



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

ANALYSIS OF INPUT, PROCESS AND OUTCOME OPERATING IN ELEMENTARY SCHOOLS FOR IDENTIFICATION OF PROBLEMS AND ISSUES

1Smaranika Dalai, 2Samadarshini Biswakalyani

1Formerly faculty of Indian Institute of Management, Bhubaneswar, Odisha, 2Ph.D. scholar, Department of Education, Kalahandi University, Odisha

1University Department of Teacher Education, Utkal University, Odisha, India,

2University Department of Teacher Education, Utkal University, Bhubaneswar, Odisha, India

Abstract

The purpose of the study is to ascertain the input, process and outcome operating in Elementary Schools. The research study followed descriptive survey method of research. A sample of four elementary schools under Kujang block of Jagatsinghpur district in the state of Odisha has been considered for the study. The random sampling technique has been used. The investigators have used school categorization format, observation schedule, information schedule and Focus group discussion for collection of relevant data from the schools in order to elicit the problems and issues.

Keywords: Analysis, Input, Process, Output, Elementary schools, Problems, Issues

Backdrop

Education equips the individual with moral, social, cultural and spiritual ethos and thus makes life progressive, cultured and civilized. It aims at total development of individual's personality. The story of Indian education unfolds as interesting and enlightening when we peep into the distant past and try to understand the present. Modern educational system and structure as it is prevalent in India did not come into existence all of a sudden; rather it is the result of gradual evolution. So, modern Indian education passed through many critical stages until it reached its present shape. Education brings about overall progress of society. It gives an individual, better prospects of earning a living. It makes an individual self-sufficient. Education produces individuals who are not just resources but assets for the society. It develops individuals who can contribute to wealth creation in the country. Education helps an individual acquire social skills, which enables him to interact with people around, maintain social relations and blend well with others in society. Education also helps in building interpersonal skills and development of social skills.

1.1 Elementary education

In the year 1950, the Constitution of India, under the Directive Principles of State Policy, had a provision for free and compulsory education for all children till the age of 14 years. This period of eight years is one of tremendous cognitive development, shaping reason, intellect and social skill, as well as the skills and the attitudes necessary for entering work place. Universalization of Elementary Education (UEE) is a constitutional provision and national commitment in India. Elementary education is recognized as a fundamental right of all citizen of India. The directive principles of state policy envisage UEE as one of the major goals to be achieved and mandated in a time frame of 10 years. The government of India introduced 83rd Constitutional Amendment Bill in the Parliament in 1997 to make education a fundamental right of all children of 6-14 years. The 73rd and 74th Constitutional Amendments have provided a statutory base for decentralized education planning. The fact is that the 20th century has witnessed global upsurge in UEE.

2. Rationale of the study

Studies by Sharma (1976), Krishnamurthy (1985) and Baskaran (1995) reported that incentives such as free meals, text books and sanitary, fee exemption, free uniforms and school scholarships proved to be boosting enrolment of the children. In contrast Mukherjee (2006) and Govinda (2007) reported that though enrolment had significantly improved, the positive impact would have when only there was with high retention and completion. Aggrawal (2001) and Janayanthi (2002) revealed that there were some schools where inputs were not available. The schools having input variables fail to deliver. In contrast Muralidharan (2013) reported that India has progressed in the past decade on input variables and also revealed that there was very little evidence to support that improving school inputs would improve learning outcomes. Many provisions and schemes have been implemented for the smooth running of the input variables and process variables. There are many programmes implemented as input variables such as DPEP, SSA, RTE Act, etc. but it is not reflected in the Outcome. Few studies are undertaken in this area considering the input, process and outcome variables. Hence, the researcher is keenly interested to know whether all those schemes that have been implemented with regard to input, process and outcome are resulted successfully or not.

3. Objective of the study

- To classify Schools in terms of input, process and outcome.
- To examine outcomes in relation to input variables.
- To examine outcomes in relation to process variables.
- To explore the problems and issues in elementary education with regard to input, process and outcome

4. Reasearch questions

- How do Elementary schools vary in terms of Input, Process and Outcome?
- How does the Outcome relate to Input variables?
- How does the Outcome relate to Process variables?
- What are the problems and issues in Elementary Education ?

5. Methodology

The present study followed descriptive survey method of research and a school categorization format used to find out the problems and issues of elementary education and categorize the taken schools on the basis of input, process and outcome.

The researcher had taken four elementary school such as: 2 students of class 5 and 3 students of class 8 from DardiaPotanai U.P. School, 1 student of class 5 and 4 students of class 8 from Chandapat U.P. School, 2 students of class 5 and 3 students of class 8 from Garej Shasan U.P. School, 3 students of class 5 and 2 students of class 8 from Karatutha U.P. School under Kujang Block of Jagatsinghpur district as per her convenient for collection of

required data by using purposive sampling technique. Then the researcher selected 20 students as sample from class 5 and class 8 of each respective school by using stratified random sampling technique.

Table-1: sample distribution

| Four elementary schools | | | | | | | |
|-------------------------|---------|---------------------|---------|------------------------|---------|---------------------|---------|
| Dardiapotanai.p.school | | Chandapatu.p.school | | Garei shasanu.p.school | | Karatuthau.p.school | |
| 10 | | 10 | | 10 | | 10 | |
| Class 5 | Class 8 | Class 5 | Class 8 | Class 5 | Class 8 | Class 5 | Class 8 |
| 2 | 3 | 1 | 4 | 2 | 3 | 3 | 2 |

6. Tools for the study

The researchers developed two tools such as: a self developed Observation Schedule for the observation of real classroom practices followed by the teachers and a School Categorization format for collection of the relevant data in terms of input, process and outcome as a whole, which gave an insight to the researcher about the existing problems and issues of the four selected elementary school. **On the basis of which the researchers categorized the school.**

7. Techniques used for data collection

The researchers conducted a Focused Group Discussion of the selected 20 students for knowing the performance and development of the students in terms of the inputs the school was given and the process the teachers had followed.

8. Analysis and interpretation

The analysis and interpretation of data has been discussed under the following headings:

- Classify schools in terms of Input, Process and Outcome.
- Analysis of Outcomes in relation to Input variables.
- Analysis of Outcomes in relation to Process variables.
- The problems and issues in elementary education with regard to input, process and outcome.

8.0: Classify schools in terms of Input, Process and Outcome:-

The schemes such as; SSA, MDM, RTE Act, etc. provides forum to achieve quality elementary education in some extent. Things are improved because of SSA. MDM, RTE Act, etc. The researchers have taken four rural elementary schools such as: DardiaPotanai U.P. School, Kartutha U.P. School, Chandapat U.P. School and Garei Shasan U.P. School under Kujang Block of Jagatsinghpur district. The researchers have observed that out of these four elementary schools, two schools are found to be under category A (which scores above 120 as per the School Categorization Format) and two schools are found to be under category B (which scores above 100-119) as per School Categorization Format). The schools that come under category A are: DardiaPotanai U.P. School and Kartutha U.P. School. The schools that come under category b are: Chandapat U.P. School and Garei Shasan U.P. School.

8.01: Comparison of 'Category A Schools' and 'Category B Schools' in terms of Physical, Organizational and Cognitive:

The researchers were collected data from four elementary schools regarding the availability of input variables and their practices in the real classroom setting. Al so the effect of input variables. The researcher collected necessary data although it's very difficult in this pandemic situation. Data collected regarding input variables, process variables and outcome variables to classify the school according to School Categorization Format (SCF).

Two schools such as: DardiaPotanai U.P. School and Kartutha U.P. School are coming under Category A and two schools such as: Chatua U.P. School and Garei Shasan U.P. School coming under Category B according to the SCF. Considering the Physical aspect; Category “A” schools having better classroom climate than Category” B “schools. Category B schools needs to improved their classroom by maintaining the cleanliness and hygiene of the classroom. School environment of both category schools by providing child-friendly elements and well fencing boundaries. Category A schools have drinking water facility and it properly used toilets for both boys and girls. Category B schools need to consider and should improvise in this area. Considering the Organizational aspect; in Category A schools there has been well maintenance of up-to-date school records than Category B schools. Category A schools has maintaining records of admission register, students’ attendance registers with calculation of monthly percentage of students’ attendance, teachers’ attendance register, TLM register, school visit register, etc. also in Category A schools, the school committee members and community members are participating in the process of decision making for the development of schools. For this the schools organizing regular school committee meetings, parent-teacher meetings and community participation in school activities. But sometimes to maintain the frequency and conduct meetings in a regular manner are not possible due to a lot of factors. Al so the community members contribute funds for the development of schools. Category B schools need to improvise to some extent in this area. Considering the cognitive aspect; both Category A and B schools, there is lack of regular health check-up of the students and use of health card. There is non-availability of Book Bank and School Library in both categories of schools. Regarding classroom arrangement, Category A schools have been properly arranged the Bench, Desk, Chair, etc. Also there has some facilities for seating or working of boys and girls together. The students in each classroom have scope to display the creative activities which lacks in Category B schools. Although there is availability of TLMs with proper usability in both the schools still it needs more focus in these areas. The Category A schools have a good planning for functioning of school programmes rather Category B schools. Both the schools need to give extra careful responses to the evaluation of learners’ and their needs to be a room for diversities. Classroom process build up needs some improvisation.

8.1: Analysis Outcome in relation to Input variables:-

The researcher collected the necessary data regarding the Class-V and Class–VIII students’ learning performance and learning achievement from the school Register of 2018-2019 academic session

8.2: Analysis of Outcomes in relation to Process Variables:-

The researchers were collected the necessary data regarding process variables through Observation Schedule. The researcher observed the classroom performance of the teachers of both category schools to know the effectiveness of their teaching-learning process and as well as the teachers efficiency. The teachers of both category schools were very much efficient in terms of delivering their content / subject. The teachers of both category schools had used TLM for providing clarity to their teaching and also gave scope for both oral and written work. They encouraged each and everyone’s participation and also provides the students scope for self-learning and self-assessment. The teachers of Category A school taught the students by dividing them into small groups and have given scope for peer-assessment, while category B school teachers lack in this area. Both category school teachers evaluate the students’ performance on a regular basis. Instead of non-availability of appropriate input variables; students of all these schools not performed very poor especially Category B school students.

8.3: The Problems and Issues in Elementary Education with regard to Input, Process and Outcome:

The researchers were found some problems and issues while collecting the data. The Researchers had conducted a Focused Group Discussion (FGD) by randomly selecting 20 students from four selected elementary schools. They found the problems and issues faced by them in their schools. Instead of availability of proper facilities in Government school, the students were preferring to enroll in Private schools. The schools having proper input variables yet could not be utilized properly. Sometime the teachers' teaching was not sufficient enough to retain the attention of the students. Physical violence was also a reason for the absence of students in the classroom. Poor quality mid-day-meal also one of the reason for the absence of students. Due to lack of proper allocation of subject on proper time affects the interest of the students and that leads to poor academic achievement. The researcher found that these are some problems that hinder the goal of attaining Universalization of Elementary Education and to achieve quality education.

9: Major findings of the study

- There is a significant difference between Category A and Category B Schools.
- Classroom seating arrangement affects the students learning.
- Due to Private schools, the students' enrollment ratio is very less in Government schools.
- The availability of input variables does not have adverse effect on students achievement. But minimal of input variables should available in each elementary schools.
- Teachers efficiency to deliver the lesson leads to better learning achievement of the students.
- Due to physical punishment the students are sometimes remain absent from the school
- Students are not interested in going to school because of poor quality mid-day-meal (MDM). ➤ TLM plays a major role for teacher to deliver their lesson.
- Teacher effectiveness has influenced the academic achievement.
- Teachers uses appropriate TLM to give a better clarity of their teaching and to broaden the understanding level of the students.
- To retain the attention span of the students, the teachers are giving scope to the students for constructing their learning.
- Elementary students learn more in groups.
- Teachers give scope for self-learning and acts as the facilitator to facilitate the students learning.
- Input variables, process variables and outcomes are correlated to each other.
- Process variables play utmost role in extending student knowledge and understanding level. Also develop students learning achievement.

10: Discussion

The proposed research topic focused on the identification of problems and issues existing in elementary education with regard to input, process and outcome. As one of the findings of this study was that Students were not interested in going to school because of poor quality mid-day-meal. This finding was contrast to the findings of Baskaran (1995); as poor quality of MDM decreases the roll strength. The results corroborated with the result of Aggarwal (2001) i.e. availability of facilities did not mean that all facilities were fully operational and in use. The results of this study also corroborated with the result of Govinda and Varghese (1991), Jayaramna (2001) and Sood (2002) i.e. trained teacher had effective way to influence academic achievement by using the available resources efficiently. Al so the results of this study corroborated with the findings of Hunt et.al (2003) i.e. students learns more in groups

11: Educational implication of the study

By analysis of input, process and outcome operating in elementary schools, it :

- Helps imparting quality education in elementary level
- Ensure various assistances provided by the government and issues faced by the stakeholders during implementation at ground level
- create awareness among the policy makers towards enhancement of gross enrollment ratio at elementary level
- Foster learning environment for the holistic development of the students at elementary level

12: Delimitation of the study

The study was delimited with following aspects :

- Confined to only the Rural Elementary School Students.
- Confined only Class 5 and class 8 students.
- The selection of sample was confined to only four elementary schools under Kujang 67 Block of Jagatsinghpur district.
- The study was delimited only for the academic session 2019-2020.

13: Conclusion

From the proposed study and from the findings, the researchers are found that Category A Schools have better input variables i.e. infrastructural facilities and better school environment than Category B Schools. There is very less difference in the classroom process of both Category Schools, where the real content transaction occurs by the teachers and the students construct their own learning. On the basis of outcomes, the Category B Schools students does not have greater difference in comparison to Category A School students. But Category B schools need to develop their classroom climate and school environment. Both schools need to focus on their input variables and process variables and the area of improvisation. So that they will able to overcome the existing problems and issues

References

1. Baskaran, J. (1995). The different obstacles of achieving universal primary school environment and also tries to understand different methods to overcome such obstacles. NCERT. Fifth Survey of Educational Research. Vol-II, p11-33.
2. Govinda, R. (2007). Reorienting Elementary Education. Seminar 574, p32-37.
3. Hunt, D. P., Haidet, P., Coverdale, J. H., and Richards, B. (2003). The effect of using team learning in an evidence-based medicine course for medical students. *Teaching and Learning in Medicine*, 15(2), p131-139.
4. Krishnamurthy, R. (1985). A study of position of enrolment of children in the age group of 6-13 years and problems involved in their enrolment. *International Educational Scientific Research Journal*.
5. Mukherjee, D. (2006). Access to Elementary Education. *Journal of Educational Planning and Administration*, NEW DELHI.
6. Muralidharan, K. and Sundararaman, V. (2013). Contractual Teachers: Experimental evidence from India. *Political Science*. NBER Working Paper Series.
7. Shah, P. J. (2011). The Right to Education Act: A critique. *Lournal of Elementary Education*.

8. Sharma, M., Rahman, A., Phukan, A. K. and Gurusubramanian, G. (2009). Teaching-learning process in Class V-VII to acquire an understanding of the present teaching-learning practices. Academic Journal.