

EFFECTIVENESS OF SCHOOL RELATED FACTORS ON LEARNING PERFORMANCE OF PRIMARY SCHOOL CHILDREN

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ABSTRACT

Appropriate school environment and quality of teachers largely impact upon learning performance of primary school children. Due to lack of teachers' competencies and poor infrastructure facility, children of the primary school may be less motivated to learn. So, it is very necessary to create such schooling environment where children get chance to learn actively. That's why, the researchers had framed two objectives in the present study: To identify how the school related factors effect on learning performance of primary school children and To suggest remedial measures to overcome the poor learning performance of primary school children. The present study was conducted on 20 teachers and 50 students of 10 primary schools of Contai Municipality by using descriptive survey method. The researcher had used achievement test for students, self made interview schedules for students and Questionnaire for teachers separately in this study. The findings of the study were: Educational qualification of teachers, teaching experience, classroom strength, infrastructural facility, language, incentives did not have any effect on the learning performance of primary school children. In-service training of teachers, usage of teaching, methods of teaching school related factors were effect on learning performance of primary school children

Keywords: School Related Factors, Learning Performance. Primary School Children.

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1. Introduction:

Schooling has direct effects on children's educational achievement, their acquisition of literacy, numeracy and scientific knowledge. Climate of a class is usually reflected through the activities performed in the classroom. In this context, classroom climate may be said to be general characteristic of a class which is the general outcome of various interactions among teachers and pupils in the teaching-learning situation. The most important aim of teaching at primary level is to give students minimum basic concepts so that they can able to understand world around them and turn them out to be useful citizen. In primary level there are many reasons for poor academic and non-academic performance. Like,

- Teachers do not have adequate knowledge in different subjects like science, math, social science, environmental science etc.
- Non-comprehensive topic in books.
- Poor evaluation pattern which is associated with examination, stress and anxiety.
- Lack of proper teaching approach in the classroom.
- Lack of flexibility, freedom, motivation in the classroom.
- Lack of teachers' autonomy and professional development.
- Lack of learning environment and academic atmosphere in the school.

Recent Status of primary education in West Bengal according to DISE report of 2013-14 is: Total number of primary school is 858916. Total number of enrolment (Classes I-VIII) is 13280622. Number of elementary schools in rural area is 82071. Density of primary schools per 10sq. km. is 8.91. Average student-classroom ratio in primary school is 24. Average number of classrooms in primary school is 3.6. Percentage of single teacher primary school is 3.99. Percentage of primary schools having drinking water facility is 97.81. Percentage of primary schools having girl's toilet is 68.78. Percentage of primary schools having hand wash facility near toilet is 38.93. Percentage of primary schools having ramp is 84.09. Percentage of primary schools having computer is 3.94. Percentage of primary schools having library is 56.51. Percentage of primary schools having playground is 34.50. Percentage of primary schools having kitchen shed is 81.44. Percentage of primary schools providing mid-day meal is 95.99. Percentage of primary schools having electricity connection is 34.88. Average number of primary school teacher is 3.8. Average number of pupil-teacher ratio in primary school is 27.

2. Rationale of the Study:

School is the temple of guidance for children. It's a resource centre from where children learn about the different aspects of life. But during learning process different school related factors like teachers' qualification, method of teaching, infrastructural facility etc. impact upon the learning performance of students. There are some research studies where investigators tried to search about role of different school related factors on learning performance of children. These are given below:

Prasertcharoensuk, T. et. al. (2014) found that teacher competency factors were high especially in curriculum and learning management which largely effect on the better learning achievement of students. **Gakure, R.W. et. al. (2013)** found that inadequate administration and teaching staff and inadequate learning equipments highly affects performance of primary schools in KCPE in Gatanga. **Nath, S. R. (2012, December)** found that In Bangladesh different school related factors like class size, student–teacher ratio; teachers' educational qualification, teachers' professional training, and teachers' length of experience were influenced on learning achievement of primary school children. **Kumar, S. (2011)** found that proper teaching aids were not used in the classroom and sometime teachers had less experience on particular topic. Most of the time teachers were not given any type of home assignment. Lack of infrastructural facility teachers' productive output was affected. **Byamugisha, A. (2010)** found that provision of school lunch, school heads' education and length of service, and facilities in school were the significant school-related factors predicting learning achievement of the students. **Tirkey, S. (2010)** found that educational qualification, teacher's experience and incentives did not have any impact upon learning achievement of tribal primary school children. **Hanusheck, E. A. (1998)** found that class size appears to have a significant effect on the academic achievement of children from low income families in the 4th and 5th grades but any effect declines with grade level.

From the above discussion, it is clear that most of the researchers believed that different school related factors largely effects on the learning performance of students. This agreement of the above discussed studies motivates the researcher to study about “Effectiveness of School Related Factors on Learning Performance of Primary School Children.”

3. Objectives of the Study:

(i) To identify how the following school related factors effect on learning performance of primary school children.

- a) Educational qualification.
- b) Teaching experience.
- c) In-service training.
- d) Classroom strength.
- e) Methods of teaching.
- f) Usage of teaching.
- g) Infrastructural facilities.
- h) Language.
- i) Home task.
- j) Incentives.

(ii) To suggest remedial measures to overcome the poor learning performance of primary school children.

4. Research Questions of the Study:

- (i) Do school related factors effect on learning performance of primary school children?
- (ii) What are the possible remedial measures to be undertaken to overcome the poor learning performance of primary school children?

5. Methodology:

The researchers had selected a suitable research method called 'Descriptive Survey Method' for the present study. The present study was conducted on 10 primary schools of Contai Municipality, Purba Medinipur district of West Bengal, India which is affiliated to West Bengal Board of Primary Education. From this whole population (21 primary schools) total 10 primary schools were selected as sample in simple random sampling technique. The relevant information of the present study was collected from 20 teachers and 50 students. The following tools were used for collecting data-, Achievement Test for students, Questionnaire for school teachers, Interview schedule for students.

6. Data Analysis and Interpretations:

6.1 Effectiveness of School Related Factors on Learning Performance of Primary School Children:

The first objective of the study was to find out the effectiveness of school related factors on learning performance of primary school children. The researcher had grouped the factors related to school under sub-points (like, Educational qualification, Teaching experience, In-service training, Classroom strength, Methods of teaching, Usage of teaching, Infrastructural facilities, Language, Home task, Incentives). To study about the above factors, it is represented in tabular form.

Table-1: Effectiveness of Educational Qualification of Teachers on Learning Performance of Primary School Children.

Qualification of Teachers	Frequency	Percentage
Below Higher Secondary, Untrained	1	5
Below Higher Secondary, Trained	5	25
Graduation to Post Graduation, Untrained	3	15
Graduation to Post Graduation, Trained	11	55

Table no. 1 points out that 70% of teachers had higher qualification. Only 30% of teachers did not have higher qualification. Total 80% of teachers were trained. So, it can be concluded that educational qualification of teachers was not a factor which effects on learning performance of primary school children.

Table-2: Effectiveness of Teaching Experience of Teachers on Learning Performance of Primary School Children.

Teaching Experience	Frequency	Percentage
1-10 years	6	30
10-20	11	55
20-30	3	15

Table no. 2 reveals that 30% of teachers had teaching experience below 10 years. 70% of teachers had teaching experience above 10 years. So, it can be concluded that teaching

experience of teachers was not a factor which effects on learning performance of primary school children.

Table-3: Effectiveness of In-service Training of Teachers on Learning Performance of Primary School Children.

In-service Training of Teachers	Frequency	Percentage
In Language	5	80
In Science	8	100
In Environmental Science	4	60
In Preparing and Using Teaching-Learning Materials	15	75
Others	10	50

Table no. 3 indicates that 80% teachers of Language, 100% teachers of Science, 60% teachers of Environmental Science had taken in-service training and 75% teachers had received in-service training in preparing and using teaching-learning materials. The teachers who received in-service training viewed that the techniques taught in the training had helped them to manage instruction timely and it had also helped them to teach better in the class. So, it can be concluded that in-service training of teachers was a factor which effects on learning performance of primary school children.

One of the sub-objectives was to study the effect of classroom strength on learning performance of primary school children. As the data indicates that the average classroom strength was 1:24. So, it can be concluded that classroom strength did not effects on learning performance of primary school children.

Table-4: Effectiveness of Methods of Teaching on Learning Performance of Primary School Children.

Methods of Teaching	Frequency	Percentage
Lecture Method	16	80
Activity Based Method	2	10
Play Way / Joyful Method	1	5
Demonstration Method	1	5
Project Method	0	0

Table no. 4 points out that 80% of teachers were using lecture method in the classroom. Only 10% of teachers were using activity based method and 5% of teachers were following play way method in the classroom. 5% of teachers were also using demonstration method in the classroom. Project method was not used by any teacher in the classroom. Teachers of primary schools expressed that due to non-availability of teaching-learning materials they are unable to use activity based method, play way method, demonstration method and project method in the classroom. So, it can be concluded that methods of teaching were one of the school factors which effect on learning performance of primary school children.

Table-5: Effectiveness of Usage of Teaching on Learning Performance of Primary School Children.

Usage of Teaching	Frequency	Percentage
Black-Board and Chalk	14	70
Chart, Maps	5	25
Models	1	5
Projector	0	0

Table no. 5 reveals that 70% of teachers were using black-board and chalk in the classroom. Only 25% of teachers were using chart and 5% of teachers were using models in the classroom. No school has projector facility in the classroom. Teachers of primary schools viewed that teaching aids help learners to learn quickly but their school did not have sufficient teaching aids, that's why they were unable to utilize teaching aids. So, it can be concluded that usage of teaching was a factor which effects on learning performance of primary school children.

Table-6: Effectiveness of Infrastructural Facilities on Learning Performance of Primary School Children.

Infrastructural Facilities	Frequency	Percentage
Building (Pucca)	10	100
Staff-Room	7	70
Classroom	10	100
Teachers Chair and Table	10	100

Students' desk and benches	7	70
Drinking Water	7	70
Toilets for Girls	7	70
Play-Ground	6	60
Electricity	10	100
Library	6	60
Sports Kit	4	40
First Aid	4	40

Table no. 6 indicates that 30% primary schools did not have staff-room, students' desk and benches, drinking water, girls' toilet facility. 40% primary schools did not have play ground and library. 60% primary schools did not have sports kit and first aid facility. Teachers of primary schools expressed that infrastructural facility must be required for effective teaching-learning. So, it can be concluded that infrastructural facility was a factor which effects on learning performance of primary school children.

Table-7: Effectiveness of Language on Learning Performance of Primary School Children.

Language	Frequency	Percentage
Bengali	10	100
English	0	0
Local	0	0

Table no. 7 reveals that 100% primary schools were using language Bengali as a medium of instruction. 100% students viewed that they did not have any problem with the Bengali language. So, it can be concluded that language was not a factor which effects on learning performance of primary school children.

Table-8: Effectiveness of Doing Home Task on Learning Performance of Primary School Children.

Home Task	Frequency	Percentage
Regularly	40	80
Sometimes	8	16
Never	2	4

Table no. 8 indicates that 80% students of primary schools were doing home task regularly. 100% students agreed that their teachers regularly check their home task.. So, it can be concluded that doing home task was not a factor which effects on learning performance of primary school children.

Table-9: Effectiveness of Incentives on Learning Performance of Primary School Children.

Incentives	Frequency	Percentage
Mid-Day Meal	10	100
Textbooks	10	100
Uniforms	6	60

Table no. 8 shows that 100% primary schools got incentives sponsored by the Government. Like, Mid-Day Meal, Textbooks. 60% primary schools got incentives of uniforms. 90% students viewed that they liked to go to school. So, it can be concluded that incentives was not a factor which effects on learning performance of primary school children.

6.2 Remedial Measures to Overcome the Poor Learning Performance of Primary School Children:

The second objective of the study was to suggest remedial measures to overcome the poor learning performance of primary school children.

- Sometimes local language should be used in developing concept.
- Step by step evaluation is necessary for every class.
- Joyful learning environment must have to create. There must be a friendly relationship between student and teacher which can able develop students' learning performance.

- d) Rote memorization must have to avoid. Application type of questions should be emphasized.
- e) The teaching content should be related to natural environment.
- f) Project works and practical works should be given at the end of lesson.
- g) Active students' participation must have to encourage.
- h) Students' interest must have to give priority.
- i) Field visit, educational tour must have to organise in the every primary school.
- j) Activity based method must have to apply in the classroom.
- k) Teacher can use current affairs create interest among students to look into newspapers/magazines.

7. Major Findings:

- I. Educational qualification of teachers did not have any effect on the learning performance of primary school children.
- II. Teaching experience had no effect on the learning performance of primary school children.
- III. In-service training of teachers was a factor which effects on learning performance of primary school children
- IV. Classroom strength had no effect on the learning performance of primary school children.
- V. Methods of teaching were one of the school factors which effect on learning performance of primary school children.
- VI. Usage of teaching was a factor which effects on learning performance of primary school children
- VII. Infrastructural facility did not have any effect on learning performance of primary school children.
- VIII. Language used during curriculum transaction did not have any effect on learning performance of primary school children.
- IX. Students who did home task regularly achieved better learning performance.
- X. Incentives did not have any effect on learning performance of primary school children.

8. Educational Implications:

- The present study will help educational administrators and planners to know about different school related factors which effect on learning performance of primary school children.
- Teachers, parents and students will be able to know which school related factors leads to higher or lower learning performance.
- Government will more focus on in-service training, infrastructural condition.
- SCERT can organize orientation programme for teachers to overcome the obstacles which impact upon learning performance of primary school children.

9. Conclusion:

From the major findings of the study the researcher comes to the following conclusion. The learning performance of students depends upon positive factors of school environment. While appointing new teachers in the primary school qualified as well as competent teachers must be appointed. In-service training should be taken by every teacher so as to grow professionally. Activity method should be adopted so that children can understand better. Teaching aids should be used systematically so that students can able to involve in the learning process. Local language should be used during teaching difficult concepts. Regularly home work helps children to learn better.

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