ORIGINAL RESEARCH PAPER

Volume-7 | Issue-8 | August-2018 | PRINT ISSN No 2277 - 8179

INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCH

A STUDY ON EXPLORED FACTORS ASSOCIATED WITH THE EFFECTIVENESS OF LEARNING ENVIRONMENT IN PRIVATE AND GOVERNMENT SCHOOLS

Economics

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ABSTRACT

This study has explored factors on the effectiveness of learning environment in private and government schools. The study has selected 50 Principals from Indore city. Factor analysis was applied and through highest loadings, total eleven important factors namely; performance standards, open communication, healthy environment, quality education, professional competencies, trust & mutual respect, training, practical exposure, class dynamism, informational and transformational program and innovative teaching practices were identified.

KEYWORDS

information and communication technology, effectiveness of learning environment, informational and transformational program.

INTRODUCTION

In the modern scenario the role of teacher has been changing due to the pressure of social and economic changes. The expected role of teacher has assumed new dimensions and the society expects the teacher's leadership in the task of making education an effective instrument in the process of nation building. A teacher has to generate that energy in oneself and handle the work of educating the students. Teachers inspire and influence the life and character of the students and equip them with ideas and values to enter the stream of national life as worthy citizens. The role of teachers in promoting the quality of educational process and its products is well accepted. The entire edifice of education is shaky if the teacher is weak and ineffective. An effective teacher therefore is necessary for educational improvement, which we are striving to bring about.

The quality of teacher education can be improved by many methods viz., improving the curriculum, improving the practice teaching etc. However, the most important one seems to be the aptitude in teaching. Therefore, in teacher education program it is necessary to give adequate importance to teaching aptitude of student teachers. Thus for selecting student teachers for teacher education institutions it is essential to have an aptitude test. In this study the researcher attempted to find the effectiveness of learning environment in the current educational situation. To seek the evidence of whether learning environment in schools possessed required capabilities to promote desirable behavior change in the learner for the future role.

LITERATURE REVIEW

Douglas N. Harris and Tim R. Sass (2007) contributed to the rapidly expanding literature on teacher training in a number of ways. First, is the first large-scale study to simultaneously control for unobserved student, teacher and school heterogeneity through the use of multiple levels of fixed effects.

Andrew Leigh (2012) has presented the association between pay structure and teachers' aptitude. The teaching quality is affected by the pay structure as it attract the quality of teachers.

Kumar, A. (2017) has established difference in personality profile of male and female teacher-trainee. He studied the effect of age difference on personality profile and the effect of socio-economic difference on personality build up.

Sapre, M.R. (2018) has developed the self-instructional material of skill-narration & reading. He developed the criteria for testing the theory and evaluating the plans. He determined interaction effect between the training strategies and nature of skills on general teaching performance and skill performance. For this study the researcher used pre-test and post-test control group design.

OBJECTIVES OF THE STUDY

1. To explore the factors of effectiveness of learning environment.
2. To suggest some innovative strategies for enhancement of learning environment.

HYPOTHESIS

H_{01}: There is no correlation among variables.

Research Methodology

Research Type: Exploratory Research.

Research Area: The study was carried out in Indore city. The questionnaire were distributed to the students of private and government schools in Indore.

Universe: Population in the study refers to group of Principals.

Sampling Unit: For the purpose of the study both private and government schools were selected.

Sampling Method: For the purpose of this research, convenience and purposive sampling have been used.

Sample Size: Sample size selected for the purpose of this study comprised of 50 Principals of various private and government schools. Total 50 schools were selected and out of these 25 were private schools and 25 were government schools.

Tools for data collection: Only primary data has been used for the study. The tool used for the primary data collection is a self-designed questionnaire, which has been made after reviewing the previous literature and consulting with experts of educational field.

RESULT AND DISCUSSION

Mathematically, a factor is a linear combination of variables. Factors are formed by grouping the variables that have correlation with each other. For further analysis total 40 variables were extracted contributing to effectiveness of learning environment included in the self-designed questionnaire based on reviewed literature, expert's opinion and the judgment of the researcher. Taking these variables into consideration the respondents were asked their opinion on the learning environment. Collected responses were further processed using SPSS by applying 'Factor Analysis' and reduced variables into potential factors.

Table 1: KMO and Bartlett's Test (Principal's Questionnaire)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.760
Bartlett's Test of Sphericity	Approx. Chi-Square	4828.295
	Df	253
	Sig.	.000

The Kaiser-Meyer-Olkin KMO value of factor analysis (Refer Table 1) is 0.760 at p-value .000 which indicates that factor analysis is reliable to be done for 40 variables related with learning environment. In component analysis, only the factor having Eigen values greater than 1 was considered significant. A minimum value of 0.50 was used to indicate the loading of any factor.

it has been revealed that all 40 variables of learning environment have more than .5 value so all the variables are included in the further study. Kaiser (1974) recommends accepting values greater than 0.5 as acceptable (values below this should lead to either collect more data or rethink which variable to include). Furthermore, values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, and values between 0.8 and 0.9 are an excellent. For these data, the maximum value is 0.845, which falls into range being great. So, we should be confident that factor analysis is appropriate for this study. SPSS has identified 20 linear components within the data set. The Eigen values associated with each factor represent the variance explained by that particular linear component and SPSS also displays the Eigen value in terms of the percentage of variance explained in Table.

Table 2 Total Variance Explained (Principal's Questionnaire)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.224	25.560	25.560	10.224	25.560	25.560	4.549	11.373	11.373
2	4.305	10.763	36.323	4.305	10.763	36.323	4.128	10.320	21.693
3	3.079	7.698	44.021	3.079	7.698	44.021	3.326	8.315	30.008
4	2.873	7.182	51.203	2.873	7.182	51.203	3.036	7.589	37.597
5	2.386	5.965	57.168	2.386	5.965	57.168	2.988	7.469	45.067
6	2.074	5.184	62.353	2.074	5.184	62.353	2.764	6.910	51.977
7	1.891	4.727	67.079	1.891	4.727	67.079	2.624	6.561	58.538
8	1.779	4.446	71.526	1.779	4.446	71.526	2.561	6.402	64.940
9	1.392	3.481	75.007	1.392	3.481	75.007	2.155	5.389	70.329
10	1.249	3.122	78.129	1.249	3.122	78.129	2.155	5.389	75.717
11	1.101	2.753	80.881	1.101	2.753	80.881	2.066	5.164	80.881
Extraction Method: Principal Component Analysis.									

The factor analysis was done for all the 40 variables. All these variables have reduced to 11 factors, which explained around 80.88% of the total variance. **(Refer Table).** The first factor with their loading pattern indicates that a general factor is running through out all the items explaining Eigen value 4.549 and about 11.37% of the variance. The second factor explains the Eigen value 4.128 and about 21.69% of the variance, the third factor explains the Eigen value 3.326 and about 30% of the variance, the fourth factor explains the Eigen value 3.03 and about 37.59 the variance, the fifth factor explains the Eigen value 2.98 and about 45.06% of the variance, the sixth factor explains the Eigen value 2.76 and about 51.97% of the variance, the seventh factor explains the Eigen value 2.62 and about 58.53% of the variance, the eighth factor explains the Eigen value 2.56 and about 64.94% of the variance, the last ninth factor explains the Eigen value 2.15 and about 70.32% of the variance, the tenth factor explains the Eigen value 2.155 and about 75.71% of the variance and the eleventh factor explains the Eigen value 2.066 and about 80.88% of the variance . After the varimax rotation of 40 variables, only one variable is eliminated and in all 20 variables have been considered for the discussion of factors which contribute to the effectiveness of learning environment.

All the 40 variables are reduced to 9 factors where the factors have been derived through Varimax method and through Principal component analysis where the Eigen value is greater than 1. The loading of the variables to the factor are marked in bold letter in of rotated component matrix**.** The Scree Plot reveals that there is no overlapping of the variables and every variable has an individual effect on the effectiveness of learning environment.

Naming of the Factors- The entire factors extracted have been given the names on the basis of variables included. By considering the factor loading, all statements are loaded eleven factors. Table 4.32 below shows that classification of the variables on learning environment into eleven different factors. Eleven Factors identified were performance standards, open communication, healthy environment for learning, quality education, professional competencies, trust and mutual respect, vocational training, practical exposure, class dynamism, Informational & Transformational Educational program and innovative teaching practices.

TABLE 3: FACTOR ANALYSIS ON LEARNING ENVIRONMENT (LOADINGS WITH VARIABLES)

Factors	Variance explained	Variables	Loadings	Eigen Values
Factor 1 Performance Standards	**11.37%**	VR 01 I work for extra hours to get my work done. VR08 I have to supervise the work of other employees. VR18 My work time is not flexible	**0.671** **0.787** **0.540**	**4.549**
Factor 2 Open Communication	**21.69%**	VR 05 I experience work pressure while doing a group task. VR 06 When faced with unfair criticism, I find it difficult to remain focused in my work.	**0.721** **0.591**	**4.128**
Factor 3 Healthy Environment for Learning	**30.00%**	VR 20 I enjoy doing my job VR 23 My work offers good prospects of career advancement and growth.	**.787** **.583**	**3.326**
Factor 4 Quality Education	**37.59%**	VR 09 I encounter difficulty in relationship with junior staff or senior. VR 11 I have to manage work & family time which becomes difficult. VR 21 I cannot complete the task within the time frame.	**0.680** **.598** **.648**	**3.036**
Factor 5 Professional Competencies	**45.06%**	VR 02 I meet prescribed deadlines and schedules, without affecting my family life. VR 12 I have inadequate staff to do jobs properly.	**0.531** **0.717**	**2.988**
Factor 6 Environment of Trust & Mutual Respect	**51.97%**	VR 16 I plan each day and workout that plan. VR19 I will break the rules at work if it help me to achieve my goals	**0.762** **0.587**	**2.764**
Factor 7 Vocational Training	**58.53%**	VR 14 There is call of duty at any time of the day or night. VR15 I get angry when I'm interrupted at work	**.640** **.712**	**2.624**
Factor 8 Practical Exposure	**64.94%**	VR 03I feel pressure while working when given a deadline. VR 04I get irritated when I've to do something unplanned.	**0.703** **.845**	**2.561**
Factor 9 Class Dynamism	**70.32%**	VR 13 I have to comply with gradually increasing bureaucratic and regulatory procedures. VR17 My work is monotonous and demotivating.	**0.642** **0.606**	**2.155**

Factor 10 Informational & Transformational Educational program	**75.71%**	VR27 educational program VR28 arrangement of tutorial classes VR32 assessment of students' performance	**.733** **.676** **.670**	**2.134**
Factor 11 Innovative Teaching Practices	**80.88%**	VR15 innovative teaching practices VR16 easily accessible	**.859** **.679**	**2.066**

CONCLUSION

The government schools as private schools facilitate the participation of parents and society to create the best output. A strong policy debate on the conditions of provision of education by the government has led by an evidences on the comparative quality of education in private and government schools. It is argued that government schools have been failed to impart the quality education and even they have no control over the system hence, the feedback mechanism is very weak. Through this study, the researcher has tried to suggest some measures to improve the learning environment in government schools so that these schools get know the expectations of students and society. For the Principals' perspectives the study found that in private schools the factors are associated with learning environment very strong like; open communication, quality education, vocational training, practical exposure, informational and transformational educational program and innovative teaching practices but in other factors such as class dynamism, trust and mutual respect, professional competencies, healthy environment for learning and performance standards, private and government schools have no differences as they equally perceive these aforesaid mechanism in their schools.

SUGGESTIONS & RECOMMENDATIONS

- Performance standards should have clarity in communicating the actual feedback to students and teachers about their performance.
- There should be a proper mechanism of feedback to communicate the performance to students' parents so that on time action would be taken. As far as the appraisal system if teachers is concerned, the Principals should active and time to time they provide the opportunities to attend the refresher programmes for updating themselves.
- Involving the students in certain specific functions of the -dilute may be a good idea from the view point of administration. It may also inculcate a sense of responsibility and belongingness among the students.
- To maintain good relationship, seniors should support socialization of new comers. Top management should take care of personnel welfare.
- The teacher, therefore, should always be unintimidating, friendly, respectful, tolerant and accommodating for learners to warm up to him or her.
- When teachers feel that management is thinking about their welfare, they maintain a positive attitude and this positive attitude helps to maintain healthy atmosphere.

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