

Name : Shruti Munjal

Supervisor : Prof. Mohammad Miyan

Department : Department of Educational Studies

Title: School Organisational Health and Its Bearing On Classroom Practices : A Study Of The Implementation Of Curriculum Guidelines (2005)

### **Abstract**

#### **Objectives**

The main objectives of the study were:

- To study the classroom practices prevailing at the primary level.
- To compare the classroom practices prevailing at the primary level in government and private schools.
- To study the implementation of curriculum framework as reflected by classroom practices in government and private schools.
- To study the organisational health of schools.
- To compare the organisational health of government and private schools.
- To study the relationship between school organisational health and classroom practices.
- To compare the relationship between school organisational health and classroom practices in government and private schools.

#### **Hypotheses**

The following null hypotheses were tested:

1. There is no significant difference between the classroom practices of government schools and private schools.
2. There is no significant difference between the organisational health of government schools and private schools.
3. There is no significant relationship between school organisational health and classroom practices.
4. There is no significant difference in the relationship between school organisational health and classroom practices in government and private schools.

#### **Population and sample**

The population for the present study comprised of all the teachers teaching at the primary level in the schools of Delhi. The sample for the present study comprised of 30 schools, selected randomly. These 30 schools included 15 M.C.D. schools and 15 private schools. From the selected schools, the teachers teaching at the primary level, having more than three years of experience in the same school, were included in the sample. Thus, the sample included 104 private school teachers and 108 government school teachers, i.e., a total of 212 teachers were included in the sample for the present study.

#### **Tools**

- Organisational Health Description Questionnaire adapted from Wayne K. Hoy's Organisational Health Inventory (2003).
- Observation Schedule adapted from an observation schedule prepared by 'idiscoveri'.
- Questionnaire developed by the investigator.

#### **Analysis and Interpretation of Data**

The data was analysed using the following statistical techniques:

Chi-square was calculated for each of the sub-category of "Classroom Observation Schedule" to compare the classroom practices of government and private schools. To compare the organisational health index, t-test was employed. To study the relationship between organisational health and classroom practices, coefficient of correlation was calculated. To compare this relationship between the two groups, Z-value was calculated. From the open-ended questionnaire, the tables were made wherever possible and the frequencies and their percentages were calculated. Rest of the questions were analysed qualitatively.

## **Conclusion**

The investigator concluded that the classroom practices were better in case of private schools as the average score on the classroom observation schedule was higher in this case. Few teachers from private schools have started using “smart board” to facilitate their teaching, which gives the actual feel of the topic. The teachers in both the type of schools have attended a number of workshops on various topics which have helped them to carry out the teaching-learning process in an effective way. Most of the teachers have incorporated the newly learnt techniques in their teaching to some extent and have noticed, that the children participate with enthusiasm when they are taught by these new methods, and also, there is an improvement in their performance. Many teachers are aware about the guidelines laid down by the NCF 2005, but there is a need that all of them should have an awareness about it, so that they are able to carry out their teaching in a better way. Above all, if the organisation is healthy and is ready to accept changes, then it becomes even easier for the teachers to teach as per the demands and needs of the children, and at the same time keeping in mind the guidelines of the curriculum.

## **Educational Implications**

The findings of the study have the following implications:

- The curriculum should be based on the needs and interests of the learner.
- There is a need to reconstruct the existing notions of teaching-learning process, which, by and large, is centered around the ‘chalk and talk’ methods of teaching, and replace it with joyful and activity-based curriculum wherein the teacher is not just a transmitter of knowledge but is a facilitator and guide.
- The teaching in the classroom should be supplemented by indoor and outdoor activities.
- The teachers who are not well acquainted with the activity-based teaching should be trained in order to make the teaching-learning process more meaningful and effective.
- The teachers should be provided with the necessary resources/teaching-learning material to carry out their teaching effectively.
- Efforts should be made to streamline the administration of the schools so that they provide conducive environment to the teachers to grow professionally and in turn make the institution healthier.

## **Suggestions for further Research**

For further investigation in the field, the following topics may be suggested:

- The same study could be carried on, by taking a large sample i.e. including more number of government and private schools.
- The same study could be further extended by making a comparison between male and female teachers.
- The geographical variable i.e. urban - rural could be taken to study the organisational health of schools.
- The effect of classroom practices on students’ achievement can be studied.