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## **A Study on Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk**

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### **ABSTRACT**

The present study titled “A Study on Effective Schooling and Learning Environment among the Secondary Schools in Mandya Taluk” was a descriptive survey study. In this study investigator tried to study the level of Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

Effective schooling is a concept which comes in many shapes and sizes and communities across the country that can be devised in various ways to create excellent schools, having some characteristics in common such as a strong instructional leadership, systematic evaluation procedures, good structural design, well defined rules and disciplines to create safe and conducive environment, class size and home school relationships.

The school learning environment provides lot of facilities for good learning environment. The peer groups of the school encourage the student a lot in the process of learning. The school library, laboratory, especially science lab, multi-media lab, computer etc provide good learning environment for the child. Spacious classroom, playground etc provide good learning environment.

The present status of the study implies the status of schools in relation to the components of Effective Schooling and the status of research in relation to effective schooling. In India such processes have started at higher education level and in schools having international status. It is yet to start in schools at national and state levels. Some attempts are already made in terms of validating the components of effective schooling.

A study on effective schooling becomes significant for multiple reasons. Today all over the globe the raising the quality of education has been maximally stressed. Equity is considered equal to equality. A study on effective schooling reveals the present status of school both in terms of quantity and quality. It has lot of implications for planning both the quality and quantity of learning experiences available to children. It directs the

institutions to go according to the mission and vision of the nation in general and school in particular. It contributes for the co-ordination of systemic planning and actual execution since it provides feedback at regular intervals.

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## **Introduction**

The present study titled “A Study on Effective Schooling and Learning Environment among the Secondary Schools in Mandya Taluk” was a descriptive survey study. In this study investigator tried to study the level of Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

Education plays a very important role in the development of the nation. Countries can develop only when it focuses its attention on education. Education provided to people should be of high quality and it should aim at qualitative change among the people. Education provided should be of good quality and should make people to meet the challenges of life.

The school is the best and structured environment which provides opportunities for each child for its learning. The teacher must be a good listener, imaginative, interested and flexible to help individual student to achieve their behavioural objectives in varied environments. For a feeling of easy interaction between the teacher and the student and the ideas, teacher should consider the individual differences. The teacher should motivate and create interest in each student. There should be an opportunity for open interaction between the teacher and students.

The school is having optimal influence on the overall development of children. Therefore, improve school conditions, so that there is a uniform and proper environment facility to ensure overall development of the child.

Effective schooling is a concept which comes in many shapes and sizes and communities across the country that can be devised in various ways to create excellent schools, having some characteristics in common such as a strong instructional leadership, systematic evaluation procedures, good structural design, well defined rules and disciplines to create safe and conducive environment, class size and home school relationships.

The school learning environment provides lot of facilities for good learning environment. The peer groups of the school encourage the student a lot in the process of learning. The school library, laboratory, especially science lab, multi-media lab, computer etc provide good learning environment for the child. Spacious classroom, playground etc provide good learning environment.

An ideal learning environment is one where children can feel comfortable and safe. Good learning environment provide skills for academic success. Early childhood professionals are dedicated in making sure their focus is on the child’s behavior, parent’s interaction and participation, physical growth, emotional, social, cognitive, language and mental skills. An ideal learning environment is most importantly for optimum learning should be well supervised, nurtured and builds children's confidence.

21<sup>st</sup> century learning must take place in contexts that “promote interaction and a sense of community that enable formal and informal learning”. Thus, this paper will address the relationship of physical spaces and technological systems to learning, but more importantly, it will also consider how those resources support the positive human relationships that matter most to learning. And while technology, space, time, culture, and policy will be discussed separately, it is important to remember that their power is cumulative.

### **Present Status of the Study**

The present status of the study implies the status of schools in relation to the components of Effective Schooling and the status of research in relation to effective schooling. The status of research on effective schooling has already begun and numbers of attempts have been made to identify and validate the components of effective schooling. In India such processes have started at higher education level and in schools having international status. It is yet to start in schools at national and state levels. Some attempts are already made in terms of validating the components of effective schooling.

### **Need for the Study**

A study on effective schooling becomes significant for multiple reasons. Today all over the globe the raising the quality of education has been maximally stressed. Equity is considered equal to equality. A study on effective schooling reveals the present status of school both in terms of quantity and quality. It has lot of implications for planning both the quality and quantity of learning experiences available to children. It directs the institutions to go according to the mission and vision of the nation in general and school in particular. It contributes for the co-ordination of systemic planning and actual execution since it provides feedback at regular intervals. It also helps to achieve quality in total. (a) to investigate and compare the perceptions of principals, teachers and area superintendents about the overall effectiveness of schools and effectiveness on specific dimensions; (b) to assess and compare the perceptions of these educators about the importance of the specific dimensions for overall effectiveness; (c) to assess the association between principals' perceptions of effectiveness on, and importance, of these dimensions; and (d) to probe school-level differences about the two types of organizations. A school through evaluation can contribute for the growth of its students and community to state to nation.

The investigator was not able to find any studies related to effective schooling in the present geographical area i.e., India in general and Mandya in particular. Hence the present study was undertaken.

### **Objectives of the Study**

1. To study the status of Effective Schooling among the Secondary Schools of Mandya Taluk.
2. To study the status of Learning Environment among the Secondary Schools of Mandya Taluk.
3. To study whether there is a significant relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

### **Hypothesis of the Study**

1. There is a significant relationship between Effective schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

### **Variables in the Study**

1. Effective Schooling
2. Learning Environment

**1. Effective schooling:** "Effective schooling is a concept which comes in many shapes and sizes and communities across the country that can be devised in various ways to create excellent schools, having some characteristics in common such as a strong instructional leadership, systematic evaluation

procedures, good structural design, well defined rules and disciplines to create safe and conducive environment, class size and home school relationships”.

**2. Learning Environment:** “Learning environment refers to the diverse physical locations, contexts and cultures in which students learn”.

### **Sample of the Study**

The sample of the present study consists of 40 secondary schools representing Rural, Urban, Government and Aided.

### **Tools used in the Study**

The study consists of two tools. Both the tools were constructed by the investigator and validated with the help of experts.

1. Effective Schooling Measurement Scale
2. Learning Environment Measurement Scale

### **Statistical Techniques of the Study**

For the present study, the Investigator used Descriptive Statistics and Inferential Statistics.

**1. Descriptive Statistics:** In the present study Mean and Standard Deviation were used.

**2. Inferential Statistics:** In the present study, the Inferential Statistic Spearman's Product Moment Correlation ( $r$ ) was used.

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

#### **Analysis and Interpretation of objective One**

The First Objective of the study was to find the status of Effective Schooling among the Secondary Schools of Mandya Taluk.

This objective was analyzed by making use of descriptive statistics namely Median, Standard Deviation and Skewness.

Table-1: The Smoothed Frequency Distribution of Scores on Effective Schooling of Secondary Schools of Mandya Taluk.

CI	F	Mid Point	Smoothed Frequency
550-559	0	554.5	0
560-569	1	564.5	0.33
570-579	2	574.5	1
580-589	3	584.5	2
590-599	4	594.5	3
600-609	8	604.5	5
610-619	7	614.5	6.33
620-629	6	624.5	7
630-639	5	634.5	6
640-649	2	644.5	4.33
650-659	2	654.5	3
660-669	0	664.5	1.33
<b>Total</b>	<b>40</b>		

Table-2: Percentage of scores on Effective Schooling of Secondary Schools of Mandya Taluk.

Status	No. of Schools	Scores in Percentage
High	17	42%
Average	21	53%
Low	2	5%

Table-3: Number (N) Mean (M) Median (Mdn) Standard Deviation (SD) of the distribution of the scores on Effective Schooling of Secondary Schools of Mandya Taluk.

Variable	N	Max. Score	Mean	Median	SD	Skewness
Effective Schooling	40	685	596.5	612.36	22.16	-2.15

From the above table, it is observed that the Mean value of the score on Effective Schooling is 596.5, Median value is 612.36 and Standard Deviation of the scores is 22.16. The Skewness is -2.15. It can be concluded that the scores on Effective Schooling is nearly normally distributed.

#### Conclusion related to Objective One

From the preceding interpretation of the data for the first objective it can be concluded that the effective schooling of secondary schools of Mandya Taluk is nearly normally distributed. It was revealed that majority of the secondary schools are found to be at an average level at 53% and only 42% showed a high level self-esteem and 5% have low effective Schooling in Mandya Taluk.

#### Analysis and Interpretation of objective Two

The second objective was to study the status of Learning Environment among the Secondary Schools of Mandya Taluk.

This objective was analyzed by making use of descriptive statistics namely Mean, Median, Standard Deviation and Skewness.

Table-4: The Smoothed Frequency Distribution of Scores on Learning Environment among the Secondary Schools of Mandya Taluk.

CI	F	Mid Point	Smoothed Frequency
170-179	1	174.5	0.66
180-189	1	184.5	0.66
190-199	1	194.5	0.66
200-209	1	204.5	1.66
210-219	3	214.5	4.33
220-229	9	224.5	6.33
230-239	7	234.5	7.66
240-249	7	244.5	6.66

250-259	6	254.5	4.66
260-269	1	264.5	3.33
270-279	3	274.5	1.33
<b>Total</b>	<b>40</b>		

Table-5: Percentage of scores on Learning Environment among the Secondary Schools of Mandya Taluk.

Status	No. of Schools	Scores in Percentage
High	18	45%
Average	20	50%
Low	2	5%

Table-6: Number (N) Mean (M), Median (Mdn), Standard Deviation (SD) of distribution of the distribution of scores on Learning Environment among the Secondary Schools of Mandya Taluk.

Variable	N	Max. Score	Mean	Median	SD	Skewness
Learning Environment	40	285	178.5	235.2	23.29	-2.69

From the above table, it is observed that the Mean value of the score on Learning Environment is 178.5, Median value is 235.2 and Standard Deviation of the score is 23.29. The Skewness is -2.69. It can be concluded that the scores on Learning Environment nearly normally distributed.

### Conclusion related to Objective Two

From the preceding interpretation of the data for the second objective it can be concluded that the Learning Environment among the Secondary Schools of Mandya Taluk is nearly normally distributed. It was revealed that majority the schools are found to be at an average level at 50% and only 45% showed a high level academic achievement and 5% have low Learning Environment.

### Analysis and Interpretation of objective Three

The third Objective of the study was to find whether there is a significant relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

In order to test the significance of the relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk, the following hypothesis was formulated:

**H1:** There is a significant relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

In order to test the hypothesis, it was changed into a null hypothesis:

**H0:** There is no significant relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

In order to test the significance of relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk as stated the null hypothesis, 'r' significance fixed at

0.05 level with a degree of freedom of 38 and the resultant value 0.99 was found to be significant. The result is given in below table.

Table-6: 'r' Value of Scores on Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

<b>Variables</b>	<b>N</b>	<b>M</b>	<b>'r' value</b>	<b>Result</b>
Effective Schooling	40	596.5	0.99	Significant at 0.05 level
Learning Environment	40	214.5		

### **Interpretation**

It is revealed from table that, 'r' value between the scores of Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk is 0.99 which is higher than the table value at 0.05 level with degree of freedom 38. Hence the null hypothesis "There is no significant relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk is rejected and the alternate hypothesis "There is a significant relationship between Effective Schooling and Learning Environment among the secondary Schools of Mandya Taluk is accepted.

### **Conclusion related to Objective Three**

Hence it can be concluded that there is a significant positive relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

### **Major Findings of the Study**

1. Majority of the schools are found to be at the average level in relation to effective Schooling.
2. Majority of the schools are found to be at average level in relation to Learning Environment.
3. There is a significant positive relationship between Effective Schooling and Learning Environment of Mandya Taluk.

### **Discussion of Major Findings of the Study**

1. The first objective was to study the status of Effective Schooling among the Secondary Schools of Mandya Taluk. Analysis of objective one resulted in the conclusion that 53% of the schools exhibit average level of Effective Schooling. It implies that Effective Schooling is positive at average level.
2. The second objective was to study the status of Learning Environment among the Secondary Schools of Mandya Taluk. Analysis of objective second resulted in the conclusion that 50% of the schools exhibit average level of Learning Environment. It implies that Learning Environment is positive at average level.
3. The third objective was to study whether there is a significant relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk. The finding revealed that there is a significant positive relationship between Effective Schooling and Learning Environment among the Secondary Schools of Mandya Taluk.

### **Educational Implications of the Study**

1. Community involvement should be given priority in the school for effective learning.
2. Specific strategies to be adopted to attract students to be regular to schools.
3. School should maintain orderly atmosphere for scholastic and non-scholastic aspects.

4. Curriculum should be framed according to the goals set by the schools.
5. School building should be spacious and facilities should be provided for the development of students in sports, games, life skills and fine arts.
6. School should provide scope for free discussion among school members.
7. Number of club activities should be planned in the schools.
8. School should provide for multiple types of teaching devices (on walls, ceilings > the school. and so on).
9. Teacher should prepare students to take part in co-curricular activities of the institution.

#### **Suggestions for Further Research**

1. Similar studies may be conducted with a larger sample.
2. The survey in this study was limited to the selected schools of Mandya taluk.
3. This study was limited to effective schooling in general. Further research could be done based on component wise.
4. A similar study can be replicated among the primary, higher secondary and college level students.
5. An experimental study could be conducted on school effectiveness to explore in depth.

#### **Limitations of the Study**

1. The study was limited only to the state government schools both government and government aided.
2. The study was limited only to 40 secondary schools.

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