

## CHAPTER VI

### IMPLICATIONS, CONCLUSIONS AND

### SUMMARY

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#### ✓ IMPLICATIONS OF THE PRESENT STUDY

The present study has identified five significant factors and six additional factors which promote school adaptability. An intelligent manipulation of these factors is likely to give direction to the efforts being made for school improvement. The findings naturally have implications for all agencies concerned with bringing about educational change in secondary schools. The implications are mainly for two agencies viz. the college of education and the school. Other agencies which can benefit by the findings of this research are the school management, the district education officer, the State Institute of Education and the National Council of Educational Research and Training. Let us consider the implications of the present findings with respect to each of these agencies.

✓ 1. College of education

A large number of colleges of education have either extension services departments or have extension programmes for providing extension services to secondary schools. The extension services aim at bringing about change in secondary schools. To achieve this end, a number of extension programmes and inservice courses are organized. The present research provides some guidelines to the extension workers. The research says that a programme of inter school visitation and a large number of professional meetings attended by the school principal, are two major contributing factors in promoting school adaptability. In the present study, the following variables have shown significant correlation with school adaptability. They are: (i) inservice training ( $r = .328$ ), (ii) professional meetings attended ( $r = .413$ ), (iii) inter school visitation ( $r = .495$ ), (iv) cosmopolite orientation ( $r = .334$ ), and (v) number of organizational membership ( $r = .295$ ). All these activities form the core programme of the extension services departments and the colleges of education. As far as those colleges having extension services departments are concerned, the research says that merely inservice training in the form of seminars and workshops will not be effective unless such a programme is supported by a planned programme of inter school visitation of the school principals, their

membership in professional organizations and their participation in professional meetings. It is the organization of such a package programme which will be effective in promoting school improvement. ✓ One of the extension services departments in Gujarat does have such a programme under which principals of different schools visit other schools where special innovative programmes are going on. During such visits, there is a discussion between the visiting principals and the principal of the host school on new programmes introduced in the school, the manner in which the programmes were developed, the difficulties encountered and the perceived impact. In 1968, the Directorate of Education of the State of Rajasthan also organized a programme for the visitation of about fifty principals of schools of Rajasthan to a large number of schools in Gujarat and Maharashtra. The programme was worked out in association with the NCERT. The Central School Organization also have such a programme in a modified form. If these programmes could be considered as hypotheses, the present research ✓ validates them. For those colleges of education which have no extension services departments, the present research indicates that non-expensive programmes like membership of professional organizations, attendance in ✓ professional meetings and encouragement to principals for inter school visitation can go a long way in promoting school adaptability.

Again, establishment of subject-teachers' associations for subject-teachers' study circles as programmes for school adaptability receive support from the findings of present research. Such study circles when organized locally in cities and in a compact area in rural areas, will not require big money but will go a long way in creating conditions for school improvement. In rural areas, the school complexes could take up such programmes of subject-teachers' study circles.

One additional factor which has implications for the colleges of education is 'training college support of innovations'. This variable has a correlation of .409 with school adaptability. ✓ The school principal values high, the support he receives from the training college for his innovations. The implication is that the training college personnel should take interest in the new programmes of the school, should discuss the same with the school personnel and also with the principal, give suggestions and also provide academic support. With such a support, the enthusiasm of the school principal will be sustained and the programmes will not wither away. Instances are many where new programmes initiated by the principal, lose the initial momentum in course of time and gradually die in absence of the interest shown and support provided by colleges of education. At present, neither there is continuity of contact of the training

college with a new programme in the school nor there is adequate follow-up. This was amply brought out in the nationwide evaluation of the Extension Services Project undertaken by the NCERT during 1964-'65.

These are some of the implications of the findings of the present research for colleges of education.

## 2. School principal

The same factors which influence the innovativeness of principal are likely to influence the innovativeness of teachers also. In a large school the principal should plan a programme of inservice training of teachers. Such a programme can be a local programme within the school or a collaborative programme by a group of schools. The inservice programme can take the forms of subject-teachers departments, week-end seminar for a specific topic in a subject, discussion on new practices developed by different teachers etc. A programme of this type will create confidence amongst the teachers to take up new programmes, will develop insight of the teachers into classroom problems and will create a motivating environment to initiate new practices or adopt new programmes. Again the school principal should see that a good programme of visits by his teachers to other schools is also drawn. Such a programme if properly planned and well conceived will go a long way in the professional growth of teachers who would

show readiness to introduce new practices in their classrooms.

This study has further implications for the school principal. The administrative ability whether self-perceived or perceived by others has been found to be an important factor contributing to school adaptability. This implies that every school principal should take inservice courses in the area of school administration. School administration is something more than arranging the school time-table, giving admissions to pupils or maintaining accounts. In administration, it is the administrative behaviour that goes a long way in developing a motivating climate so needed for promoting innovativeness. The school principal should make conscious efforts at developing his administrative ability and human relations skill. Either through the professional associations or colleges of education or the State Institutes of Education, the school principal should develop his administrative ability which will help him to bring about school improvement.

The present study has shown that, 'parents' involvement' is the third important factor for promoting school adaptability. This finding underlines the importance for securing parents' involvement in school

programmes through periodic meetings of parents and conferences of parents and teachers. A well planned programme of parents-teachers association and a better planned programme of their functioning will go a long way to help the school principal to introduce innovations in the school.

### 3. State departments of education

The State departments of education should organize programmes for developing the administrative ability of the school principal. The present research has shown that where the principal rates his administrative ability high and where he perceives a higher rating of his administrative ability by training college personnel and district inspector of schools, the school adaptability increases. The five variables in the area of administrative ability are, (a) perceived self-rated administrative ability ( $r = .325$ ), (b) perceived peer-rating of administrative ability ( $r = .366$ ), (c) perceived training college personnel rating of administrative ability ( $r = .394$ ), (d) perceived teacher rating of administrative ability ( $r = .361$ ) and (e) perceived district inspector of schools rating of administrative ability ( $r = .339$ ). The implications are very clear. A good programme of training in school administration will improve the administrative ability of the school

principal. With this, his perception of his own administrative ability as perceived by peers, training college personnel, teachers and district inspector of schools will be high. These perceptions will inspire confidence in the principal to develop new programmes, adopt new innovations and initiate new changes. The State Institutes of Education, the colleges of education and district education officers should plan a joint programme of training in school administration for the principals of secondary schools.

#### The community and the management

Four factors in this area have significant positive relationship with school adaptability. They are: (a) parents' involvement in school ( $r = .447$ ), (b) community involvement in the school ( $r = .317$ ), (c) interest of the management ( $r = .314$ ) and (d) feeling of security ( $r = .305$ ). When the community and the parents take greater interest in the school and its programmes, chances are better for a programme of innovations to succeed in the school. The community involvement can be in a number of ways. Some of these can be providing material support, giving academic support by enlightened members of the community, providing financial support for programmes like inservice education, inter school visitation etc. The parents involvement can be secured through the proper functioning of parent-

teachers' associations. Enlightened parents when taken into confidence would always support a programme of change and improvement.

The interest of the management is vital in India as thousands of schools are being managed by private management. There are adequate evidences to show that in the States of Maharashtra and Gujarat and to a certain extent in other States also, leading schools are those which have enlightened private managements. Lastly, in those schools where the community takes interest, parents are co-operative and management progressive, the principal develops a strong feeling of security enabling him to initiate new programmes without any fear of apprehension. The feeling of security has come out as one of the five most significant factors contributing to school adaptability.

These are some of the implications of the findings of the present research for different agencies. Of all the agencies, the college of education occupies the key position. To the extent that the colleges of education are strengthened and programmes of inservice education for teachers built into them, to that extent programmes of school improvement will be effective. Perhaps this research further validates the decision of the All India Council for Secondary Education in the year 1954, to establish extension services departments

in all colleges of education in a phased way.

#### SUMMARY AND CONCLUSIONS

✓ The last decade in Indian education has been rightly described as the period of qualitative improvement. Sporadic in the beginning and gradually planned in course of time, the efforts of qualitative improvement of school education have gathered a considerable momentum. There is a great movement for a curriculum reconstruction, text-book development, examination reform and development of new programmes of teacher education. The programme of inservice education of school teachers has assumed a noticeable size during the last sixteen years. These efforts at school improvement stimulated a few researchers in India to make inquiries into the process of innovations and change in Indian schools!

The first national seminar on educational innovations organized by the NCERT in 1967 identified a number of problems for investigation. Within less than three years after this national seminar, a few researchers undertook pioneering studies in this area. Subba Rao, Smt. Shalini Bhogle, Shri K.P. Surendranath, Thiru Narayan Swami, Kumari Kamala Rai, Smt. Shushma Bhagia and the present investigator undertook studies on various aspects of educational innovations and change in

secondary schools. These studies have been undertaken mostly in the Centre of Advanced Study in Education, M.S. University of Baroda, Baroda (Five studies), Sardar Patel University, Vallabh Vidyanagar (Two studies), and Osmania University, Hyderabad (One study).

The present study is an attempt to identify some factors associated with the promotion of school adaptability. This study is crucially important as it provides research findings to more than three hundred and fifty colleges of education, a large number of agencies undertaking extension activities directed to schools and all the district education officers whose role is being redefined as educational change agents.

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II The present inquiry started with forty-nine factors suspected to influence school adaptability. Most of these factors concern mainly the school principal. A few factors are related to climatic dimensions in the school.

The investigator prepared her own tools to collect the data. The tools comprise of:

1. an adaptability scale,
2. a quasi scale to measure forty-nine predictor variables, and
3. a modified version of Organizational Climate Descriptive Questionnaire.

The study has been undertaken with a sample of seventy schools spread all over Gujarat. The statistical analysis has been done in three different ways:

1. testing of the hypotheses by using 't' test,
2. studying the relationship between independent variables and the criterion variable by finding out correlations,
3. applying the multiple regression analysis and multiple correlation technique to find out the number of predictors which would explain the maximum variance in the criterion scores.

The major findings of the study are:

1. Eighteen factors have been found to differentiate between schools with high adaptability and those with low adaptability. These factors belong to four meaningful clusters/categories. They are: (a) exposure to new ideas, (b) administrative ability, (c) positive reinforcement from authority, (d) community involvement in schools.
2. In the correlational study, fifteen variables have been found to bear significant relationship at .01 level and ten variables at .05 level, with the criterion variable. In this analysis also, the significant

variables belong to the same four categories with five stray variables belonging to two minor categories, (a) vicinity of the training college and (b) some personality traits of the principal.

- ✓ 3. The multiple correlation analysis has shown five variables which together yield a multiple R of .7277. These variables together account for 53 per cent of the variance in the criterion variable. These five variables are inter school visitation, self-rated administrative ability, parents' involvement, professional meetings attended and feeling of security. The multiple correlation study has further given six additional variables which do not increase the multiple R significantly but which are academically of vital significance. These six variables are training college support of innovation, teacher rating of administrative ability, district inspector of schools rating of administrative ability, community involvement, equalitarian relationship with the training college personnel and the interest of the management. The multiple R with all the eleven variables is .7531 accounting for

57 per cent of the variance in the criterion scores.

Need for further research

✓ The present investigation has shown that eleven factors mostly associated with school principal and the community can explain the phenomenon of adaptability to the tune of 57 per cent. Fortythree per cent of the remaining variance in the adaptability measure still need to be explained by other variables which will have to be identified by future researchers. Teachers form an important component in a process of educational change in schools. The present study has not taken any special characteristics of teachers which might possibly explain the ability of a school to adopt new ideas. Exposure of teachers to new ideas in education through a programme of inservice education, their feeling of security vis-a-vis the school principal and the management, their cosmopoliteness and professionalization and their morale might be possible factors which might explain further the phenomenon of school adaptability. Again the organizational climate of schools is an institutional variable which might possibly be an influencing factor. In the present investigation, only climatic dimensions were taken, but no attempt was made to classify the sample schools as belonging to specific climatic groups.

Some studies, the reports of which were published in 1970, indicate organizational climate influencing the school adaptability. This variable appears to be one of the significant factors. Any further study in the area of school adaptability may have to include this institutional variable along with other variables.

✓ The Centre of Advanced Study in Education, Baroda, has already planned a major study which includes the eleven variables identified in the present study, a few variables associated with teachers and also the organizational climate of schools. The results of this study are likely to throw further light on the problem of school adaptability.)