and 3 government secondary schools in Vadodara City. Out of 194 Secondary Schools in the Vadodara city during the academic year 2003-2013, 17 schools were identified as sick secondary schools.

The process of development of Sick Secondary Schools was conceptualized by conducting in-depth critical Study. The major findings of the study, with regard to the

process of development of sickness and the suggestions that emerged from the brainstorming sessions in each of these schools for reviving the sickness and developing it so as to make it a healthy school are presented below:

5.2 FINDINGS OF CASE-I: SCHOOL-A

5.2.1 A) PROCESS OF DEVELOPMENT OF SICKNESS IN SCHOOL-A

The school-A was developed with ‘The mission of establishing all round development of students coming to the school. The school also had the mission of character building and inculcating the values of national unity and integrity among the students’. The researcher on conducting in-depth study found that the School developed with such great motive, transformed in to sick secondary school, due to occurrence of the following sequential events.

1. Casual approach of the Management towards the functioning of the school.
2. Due to lack of appropriate and strong decisions taken by the Management of shifting the school building to quiet and academically conducive place.
3. Sickness developed due to negligence of the administration towards the declining events
(such as consistent low performance of students‘ in SSC Board examination, increase in dropout rate and decrease in enrolment rate of students) in the school.
4. Lack of strict actions taken by the Principal towards breach of work procedures by the teachers. Lack of strict actions towards inappropriate behavior of students in the school (Like not doing homework, bunking classes, bunking school, not bringing required note books, text books and so on).

5. The Management gave more emphasis to the disputes between the stakeholders and then dragging them to the court.
6. The school management could not solve the conflicts between the stakeholders by personnel talk outside the court.
7. There was dearth of revitalizing actions such as arrangement of training programmes, and workshop for teacher, motivating talk by educationists or social reformers for students and parents.
8. Due to extremely weak academic base of students.
9. Due to non-involvement of parents in their ward's learning.
10. Sickness developed in the school due to commercial and personnel gain motive gained by the management.
11. School performance declined since teachers remained passive towards consistent weak student performance.
12. Due to lack of implementation of innovative teaching methods
13. Due to lack of strong government policies to revitalize the school. Thus, due to lack of consistent and comprehensive efforts from all the stakeholders' sickness developed in the School-A.

5.2.1 B) SUGGESTIONS FOR REVIVING SCHOOL-A

The suggestions that emerged during the brainstorming session in the school-A for reviving the sick condition of the school and for developing the school towards good performance, are presented below:

- 4 The students with weak base should be identified in the beginning of the year. They should be assigned a teacher who can teach them at personal level, one to one. A special timetable should be made by the principal for this and should be strictly followed.

- 5 The teachers of all the subjects should integrate use of teaching aids in regular teaching to generate students' interest towards the subjects. All the teachers shall plan integration of teaching aid (may it be in form of Charts, Models, Power point presentations, role play, handouts, visit to places such as planetarium, garden, zoo, bank and so on) chapter wise and integrate it in the class room teaching, strictly during regular teaching.
- 6 Arrangement of motivating sessions in school periodically, initially on each weekend and gradually each month in the form of talk and interaction of the students and teachers with eminent educationists or social reformers to develop awareness regarding importance of education in one's life. Such awareness programme shall also be planned for the parents once in three months, It can help them to perform a constructive role in their wards education.
- 7 Arrangement of training sessions and workshops for teachers other than those organized by District Education Office, in the school to develop the skills and competencies among the teachers to enable extremely weak performing students to improve their performance.
- 8 To develop and strengthened special internal, work evaluation system in the school, to improve the quality of overall functioning in the school.
- 9 To arrange special counseling sessions in the school for the students, weekly once by calling a counselor to the school. The same to be done by the class teachers on regular bases to guide the students to study well.
- 10 The teacher shall provide best of their services to the school, on moral grounds and that was agreed upon.

5.3 FINDINGS FOR CASE-II SCHOOL -B

The school-B established with the motive to provide quality education to the students of the society and to make them aware with the thoughts and ideas of missionary behind whom the school was named. It developed into a sick school. the following are the findings as how it transformed into sick secondary school, and how it can be improved.

5.3.1 PROCESS OF DEVELOPMENT OF SICKNESS IN SCHOOL-B

1. Occurrence of consistent disputes among the management and teaching staff.
2. It developed into the sick school, due lack of stable administration in the school over the years.
3. The school functioning showed decline due to lack of optimistic, active and dynamic initiatives from the teachers in the school.
4. The school became the sick school due to the blame game developed among the stake holders regarding the declining condition of the school.
5. The school established with the motive to spread the divine message of the missionary behind whom the school was named but could not perform well due to non-coherence among the stakeholders of the school.
6. Due to lack of apt, strong decisions taken by the trust in favor of organization.
7. Due to rigid government policies to teacher student ratio and making teacher fazal in the event of not having required students in the school.
8. The school performed low due to teachers' passive attitude and monotonous style of teaching.
9. Due to lack of management's strategy to sustain students from higher socioeconomic class of society in the school.
10. It declined due to enrolling consistently students with extremely weak academic base.
11. Due to extremely weak academic base of students.

12. Due to non-involvement of parents in their ward's education.
13. The school functioning declined because school reported high dropout rate. The school reported high drop -out rate, due to development of many schools of same kind in the near vicinity of the school.
14. The school developed into sick school due to commercial motive developed among the stakeholders of the school.

5.3.2 (B) SUGGESTIONS FOR DEVELOPMENT OF SCHOOL-B

The suggestions that emerged during the brainstorming session in the school-B for reviving the sick condition of the school and for developing the school towards good performance are presented below:

1. To revive the critical problem of the school of extremely weak academic base of the students is essential. It can be improved by providing special coaching to the students wherein teaching of fundamental concepts of each subjects like Mathematics tables and basic mathematics calculations, identification of alphabets, spellings and so on can be done by appointing special teachers who can teach students in the evening hours when students are done with their earning part for their families, or after regular school hours or on Sundays and holidays. The same to be implemented on priority bases for reviving the sick condition of the school.
2. To sustain the students from higher class of the society and students with good academic base in the school, the management shall initiate the work of renovating the school infrastructure and building on priority bases.
3. By arranging workshops and training sessions for teachers in school for developing special teaching skills to teach extremely weak academic base students and good interpersonal relations among the stakeholders of the school.

4. The teachers of all the subjects should integrate use of teaching aids in regular teaching to generate students' interest towards the subjects. All the teachers shall plan integration of teaching aid (may it be in form of Charts, Models, Power point presentations, role play, handouts, visit to places such as planetarium, garden, zoo, bank and so on) in their subjects and integrate it in the class room teaching.
5. To counsel and talk to the students regularly regarding the improvement of their performance.
6. Thus by redefining the work procedures at school-B gradually, it can be developed into a good school.

5.4 CASE-III SCHOOL-C

The school established with the mission to provide education to the mass and contribute to the welfare society developed. The in-depth study of case III, school-C revealed that the school established with such good motive developed into the sick school due to, due to following sequential events

5.4.1 A) PROCESS OF DEVELOPMENT OF SICKNESS IN SCHOOL-C

1. The school developed in to sick school, due to gradual decrease in the enrolment rate of the school.
2. The enrolment rate in the school declined due to mushrooming of many secondary schools in the near vicinity of the school.
3. Sickness developed in the school due to the location of the school in a commercial area
4. The school developed in to sick school due to lack of strict supervision by the Principal on the quality of teaching- learning in the school.
5. The sickness developed in the school, due to over faith kept by the Principal on the teaching staff of the school.

6. Sickness developed in the school due to 'Let Go' attitude adopted by the school Principal.
7. The sickness developed due to passive attitudes of teachers.
8. The sickness developed due to pretentious behavior of teachers.
9. Due to extremely weak academic base of students.
10. Sickness developed in the school due to noninvolvement of parents of students of school -C in their child's education.
11. The sickness developed in the school due to low retention ability of students and lack of awareness about the importance of education among the students and parents.
12. Sickness developed in the school due to consistently low performance of students in the SSC Board Examination.
13. The sickness developed in the school, due to very rigid government policies of minimum 60 students in each class to seek grants, specific students' teacher ratio, and declaring the teacher as *fazal* in event of its non-fulfillment.
14. Sickness developed in the school due to lack of adequate power with the management, to have strong control on performance of teaching staff.
15. Sickness developed in the school due to involvement of teaching staff in the work of Board of education such as Board paper correction, Board exam squad, Board exam supervision and so on. This deprived the students to learn from the teachers during the crucial time of teaching-learning.
- 16.** Thus sickness developed in the school-C due to series of breach in the work procedures from all the stakeholders, managing bodies to the Parents.

5.4.2 (B) SUGGESTIONS FOR REVIVING SCHOOL-C

The suggestions that emerged during the brainstorming session in the school-C for reviving the sick condition of the school and for developing the school towards good performance are presented below:

1. To arrange special remedial classes to teach basic concepts such as tables in Mathematics, basic arithmetic in spellings and sentence formation in languages and so on in each subject to the students, during the vacation period, in the proxy classes and Students shall be given remedial measures during special remedial classes (which should be planned after the regular school hours or should be planned in the evening when students have no other commitment).
2. The students with extremely weak academic base should be identified in the beginning of the year on the basis of their performance in the previous class. Special teachers should be appointed by the school management for conducting quality remedial classes for the students
3. The management should identify such teachers from the society, who have been retired, have passion towards teaching and have least personal commitments and can give quality time to students.
4. To overcome the problem of unavailability of teacher to teach the students during crucial time of examination teacher of the school shall not be given any duty by the Government bodies or Board of Education.
5. As the students were least interested towards academics. The problem can be minimized by incorporation of real life experiences to the students. Such actions will help students to understand the concept easily and will contribute in developing interest and love for the subject.

6. To arrange special counseling sessions in the school, weekly once by calling a councilor to the school. The same to be done by the class teachers on regular bases to know the problem of the students in their learning.
7. Arrangement of training sessions and workshops for teachers other than those organized by District Education Office, in the school to develop the skills and competencies among the teachers to enable extremely weak performing students improve their performance.
8. To develop staff appraisal system in the school.
9. By redefining the work procedures of school-C, it can be developed into a good school.

5.5 CASE-IV SCHOOL-D

The school-D was established with the mission to provide opportunity to children coming from lower class of society to improve their economic status by providing quality education. The Management aimed at providing education to all the students who approached the school for admission without distinction of caste and caliber. The Case study of school-D revealed that the school established with such good motive developed into sick school due to following sequential events:

5.5.1 A) PROCESS OF DEVELOPMENT OF SICKNESS IN SCHOOL-D

1. Casual approach of management towards the teaching learning process in the school.
2. Due to mushrooming of several secondary schools in the vicinity of school-D.
3. Due to liberal approach developed by the Principal towards the teaching staff.
4. Due to lack of proper supervision of teaching-learning process in the school by the school principal.

5. Due to development of trend of giving education to children in ‘English medium school’ among the parents of the students today.
6. Due to lack to innovation in teaching strategy in the school.
7. Due to extremely low academic base and lack of basic urge of learning among the students
8. Due to non-involvement of parents in their ward’s learning.
9. Due to lack of strategy among the management to sustain students with good academic base in the schools.
10. Due to breach of work ethics by the stakeholders of the school.
11. Due to mall practices in the organization of SSC Board examination.
12. Due to rigid government policies of specific student teacher ratio of 60:1 and making teacher fazal in the event of its non-fulfillment.
13. Due to commercial attitude developed by the management.

5.5.2 (B) SUGGESTIONS FOR REVIVING OF SCHOOL-D

The suggestions that emerged during the brainstorming session in the school-D for reviving the sick condition of the school and for developing the school towards good performance are presented below:

1. The students with weak base should be identified in the beginning of the year. They should be assigned a teacher who can teach them at personal level, one to one. A special timetable should be made by the principal for this and should be strictly followed.
2. Special teachers should be appointed by the school management for conducting quality remedial classes.

3. The management should identify such teachers from the society, who have been retired, have passion towards teaching and have least personal commitments and can give quality time to students.
4. Arrangement of special teaching learning sessions to teach the concepts such as tables in Mathematics, basic arithmetic in Mathematics, spellings and sentence formation in languages and so on in each subject to the students, during the vacation period, in the proxy classes and during special remedial classes (which should be planned after the regular school hours or should be planned in the evening when students have no other commitment).
5. The school management can plan arrangement of training sessions and workshops for teachers other than those organized by District Education Office, in the school to develop the skills and competencies among the teachers to enable extremely weak performing students improve their performance.
6. The school authorities should integrate use of teaching aid in regular teaching essentially, so as to generate students' interest towards the subjects. It was unanimously decided by the house that all the teachers to plan integration of teaching aid (may it be in form of Charts, Models, Power point presentations, role play, handouts, visit to places such as planetarium, garden, zoo, bank and so on) chapter wise and integrate it in the class room teaching, strictly during regular teaching.
7. A counselor should be employed by the school who can conduct special counseling sessions in the school, weekly once by calling a counselor to the school. The same to be done by the class teachers on regular bases to know what bothers the students from effective learning and help them in possible ways.

8. To develop internal school assessment system in the school. To give feedback to the teachers and administrators regarding their performance every six months or year to enable them to reflect upon and improve.
9. Thus by redefining the work procedures at school-D gradually, it can be developed into a good school.

5.6 CASE-V SCHOOL -E

The School was established with the vision to serve the society by providing quality education to the children. The school had the mission to enable the students from lower socioeconomic class to improve their social and economic status. The critical study of school-E revealed that the school established with such good motive developed into sick school due to following sequential events:

5.6.1 A) PROCESS OF DEVELOPMENT OF SICKNESS IN SCHOOL-E

The case study of school- E revealed that the school- E developed in to a sick school, due to the following sequential events.

1. The school-E developed in to a sick school, due to the negligence by the School Management towards the work procedures.
2. The school developed in to a sick school due to gradual low enrolment of students each Year.
3. The school developed into a sick school due to mushrooming of many secondary schools Of same board affiliation in the vicinity of school-E.
4. The school developed in to sick school due to lack of proper planning with the Management for development of school.

5. The school developed in to sick secondary school due to lack of proper strategy .Developed by the school for attracting student with good academic base in the school.
6. The school developed in to a sick school, due to ever changing teaching staff in the School.
7. Due to breach of work ethics by the stakeholders of the school.
8. Due to rigid government policies.
9. Due to extremely low academic base of students.
10. Due to parents least involvement in the learning of students of school-E
11. Due to unattractive infrastructure of the school.
12. Due to the location of the school.
13. Due to commercial motive developed by the school management.
14. Thus the school-E developed into sick school due to comprehensive negligence towards functioning of the school by all the stakeholders of the school.
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5.6.2 (B) SUGGESTIONS FOR REVIVING SCHOOL-E

The suggestions that emerged during the brainstorming session in the school-E for reviving the sick condition of the school and for developing the school towards good performance are presented below:

1. To sustain the students from higher class of the society and students with good academic base in the school, the management to initiate the work of renovating the school infrastructure and building on priority bases.

2. To arrange basic remedial classes. In the remedial classes teachers can plan to teach basic concepts such as tables in Mathematics, basic arithmetic in Mathematics, spellings and sentence formation in languages and so on in each subject to the students, during the vacation period, in the proxy classes and during special remedial classes (which should be planned after the regular school hours or should be planned in the evening when students have no other commitment).
3. The teachers of all the subjects should integrate use of teaching aid in regular teaching essentially, so as to generate students' interest towards the subjects. It was unanimously decided by the house that all the teachers to plan integration of teaching aid (may it be in form of Charts, Models, Power point presentations, role play, handouts, visit to places such as planetarium, garden, zoo, bank and so on) chapter wise and integrate it in the class room teaching, strictly during regular teaching.
4. The school management was given the suggestion by the house to develop strategy to sustain the staff in the school.
5. The management should plan for arranging motivating sessions in school periodically, initially on each weekend and gradually each month in form of talk and interaction of the students and teachers with eminent educationists or social reformers to develop awareness regarding importance of proper learning in one's life. Such awareness programme was also planned for the parents once in three months, so that they can perform a constructive role in their wards learning.
6. The school management should develop and strengthened special internal, work evaluation system in the school, to improve the quality of overall functioning in the school.

7. To arrange special counseling sessions in the school, weekly once by calling a councilor to the school. The same to be done by the class teachers on regular bases to know what bothers the students from effective learning and help them in possible ways.
8. Finally the house unanimously agreed to provide best of their services to the school, on moral grounds.

5.7 IMPLICATIONS OF THE STUDY

Following implications can be drawn from the detailed study of Sick Secondary Schools:

1. This study will force the policy makers to frame policies for safe-guarding the education of the less privileged.
2. The education of the under privileged/ low socio economic class students will seek attention.
3. The development of low performing schools, sick schools in the society will be checked, controlled and avoided.
4. This study will help in enhancing the quality of secondary education in the nation.
5. The study will help various stakeholders of the school to understand their role more precisely in the organization.
6. The study will enable the management people of various schools to understand the effect of negligence to work procedures in the school.
7. The study will make the society aware with the problems and challenges faced by the stakeholders of sick secondary school.

5.8 RECOMMENDATIONS FOR POLICY MAKING:

Educational failure imposes high cost on society. Poorly educated people limit economies' capacity to produce, grow and innovate. School failure damages social cohesion and mobility and imposes additional costs on public budgets to deal with the consequences such as higher spending on public health, social support and greater criminality among others. For all these reasons, reducing school failure should be a high priority in all education policy agendas (OECD 2012).

1. The schools performing consistently low at SSC board examinations should not be emphasized to enroll 60 students per class (Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009), in order to continue receive government grants. Emphasis should be given on enabling the low performing students to secure minimum required marks. Schools with few students (low enrolment) should also be continued with recognition, with the condition to enable most of them to secure minimum required marks at the board examination in duration of maximum 2 years *(From the date of being registered as class X student).
2. Time line with respect to syllabus completion, attendance and submissions for low performing schools should be on liberal grounds. This can enable teachers of low performing schools to give quality time to the slow learners, weak performers to score required minimum marks.
3. The teachers enabling low performing student secure required minimum marks in the board examination, in the duration of two years should be given incentives.
4. The teachers of low performing school should not be made fazal. This demotivates the teacher and prevents from performing up to required standard even at new school; instead, a considerable amount of fund from the salary should be deduced as penalty if 80% students from the school fail to score required minimum marks in the respective subject.

5. Parents not sending their wards to school for education, not taking adequate efforts to educate them and forcing them to help in domestic work should be considered as punishable act.

5.9 SUGGESTIONS FOR FURTHER STUDIES:

1. A comparative study of good schools and sick secondary schools in Gujarat.
2. Impact of innovative teaching methods on performance of sick secondary schools
3. Impact of quality of school inspections on performance of sick secondary schools
4. A study on restructuring policy matters to revitalize sick secondary schools
5. A case study on revitalizing sick secondary school.

5.10 CONCLUSION

The schools are the mirrors of the society. They have been assigned the task of generating learned citizens for the society. They are the social machineries performing the task of nurturing the culture and tradition of the society by transacting it to the new generation. It is performing the vital task of shaping the future. It is therefore very essential that these organizations function well and flourish. These organizations when fail in their task of generating maximum learned citizens it becomes a matter of concern to the society at large. Out of this concern, the researcher conducted in-depth case studies on Sick secondary schools of Vadodara city, These schools were consistently performing low in the Public Board Examination, reporting low enrolment and high dropout rate for a period of ten years and more.

6. From the five case studies studied, the researcher concludes that the learning organizations-schools should not merely be treated as earning machinery. Unlike the other organizations in the society where products were designed, made,

processed and sold; in the school organization a human being is shaped for life.

When the roots of such individual are left weak, special care and special technique (innovative, activity based teaching method) should be employed to strengthen it.

7. In reestablishing the sick school, the management should look for public/ community partnership. Most of the students studying in the low performing schools are the children of the workers, maids, and people doing domestic work in the society. Hence the community has to extend help in the education of the children of people making their living comfortable. They should offer remedial teaching to such students, at least once a week or could finance their academics for a year and so on. The management in collaboration with the DEO – government bodies should appeal the general public for the same.
8. The sick secondary schools are the examples of school failure. The development of many school failures imposes high cost on the society. This is true because the families with low education in the society limit any nation's growth, innovation and mobility. Development of such school, add to the individuals in the society who are more prone to criminal tendencies, which is the biggest threat to the society.
9. The five Case Studies studied by the researcher reveal that the school fails in its performance, when the service motto is lost by the organization. In each of the organization mentioned above, School A, B, C, D and E, the school performance declined mainly due to negligence of the managing bodies towards the school functioning. In each of school studied in depth reveals that when the Managing trustees, the Principal and the teachers give more emphasis to personnel gains as compared to the organizational gains, the organization declines. In each of above schools it was also noticed that the school functioning declined due to mushrooming of several schools of similar kind in same area of the city. In each of above studied school the management lacked the skill of sustaining, performing

the best in the competition among the many schools developed in same area. Each of these school authorities were left with no choice but to enroll students with low academic base. This was because they lacked innovations; they lacked the skill of maintaining high standards in their work procedures in school. There are diverse reasons for the decline in performance among the school studied.

10. The School-A and School-B developed in to Sick Secondary Schools due to the conflict between the staff members and the management. The historical background of the schools revealed that abundant time and energy of the management people were spent in solving disputes among them; which if used wisely and effectively, it could have enabled the organization to perform better.
11. In the Schools namely C, D and E the functioning declined mainly due to negligence towards the work procedures in the school by the Managing Trustees, the School Principal and School Teachers. It sustained due to the commercial approach gained by the Managing Trustees, School Principal and Teachers. Lack of periodic implementation of effective revitalizing and restructuring processes in the school, lead to the development of these Secondary Schools into Sick Schools. However, the joint efforts of all, the government bodies, the school management, the teachers, the parents and the community members could help realize the aim of improving the daunting situation of Sick Schools.