

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

Review of related literature is a systematic enquiry done by the researcher in the specific field in order to develop body of knowledge that can enhance the understanding of historical perspective and prevailing trend in the specific selected area of study. It is an essential part of any scientific research study; since it develops researchers understanding and awareness regarding the research work carried out in the past by other researcher in the same area.

A literature review serves two primary purposes; it allows the researcher to demonstrate

‘_Information seeking ability’ and second purpose is it enables the researcher to exhibit the efficiency in reviewing a wide body of work and ability of selecting the most useful sources, there by demonstrating the ‘_Ability of critical appraisal’ (Dena Taylor and Margaret, 2008).

The review of literature is not merely a descriptive script; it rather represents researcher’s ability of developing insight of issues raised by previous researcher (Daniel Chandler, 2004). The views presented in various researches by different researchers, shared by the researcher in their work allows the researcher to acknowledge different contributions and also encourage the researcher to state responses to them, both positive and negative (Grey and Malins, 2004)

According to educational psychologist Creswell (2003), the literature review enables several aspects; such as : (1) "It shares with the reader the results of other

studies that are closely related to the study being reported"; (2) "It relates a study to the larger ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies"; and (3) "It provides a framework for establishing the importance of study undertaken as well as a benchmark for comparing the results of a study with other findings" (Creswell 29-30). The chief function of the literature review is to point out research strategies, specific procedure, measuring instruments and what were the major findings. This information can guide the researcher to seek answers to the research questions framed and to achieve the research objectives. Therefore the reviewed literature studies should be related to the research problem and should be presented systematically in organized manner.

For the present study, the researcher reviewed in depth studies conducted in India and abroad commonly through primary and secondary sources (Doctoral thesis, abstract, dissertation, books, reports and articles) so as to study the factors affecting the performance of educational organizations- secondary schools in particular in order to develop in-depth understanding as to how the organizations fail in performing the best and gradually turn in to nonperforming sick schools. The detailed study of the literature pertaining to educational organization functioning will enable the researcher to recognize to what extent the previous research studies are in consistence with the current happenings also will enable the researcher to envisage the trend of scientific research practiced to conduct systematic study so as to develop a holistic perspective about sick schools. The researcher at the end arrives at implication for the present research study.

The studies reviewed in order to develop literature base for sick secondary schools are presented in five categories as follows:

- Literature on Sick schools and teachers perspective.
- Literature on Sick schools and student's motivation, aptitude and study habits.
- Literature on Sick schools and parental background-their economic status and educational qualifications.
- Literature on Sick school and management practices.
- Literature on Strategies on revitalizing sick schools.
- Literature base for sick secondary schools from national policy perspective.

2.2 LITERATURE ON SICK SCHOOLS AND TEACHERS PERSPECTIVE

Natarajan (1992) studied school organizational climate and its relation to job satisfaction of teachers and the achievement of pupils. The major objective of the study was, to study the level of job satisfaction of teacher in different organizational climate and to find out relationship between the organizational climate and the academic achievement of pupils. Thirty out of forty two higher secondary schools in Tiruppattur educational district constituted the sample of the study. Job satisfaction scale developed by investigator and the pass percentage of the schools in the public examination were taken as the achievement of the pupils. The statistical techniques used were mean, SD, and t -test, chi-square, and product moment correlation. Major findings were that the teachers of open climate schools had very high level of job satisfaction and there was difference in the achievement of students in open schools climate.

Desai (2004) Studied performance of secondary schools of Vadodara with the objectives of studying the school performance based on teachers profile in terms of

their qualifications, skills and method of teaching and study of school performance based on infrastructure facility available in the school. Sample was selected by multistage sampling method. Required data was collected using different types of information schedules and unstructured interview schedule and field note. The data was analyzed mainly through descriptive statistical techniques. The major findings of the study were that the experience and qualification of teachers were not related to the achievement of students; rather methodology with which the teachers teach students made difference in performance. The school performance also showed positive correlation with the availability of infrastructure facility in the school. The school with good infrastructure facilities showed improved performance as compared to those with poor infrastructure facility.

Sujatha (2006) conducted a case study on schools in Andhra Pradesh titled: A poor private school for the poor. The school undertaken for the study was the Sadhana high school, Bonfire. It is an urban, private, unaided, co-educational school. Major findings of the study are that the school performs poor due to inexperienced, untrained and demotivated teachers. Also the school has very strict supervision practices over the teachers and students, which make unavailability of proper environment for the execution of smooth academics. The school suffers from the problems faced by a new school concerning growing needs and limited funds. The only vision that guides the school is the commercial aspect, with no support from district education officers or other educational officers.

2.2.1 Critical Observations:

Thus from the detailed study of above presented studies it can be observed that in the functioning of schools, the teachers, their profile, their qualification Desai(2004) and their attitudes Sujatha (2006) play a remarkable role. It accounts for the student's

performance and in turn the organizational advancement. However the studies also suggest that the organizational poor functioning results due to more than one factors as can be seen in the study conducted by Sujatha (2006). The performance of an organization depends on interaction between more than one factor as can be observed from the studies of Natarajan (1992) and Desai (2004).

Teachers are very important facet of society for multitude reasons. They are the people who impart knowledge to the young generation in their most impressionable years. Their quality teaching remains with them for the rest of life. Therefore teachers certainly have a significant role to play in shaping the life of the learner and governing the performance of an organization. It is very important for the school organizations that quality teachers sustain and provide best of their services since that will ensure efficient organizational functioning. The very task assigned to the teachers can be executed efficiently by the teachers that are empowered with knowledge, teaching skills, willingness to teach, motivated and supported from the organization and from the home front. Absence of any of above stated factor can reflect in their quality of teaching, which in turn in student learning, student performance and ultimately in organizational performance.

2.3 LITERATURE ON SICK SCHOOL AND STUDENT'S MOTIVATION, APTITUDE AND STUDY HABITS:

You (1984) conducted a study on the effects of a study skills programme on academic achievement. The major objective of the study was to study the effect of the study skills in the learners on their academic achievement. The study was conducted by experimental research method with the sample of 60 students which were randomly selected from the sample of 120 students. The major findings of the study were that study skills, played vital role in the academic achievement of the student. Hence, there

was a need to develop new inspectorate section in the education department, in order to develop a course of study skills, to provide a detailed syllabus, for presenting study skills courses, and to provide visiting consultants for the organization and implementation of the course on study skills in the secondary school curriculum.

Badhri (1991) investigated the low achievement in the government high schools in Cheglapattu educational district of Tamilnadu. To find out reasons for low achievement, nine high schools were randomly selected from a total of forty-five high schools in the district. The tools used were group test of intelligence, study habits inventory, school information bank and questionnaires. The data were interpreted using statistical techniques as Mean, SD, t test and critical ratio. The major findings were: the causes of poor achievement among the students were identified as low motivation from parents-family, policy of liberal promotion to the next higher class, poor study habits, lack of parental attention and poor teaching.

Abdullahi O. E. (1996), conducted a study on Student responsibility in poor academic performance in Kwara state secondary schools. The study was conducted with the research questions such as 1) what is the pattern of study habits of Kwara State secondary school students selected for this study? 2) What effects do the secondary school students' study habits have on their academic achievement in English at the terminal level of the students' Junior Secondary School. The study was an Expost-Facto causal comparative study. Study Habit Inventory, a standardized psychological instrument designed by C.G.M. Bakare was used. Students' scores in English language at the terminal level of their Junior Secondary School were used as criterion measure. The scores were standardized by transforming them into Z scores. 198 secondary school male and female students selected by stratified cum simple sampling techniques, served as subject. Their ages ranged from 15 to 20 years, with a mode of 18, a mean of 17.18, and a standard deviation of 1.15. Zero order

correlation statistical procedure and stepwise multiple regression analysis were used to process the data. The major findings of the study were that Several factors have been identified as the causes of students' poor academic performance but the salient factor of students' responsible in their poor academy performance has largely been neglected. The research results suggests that reading with concentration, the need to consult with teachers regularly to confirm, correct and give direction and organization of written work, and the need to prepare well for examination are germane in the attempt to improve on students' academic performance.

Pradhan, Sahasrabudhe and Chaudhry(2009) conducted case studies of poor result secondary schools, with the objective to find out the reasons for the poor results of the poor result schools of Baroda and to suggest the measures for the improvement of results of poor result schools. The major findings of the study were that the reasons for the poor result of poor result schools of Baroda were, that the students in the poor result school were with very weak academic base, to the extent that they do not have even the basic knowledge of reading and writing, majority of students were first generation learner, students were from very low socioeconomic class and with no interest in academic activities.

Pathak (2010) conducted a critical inquiry into the secondary schools achieving poor results in SSC board examination. Major objectives of the study were to study reasons for poor results in selected schools of Vadodara city and to suggest strategies to improve the results in schools achieving poor results. Purposive sample was selected for the study and the tools used for the study were structured and unstructured interview schedules and questionnaire (prepared by the researcher) for principal, teachers, students and officials in DEO (District Education Office) Vadodara. The collected data were analyzed by qualitative data analysis method. The major findings of the study were that the reasons for the consistent poor result of schools were

student factor like the students with very low intellectual status, students with very weak academic base, lack of academic interest, students from the families with low motivation for education and students from low socioeconomic class. Governing education board related factors like the liberal promotion policy in primary section i.e. non detention policy and rigid policy of maintaining fixed minimum number of students in each class. Teachers related factors like lack of sufficient teachers for teaching important subjects in the school and teachers assigned teaching subjects that they were not mastered in.

2.3.1 Critical Observations:

The detailed study of above presented literature suggests that the quality of school organization's performance can be predicted from the performance of the students studying there Pradhan, Sahasrabudhe, Chaudhry (2009) and Pathak (2010). However it is not that students performance alone accounts for school functioning, there are several interrelated reasons on which students performance further depends, like their basic urge towards academics You (1984), seeking education, value of education according to students perspective, availability of conducive environment for quality academics to happen, support from parents, their socioeconomic condition Badhri (1991), willingness of parents to teach their ward, management of school, quality of teachers they meet, peers and many more. Though all these factors counts for student's performance, what is basically required for a student to perform well, is basic urge to learn and become self-reliant, when this is lacking even best of efforts from the teachers, organization, parents cannot enable them perform well You (1984), Abdullahi O. E. (1996), hence this urge needs to be developed, catered and nurtured through efficient educational practices.

2.4 SICK SCHOOL AND PARENTAL BACKGROUND:

Bindal (1974) conducted the study of educationally backward pupils with reference to intelligence, interest and socioeconomic status with the objective to know the relationship between scholastic achievement and intelligence of the educationally backward students. The second objective of the study was to study the relationship between scholastic achievement and the socioeconomic status of the parents. The sample of 100 students was taken for the study. The data collected for the study was analyzed using the statistical method like coefficient of co relation (r). The major findings of the study were that there is positive correlation between scholastic achievement and socioeconomic status of parents and there is relation between scholastic achievement and intelligence of educationally backward students.

Lambhate (1974) conducted the study on the causes of high failures in higher secondary school examination during the year 1973 of M.P.Board of education. The study was conducted with reference to Indore city. The study was conducted with the objective 1. To study the reason affecting the result of higher secondary school examination 2.To find out the factor affecting teachers in relation with student failure, such as attitude towards the profession, method of teaching and evaluation. 3. To find out the factors affecting the administration in relation with the student failure, such as attitude towards the administration, professional competences of the employees and so on. The tools used for the study were questionnaire and interview. The data was analyzed using statistical data analysis method. The major findings of the study were:

1. In case of students, home proved to be the fundamental factor; the socioeconomic and educational status of the parents is more powerful in influencing the result of the examination.
2. In case of parental attitude towards the study of child-interest, encouragement, help from the family members is another remarkable factor

influencing the result of the children. 3. The third and important factor which is noticed by the investigator is student's regular study habits. This enabled the students to perform well in contrast to poor study habits in students which are resulted in low performance in higher secondary examination in 1973 board examination.

It seems that there is a chain of relationship between the factors that lead to students weak performance in examination, such as unhealthy classroom climate which create negative attitude towards school and teachers, leading to defective study habits, accompanied by poor parental cooperation due to low socio economic status and low educational status of the family and weak school management practices.

Hadi and David (1981) studied socioeconomic status, academic achievement and teacher response of elementary school students. The study was conducted with the objective of studying the effect of socioeconomic status on academic performance of students. The researcher studied the socioeconomic status (SES), parent participation, teacher awareness, and academic achievement of 76 elementary school students. The study was conducted by reviewing relevant literature. On interpretation of the data, following findings were derived. A strong positive correlation was found between a student's SES and academic achievement in school. Some findings attributed poor academic achievement, to the very poor attendance records. The literature and the reviewed study indicated that teachers' attitudes toward low SES students were not very positive in regard to student achievement, and no specific strategies were used that could be identified as being geared for minority groups low SES students. This was because; the training of teachers received from colleges of education, provided relatively little specific skill and knowledge related to low SES students. Hence, recommendations for improving the training and the in-school experiences of teachers of low SES students was emphasized. This also emphasized the importance of involving parents with the school and in the education of their children.

Wadkar (1989) conducted study on role of home background in academic achievement of students with the objective to explore relationship between home background and academic achievements of students. The study was a comparative study between the failure students and the students passing regularly on selected variables like: Relation between siblings, family ideology, and value of education, socioeconomic status of family and relation of family with society. The co relational study was analyzed quantitatively by using statistical methods like correlation analysis and regression analysis method. The major findings of the study were that the home background is major determinant of student's personality, behavior and adjustment ability.

Panda (1998) conducted a study on the relationship between socio-economic status and achievement of class IX students to identify various factors determining the social and economic background of students and to make a survey of the school intervention that have bearing on the achievement of students. SES scale and interview schedule for studying the intervention relating to achievement of the students was used as tools for the study. The data was analyzed using techniques such as conversion of raw scores to standard scores, test of significance, coefficient of correlation, regression technique, partial and multiple correlation and standard error of multiple \bar{R} . The major findings of the study were that there is significant difference in SES of students studying in different types of schools and in academic achievement of students studying in different types of schools.

Considine (2002) studied the influence of social and economic disadvantage in the academic performance of school students in Australia. The study was performed with the objective to study the relationship between family socioeconomic status and the academic performance of children. The study was conducted with the sample of over

3000 students from financially disadvantaged backgrounds to estimate the extent of socioeconomic, family, individual and contextual factors on school educational performance. Results obtained using binomial logistic regression techniques indicate that gender, unexplained absences, parental educational attainment, housing type, ethnicity and student age are all statistically significant variables and predictors of academic performance. The findings support the notion that the ‘social’ and the ‘economic’ components of the socioeconomic status equation have distinct and separate influences on educational outcomes. Financial assistance to schools and families in need is important. Policies and programmes that assist low-income parents in providing appropriate psychological and educational support for their children should be promoted.

Uwaifo (2008) studied the effects of family structure and parenthood on the academic performance of Nigerian University Students. The study was conducted with the objective to study the effects of family structure and parenthood on the academic performance of students. The population of the study comprised of all the students from University of Nigeria. The sample for the study consisted of 240 students. The adapted form of –Guidance and Counseling Achievement Grade Form|| was used for data collection and the data collected were subjected to statistical analysis using the t-test. The three null hypotheses formulated were tested at .05 level of significance. The results showed that significant differences existed between the academic performance of students from single parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures. On the basis of these findings, it was recommended that school counselors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns. There is

also the need to keep enlightening the parents about the importance of the home structure on the life of children. This is necessary so that parents can understand the implications and consequences of parental separation and thus mobilize all resources to curtail the problems arising from the situation. School counselors should be employed in institutions of learning and adequate supervision to be put in place to ensure provision of necessary guidance and services to students.

Vahedi (2009) conducted a study of parent's participation in the high schools administration and its effect on school activities. The objective of the study was to study the parent's participation in decision making of the school administration, to study the ways of supporting and engaging parents in children's learning activities, to study the effect of Parent's participation in school activities. Survey method had been suitably employed for the study. Interview, Observation and Check List were the tools and techniques employed for the study. Pearson Correlation Coefficient, ANOVA, Friedman's Test and Constant Comparative Method were the data analysis techniques employed for the study. Major findings of the study were as follows: Parents' participation in decision making increases ownership and support for multi-stage education. Parents' participation does make a positive contribution to their children's learning activities in the Schools. There is significant positive correlation between parents' participation and school's cultural, financial and educational programs. When Parents are actively engaged in schools, then they can support the cultural, financial and educational programs of the schools. Significant differences have been found among the views of parents, teachers and administrators on parents' participation in children learning activities, decision making in school administration and school activities, respectively. The conclusion of the study was that parents can actively participate in the high schools administration to strengthen school activities.

2.4.1 Critical Observations:

The in depth study of above presented literature reveals that there is a great importance of the home environment or family on student's academic performance Uwaifo (2008), Panda (1998) and Wadkar (1989). The home has a great influence on the students' psychological, emotional, social and economic state. The parents are the first agents in socializing the individual, hence, their personality, and their socioeconomic status matters a lot in the performance of the child Lambhate (1974), Vahedi (2009) and Considine (2002) and also on how the child reacts to different life situations Wadkar (1989).

It is therefore very important that the parents make conscious actions and interact in most responsible way with their wards since their behavior makes permanent impression on the personality of the child as very well can be observed in the study conducted by Uwaifo (2008), this study also advocates keeping counselors in school both for parents and students in order to provide timely guidance and ensure quality student performance and in turn healthy organizational functioning. Reviewing the national policy documents it is observed that there is dearth of policies strengthening the functioning of poor schools and academics of students belonging to low socioeconomic class of society; their the Studies as conducted by Considine (2002) appear unique among the above presented studies, since it suggests making policies by government bodies so as to provide financial help to the schools performing poor and to socioeconomically poor parents in order to enable these schools and students perform better and ensure better organizational functioning and better future for student belonging to socioeconomically weak class of society.

2.5 SICK SCHOOL AND MANAGEMENT PRACTICES:

Singh (1995) conducted an analytical study on low achievement of students from schools within rural belt of Delhi with the objective to study the factors leading towards deterioration of educational standard of government rural school of Delhi. Information sheet, questionnaires and interview schedules for principal, teachers, students and management personals were used as tools for the study. Major findings of the study were that the low achievement of the students of school from rural belt of Delhi was due to the fact that the school is a government school, where no student can be denied from seeking admission according to the plans and policies of government and hence the school is dominated with academically low performing students. To add to this problems the factors like inadequate staff, lack of essential physical facilities, frequent transfer of teachers and heads of the school, inadequate funds at disposal of the heads of school, lenient admission criteria, lenient promotion rules for students, additional nonacademic and Para academic duties assigned to the teachers and heads of the school and delay in taking timely decisions against the defaulting management practices and so on contribute to the low achievement of students of schools from rural belt of Delhi.

Mapheleba (2004) conducted the study on the impact of the education management system on the effectiveness of secondary schools in Lesotho. The study was conducted with the objective to investigate the factors that cause most Lesotho secondary schools to perform poorly in the Cambridge Overseas School Certificate examination. Major findings of the study show that the problems that contribute ineffectiveness of most secondary schools are multiple and interrelated. One of the reasons at macro level appears to be lack of adequate capacity among the senior management staff regarding management. Another reason is ineffectiveness of

secondary school teachers, which include teacher tardiness, teacher absenteeism and a lack of learner determination. These factors suggest that the weak management of the school principal results in to weak educational practices in secondary schools in Lesotho.

Mobegi and Ondigi (2011) studied on Coping with quality assurance challenges faced by

Secondary schools' head teachers in Gucha district, Kenya. The purpose of the study was to examine ways on how head teachers can cope with the challenges of financial constraints, shortage of teachers, lack of basic facilities, community interferences and irregular visits by quality assurance officers in order to provide quality education in secondary schools. The study also investigated possible opportunities at the disposal of head-teachers which could be utilized for the improvement of quality education. The findings of the study showed that head teachers employed untrained teachers to cover up for teachers' shortages, devised school income generating projects to improve on financial problems and improvised science facilities. The researchers concluded that ways of coping with the challenges faced by head-teachers were inadequate and insufficient for provision of quality education. The researchers recommended that school head-teachers should step-up/ improve fee collection so that they do not involve themselves in borrowing of finance and purchasing items on credit. They should also provide adequate and comprehensive information to financial sources, for example constituency development fund (CDF) and government bursaries so that the needy cases are adequately covered. Given the expansive and productive land in most schools, the study recommends that head-teachers should embark on horticultural farming where fast maturing farm products are produced to generate cumulatively more money and ensure self-sustenance of the schools in farm produce

needs. Head-teachers needed support in form of finance, equipment, and facilities from the government and other stakeholders in order to improve the quality of education in their schools.

Pushpalatha (2006) conducted study on the factors influencing student's achievement in the schools of Janshala Mandals of west Godavari district of Andhra Pradesh with the objective to identify the factors influencing the academic achievement of students of class V and to suggest strategies for enhancing the student's achievements. The normative study method used to execute the study concluded that there is direct co relation between the achievement of students and teaching-learning facilities available.

Sujatha (2006) conducted a case study on government higher secondary school , Tholicode of Thiruvananthapuram district of Kerala titled: A neglected school: Government higher secondary school. The case study looks into specific aspects such as school characteristics, access, extent of available infrastructural facilities, and enrolment quality of education, student-teacher profile, teaching-learning process, school performance, and management practices and so on. The conclusion of the study was that since the facilities in the school, teaching learning process in the school were poor compounded with lack of teacher's interest contributed in the cause of disadvantage occurred to the students of government higher secondary school of Tholicode. According to the principal of the school, creation of awareness among parents about the need for quality education for their wards along with conscious and consistent efforts from all teachers along with specially molded compulsory in-service training for teachers, a good parents teachers association, quality teaching facilities and periodical evaluation might go a long way in improving the condition of the school.

Sujatha (2006) conducted a case study on Beema Maheen Memorial Higher Secondary School, Titled: An Altruistic effort to improve education. The above stated school is a poor performing private unaided school in Beemappally, Thiruvananthapuram district of Kerala. The case study looks at the specific characteristics, access, infrastructural facilities, enrolments, quality of education, student teacher profile and management practices and so on to understand what makes it a poor performance school. The major conclusions of the study were that the school performed low due to exceptionally poor socio economic background of students, insufficient facilities, resources and supporting systems and low level of motivation in students due to emphasis on trading and fishing skills over academic pursuits. The combination of these factors makes Beema Maheen Memorial Higher Secondary School a poor performing school.

Sujatha (2006) conducted a case study on secondary schools in Andhra Pradesh titled: The fall of a reputed school. The case study had been done on the government girl's high school, Nalgonda which is an urban girl's school, managed by state government. The school has seen decreasing enrolment and consistent poor performance in the SSC examination. Major findings of the study were that the school has fallen from its earlier position of reputation because of inadequate infrastructure facilities, unrealistic planning, ancillary facilities, difference in views among the principal, teachers, management and parents regarding strategies to improve the school.

Sujatha (2006) conducted a case study titled: A poor government school for poor children. The case of Zila parishad high school (ZPHS), Tirumalagiri. The ZPHS is a local body managed co-educational school, which has witnessed a marginal increase in enrolment in the last five years but has performed very poorly in the SSC

examination. Major findings of the study were that the school has been addressed as poor school due to poor infrastructure, poor teaching learning practices and weak management practices which has led to poor student achievement and a very high rate of student failure in public board examination.

Tough (2006) wrote an article titled, -What it takes to make a Student.|| He conducted the study with regard to NCLB (No child left behind) a pledge to eliminate, in just 12 years, the achievement gap between black and white students, and the one between poor and middle class students. By 2014, the law requires that African-American, Hispanic and poor children, all of whom were at the time scoring well below their white counterparts would not only catch up with the rest of the nation; they would also reach 100 percent proficiency in both math and reading.

This writer looked at the evidence and found it difficult to ignore that when educators do succeed in educating poor minority students up to national standards of proficiency, they invariably use methods that are radically different and more intensive than those employed in most American public schools. The schools that are achieving the most impressive results with poor and minority students tend to: Require many more hours of class time than the typical public school, They treat classroom instruction and lesson planning as much as a science as an art setting explicit goals and giving principals the authority to remove teachers who don't meet the goals. They make a conscious effort to guide the behavior, and even the values, of their students by teaching what they call character. They reject the notion that all these struggling students need is high expectations: they also need specific types and amounts of instruction, both in academics and attitude, to compensate for everything they did not receive in their first decade of life.

Marcos (2007) conducted a study on school improvement plans, school decision-making and advocacy, and their correlation to student academic achievement. This correlational study was conducted with the objective to study the correlation between school decision making and advocacy and student academic achievement. The second objective of the study was to investigate if school improvement plans were correlated to student academic achievement. The data was collected from 38 middle school and 29 higher schools in Broward County. The study was conducted by survey method. Collected data was investigated using linear correlation, multiple correlations and multiple regression method. The major findings of the study were that the strategies found in the school improvement plan may increase student achievement. Another major finding of the study was that there is significant correlation between strategies found in school improvement plans and student academic achievement.

Brightman (2008) conducted a Case study of Educational Failure of Chemawa Indian School. The major findings of the study were that the Chemawa Indian School was reporting educational failure due to poor management practices, rigid education policies followed in the institution and below standard infrastructure facilities in the organization.

New Leaders for New Schools ((2008) a study was conducted titled, Key Insights of the Urban Excellence Framework: Defining an Urban Principalship to Drive Dramatic Achievement Gains. The research literature on school improvement shows that having a strong, highly skilled principal is an especially significant factor in effecting dramatic improvements in student achievement.

Ahmad (2009) conducted a critical study of educational administrative & financial problems of Urdu high schools of Vidharbha region, with the objectives to study the educational and administrative problems of Urdu High Schools of Vidharbha, to study

the stagnation problems of students in Urdu High Schools of Vidharbha. A Sample of 200 Urdu Medium High Schools were selected through stratified random sampling. 100 Head Masters, 250 Teachers and 20 Members of the Management constituted the samples for the study. Tools used were Questionnaire and Interview techniques for the study. The major findings of the study were that the Buildings of only a few Urdu medium high schools in Vidharbha had been built in RCC. Most of the School Buildings were temporary. Non-salary grants were not received timely. Participation of girls in co-curricular activities was less than that of boys. Library facilities were very poor in most of the Urdu Schools. There were no play grounds in a large number of schools. Physical Education was poorly organized. There was a significant difference in the administration of the government and private managed Urdu high Schools. The study concluded that the Urdu Medium Schools of Vidharbha were suffering from various administrative and financial problems.

Kujur (2009) conducted a study on administrative effectiveness and academic performance of the students of senior secondary schools in Ranchi with the objective to study the effect of administrative effectiveness on the academic performance of the students of senior secondary school. Major findings of the study were that there is moderate positive relationship between administrative effectiveness and academic performance of the students. Teachers non participation in decision making process adds to the drawback of functioning of the school, other factors adding to the cause of the fact are parents of the students with least interest in child's academics, lack of proper supervision work, big communication gap between senior officials of the school, qualification – experience of the heads, socio economic status of parents, heredity, motivation and lack of adequate funds with the management.

Chyu and Timar (2010) conducted a study on strategies to improve low –performing schools: California’s High Priority Schools Grant Program. The study focuses on the organizational factors that influenced resource allocation decisions. The discussion addresses what might be done to ameliorate some of the key problems implicated in nonperforming schools. The study was done using qualitative case studies of 15 schools in California, where information was gathered by organizing structured interviews with principals, teachers, special program coordinators, and school site council members, as well as classroom observations and focus groups discussions. During a two-day visit, at least five people at each school were interviewed. The major findings of the study were that the organizational characteristics, such as leadership of principals, member participation in decision-making, and existence of coherent goals and plans, have a significant influence on the ability of schools to achieve higher student performance. The study’s main finding was that improving schools were deliberative and purposive in their use of program funds. Non improving schools, on the other hand, were opportunistic, lacking a plan or vision for using funding to build effective regimes of teaching and learning.

Rehman (2010) conducted a study on basic facility for school children in Pakistan. The objective of the study was to assess the quality of public education in Pakistan. The major findings of the study were that the public expenditure on education as a percentage of GDP is lowest in Pakistan. Due to poor implementation of compulsory education ordinance- Sindh, 50% and above children was out of school and 70% girls had never attended the school. (According to Pakistan Economy Survey) (PES) and According to National Economic survey (NES) 8.6% of schools out of 10381 were in dangerous condition.

Tiwari (2010) conducted study to know the effectiveness of instructional material in science, based on thinking skill to identify the pros/cons in terms of student's achievement and reactions at secondary school level. The study was conducted with the objective to compare the mean achievement scores of students taught through instructional material at pre and posttest stages. The research was done using experimental design using self-made questionnaire or achievement test, reaction scale test for collection of data. The data was analyzed using correlated t- test. The major findings of the study were that instructional material in science based on thinking skill of identifying pros/cons has the potential to increase the achievement of students significantly.

2.5.1 Critical Observations:

On studying the above presented literature critically, researcher observed that another major determinant of school organizational functioning is the management practices. The researcher studied almost 24 studies, of which almost 15 studies are conducted abroad and only 9 studies in India. The studies largely highlight on how poor or weak management practices can lead to poor functioning of schools. Sujatha (2006) conducted almost 4 studies on weak schools in different states of India and found that a school performs low in absence of committed teachers, quality teachers, good infrastructure facility, poor government policies and most importantly weak, government policies, casual and poor leadership practices New Leaders for New Schools ((2008), Singh (1995) in his study conducted in the rural pockets of Delhi suggests that student's performance is very much affected by availability of teachers to the students and in several government schools most of the time the teachers are involved in non-academic and Para academic duties. There are lenient promotion

rules and poor management practices in form of delay in taking firm decision in benefit of organization. All this contributes to school organizational poor functioning. Most of the researchers have conducted Case study research Sujatha (2006), Brightman (2008) and Singh(1995) concluded that there are several interwoven factors like teacher tardiness, teacher absenteeism, Mapheleba (2004)lack of student determination, ancillary facilities in infrastructure, weak leadership, lack of proper government policies contribute to poor students performance and in turn to poor organizational functioning.

A comparative study was done by Chyu and Timar (2010) between schools performing well and schools performing low and concluded that the later schools were performing low due to management that was opportunistic, lacking a plan or vision for using funding to build effective regimes of teaching and learning while the schools performing well had efficient management practices which contributed to good student achievement. This was also emphasized by the study conducted by Marcos (2007). Certain author such as Tiwari (2010) suggested that other than factors such as teacher efficiency, infrastructure facility Pushpalatha (2006)Sujatha (2006), Brightman (2008), student determination, parent's involvement Kujur (2009), management practices Ahmad (2009) there are factors such as quality of instructional material also that determine the quality of student achievement and in turn, govern organizational functioning. Reviewing these studies enable agreeing the word of sir Tolstoy on organizational functioning, which says that: *'All successful companies are successful for different reasons, but dysfunctional companies are dysfunctional in the same way'*. In my experience, the main reason for poor organizational performance is not the lack of working knowledge, but rather negative internal politics.

2.6 LITERATURE ON SICK SCHOOL AND STRATEGIES ON REVITALIZING SICK SCHOOLS

Marisa, Elaine, Sanja, James, and Michael (2012) conducted a study on Turning Around Low-Performing Schools in Chicago. According to the researchers, the nation's lowest-performing schools increasingly have become a focal point of scrutiny and concern. Policymakers have called for swift and dramatic action to improve the nation's 5,000 lowest-performing schools, arguing that the magnitude of their dysfunction requires a robust response. Specific strategies for -turning around chronically low-performing schools have become prominent, with the U.S. Department of Education enacting policies to promote four school improvement models that include -fundamental, comprehensive changes in leadership, staffing, and governance (State Fiscal Stabilization Fund Program: Final Rule, 2009, p. 58462). Spurred by federal grants and incentive programs, states and districts are attempting to catalyze rapid improvement in the lowest-performing schools through efforts that range from replacing principals, to firing the entire staff, to closing schools entirely.

Despite the attention and activity surrounding these types of school improvement models, there is a lack of research on whether or how they work. To begin to address this knowledge gap, the University of Chicago Consortium on Chicago School Research and AIR (American Institute of Research) partnered to examine five different models initiated by the Chicago Public Schools (CPS) in 36 schools.

CPS was an early adopter of dramatic intervention strategies in low-performing schools, and the reforms in this study were implemented between 1997 and 2010. All of the schools were identified as chronically low performing and were reformed in ways consistent with the elements described in the school improvement models

recommended by the federal government. The objectives of the study were to make clear how school reform occurred in Chicago—showing the actual changes in the student population and teacher workforce at the schools—and to learn whether these efforts had a positive effect on student learning overall.

The major findings of the study are, that schools strong on at least three of five essential elements—effective leaders, collaborative teachers, strong family and community ties, ambitious instruction, and safe and orderly learning climate—were 10 times more likely to improve and 30 times less likely to stagnate than those that were strong on just one or two.

Continued study will be needed to know whether these gains are sustained beyond the first four years, particularly if attention and resources from the district start to fade. These schools started out with extremely low levels of student performance and presented significant barriers to reform. From this perspective, this study provides promising evidence about efforts to improve chronically low performing schools—showing improvements in schools that historically have been most impervious to reform.

Calkins, A., Guenther, W., Belfiore, B., and Lash, D. (2007) conducted a case study titled, *The Turnaround Challenge: Why American's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. A review of case studies revealed three commonalities of approach in successful turnaround efforts: increased instructional time in core areas, quick and intensive support for struggling students, and instructional strategy choices appropriate to the students being served and the school's mission. Researcher offered five recommendations for improving school turnaround efforts: 1. Recognize the nature of the change 2. Recognize turnaround as a discipline 3. Change operating conditions 4.

Build capacity of lead turnaround partners⁵. Cluster for support: States and districts should undertake turnaround in clusters organized around identified needs: by school type (e.g., middle schools or grade6-12 academies), student characteristics (very high academic score, average score, low scorers), feeder patterns (elementary to middle to high school), or by region.

Duke, D. (2007) conducted a study titled, *Turning Schools Around: What we are learning about the process and those who do it*. Based on a growing body of evidence, Duke concludes that one person may not be able to turn a low-performing school around singlehandedly, but suggests that one person with the right talents, temperament, and training can mobilize the energies of many people to accomplish the task. In this article, Duke reports on the –school turnaround specialists –emerging from a pioneering program at the University of Virginia that adapts the business model of turnaround specialists to reverse the process of school decline. Some of the findings are that there is no substitute for leadership. It is of utmost importance to identify individuals willing and able to play a leadership role. Leaders must be very knowledgeable about literacy because illiteracy lies at the heart of every failing school. Personnel problems must be addressed before significant improvements can be made which requires political savvy about policies, procedures, and contracts. Leaders must be willing and able to manage the reforms they initiate.

Duke, D. (2006) conducted a study on keys to sustaining successful school turnarounds. ERS spectrum, report summarizes recent research on 15 low-achieving Virginia elementary schools that were able to turn around a pattern of low achievement and sustain that turnaround for at least two years. Each school had high percentages of students in poverty as well as many foreign-born and special education students. The primary guiding principles of the changes were that the changes made

were comprehensive, customizing, and enacted a core of essential reforms. These principles in turn permeated eight –clusters of change|| from leadership through school facilities. Every specific change fit into one of three categories:

- Eliminate negative influences, e.g., discipline problems or staff resistant to change
- Create conditions to support effective teaching and learning, e.g., teacher collaboration.
- Improve instruction, e.g., allocating sufficient time to review Most important lessons learned about successful turnaround from these cases were:

- Comprehensive reform throughout the school.
- Customized school improvement plans based on local needs.
- Ten key essential elements of reform that either improve instruction or create the conditions to do so.
- Increased complexity of school organization.
- Dedicated teachers to form the vast majority of the teaching staff.
- Focus on what students need to know and preventative interventions.

Hassel, E., Hassel, B., Arkin, M., Kowal, J. & Steiner, L. M. (2006) conducted a study on school restructuring Under No Child Left Behind:-What Works, When? a guide for educational leaders. These guide point’s educational leaders to the best restructuring options for chronically failing schools with a focus on choosing change strategies that produce rapid and obvious success. It provides tools to support restructuring choices. Authors conclude that when a turnaround restructuring option is chosen, the primary factor in success is the presence of a capable turnaround leader willing to take the steps necessary to make dramatic change quickly. In a turnaround, new and different tactics that deviate from standard district policy and practice are necessary. Experience with school turnarounds indicates that the number of teachers who typically need to be removed is small because dramatic results are often obtained with the same teachers responding to the right principal’s leadership. Four major actions are emphasized as necessary steps in the restructuring process: 1. Take Charge

of Change – Big Change including organizing district restructuring teams and assessing capacity to govern restructuring decisions. 2. Choose the Right Changes including organizing a school-level, decision-making process, a restructuring analysis, and final restructuring decisions across the district. 3. Implement the Plan including setting goals for implementation and identifying and tackling likely roadblocks. 4. Evaluate, Improve, and Act on Failures.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S and Darwin, M.

(2008) conducted a study on turning around chronically low-performing schools: A practice guide. Many thousands of schools across the country are in need of improvement: 2300 have failed to meet annual improvement targets for more than five consecutive years. In most cases, it is not that these schools have not tried a variety of strategies to improve student achievement but rather that these strategies have not resulted in rapid or clear successes. Students in these schools, many of whom are disadvantaged, continue to fall further and further behind their peers so leadership must look beyond slow, incremental change and examine practices that will raise and sustain student achievement quickly. To be identified as a -turnaround,|| the school began as a chronically poor performer, (i.e., more than one-fifth of students were failing to meet state proficiency standards for more than two years in a row) and then showed quick and substantial gains in student achievement, (i.e., ten percentage points or greater reduction in proportion of failing students or dropout rate in fewer than three years). The specific and coherent evidence-based recommendations for quickly and dramatically improving student achievement in low-performing schools are: • Maintain a consistent focus on improving instruction. • Identify one or two clear goals that can be accomplished quickly, with notable success, and that don't require

district-approval or teacher buy-in. Quick wins show it is possible to move toward the overarching goal of raising student achievement and establish a positive climate for long-term change. • Build a staff that is committed to the school's improvement goals and qualified to carry out school improvement activities.

Hess, F., Kendrick, R., Guenther, W and Calkins, A. (2008) conducted a study on turning around the nation's worst schools. According to U.S. Department of Education, by 2008, under the 2002 No Child Left behind Act (NCLB), nearly 11,000 schools are deemed in need of improvement. The NCLB-driven visibility of the growing number of these chronically failing schools has put the challenge of turning them around near the top of the educational policy agenda in most states. Unfortunately, there is broad consensus that the rescue plans for chronically failing schools mandated by NCLB have not proved very effective and efforts to turn them around have largely failed. However, the NCLB standards and testing movement has spotlighted some impressive individual school success stories that have at least helped to demonstrate that schools serving highly challenged, high-poverty students can in some cases succeed. There is very little research on what these schools are doing differently that would inform the extension of the successes of individual schools to the broader context. States need not only more and better research into what works, but also appropriate ways to gauge what's not working in a school—an assessment derived not just from students' test results but also from thorough analyses of school-level functions such as resource allocation, the quality of classroom instruction, and the capacity to use data to inform instruction.||

Hoff, D. (2009) wrote an article titled: Schools Struggling to Meet Key Goal on Accountability Number Failing to Make AYP (Annual yearly performance) Rises 28 Percent. Almost 30,000 schools in the United States failed to make adequate yearly

progress under the No Child Left behind Act in the 2007-08 school years. The rising number of schools failing to make AYP under the law is seen as inevitable by some because of what they think is an unrealistic requirement that student achievement rise on an annual trajectory that brings 100% of students to proficiency in reading and math by the end of the 2013-2014 school year.

Rhim, L., Kowal, J., Hassel, B and Hassel, E. (2007) conducted a study on school turnarounds: A Review of the cross-sector evidence on dramatic organizational improvement. Researchers developed a framework for understanding school turnaround drawn from efforts across a range of sectors, both public and private, and based on 59 sources from business, education, government, non-profit, and multi-sector research. The major findings of the study were that the following actions of successful turnaround leaders enabled the low performing school to perform well-turn around. The actions were: Focusing on achieving a few wins in 1 year. Implementing what has to be done even though some desired changes may conflict with current norms. Ensuring a rich source of data on key work and take personal responsibility for knowing what the data say as part of their analysis and problem-solving cycle. Make action plans based on data. Measure and report on data frequently and publicly. Making it clear that change is not optional and that everyone will be changing. Some of the staff will be replaced, but turnaround leaders rarely replace more than a limited number to sustain long-term stability Funneling time and money into high-priority areas and stop unsuccessful efforts. Acknowledging progress but keeping focused on the goal not letting small success take the place of the overall transformation required Communicating a positive, compelling vision of the future Helping staff understand the problems from the –customers|| point of view Garnering key support for the change, and silencing naysayers early but indirectly by demonstrating success

Timar T, (2006) conducted a study on State strategies to Improve low performing schools. (California's school accountability system is programs to engage low-performing schools in improvement efforts. One of these is the High Priority Schools Program (HPSGP), created by Assembly Bill 961 (Chapter 747, *Statutes of 2001*) to provide funds to the lowest performing schools in the state. To be eligible for funding, schools must rank in the bottom decile (10th part of distribution) of the state's Academic Performance Index (API). Priority for participation in HPSGP was given to schools ranked in the lowest decile on the state Academic Performance Index (API). Participating schools receive \$400 per pupil for a period of three years.)

The study was conducted with the research questions: How much money was spent by schools?, On what basis were allocation decisions made, and who made them?, How much flexibility and autonomy did schools have in developing action plans and allocating resources for their implementation?, Given that the fact the HPSG funding stream is for three years, what is the long-term impact on school improvement? Do schools invest with an eye to sustainable improvement over the long term or quick fixes for short-term improvements in test scores?, What changes in teaching and learning can be attributed to the use of HPSG funds?

The Case study was conducted by studying critically 15 low performing schools. Interview and observation schedules with the principal, teachers and co coordinators were used as the tool for the data collection for the study. The major findings of the study were, somewhat mixed results. Some schools were able to benefit from the program and regarded the program as an opportunity to transform the school into an effective organization that serves the educational needs of its students; others regarded the program as a financial windfall and an source of discretionary funding. The difference in how the program was regarded is largely attributable to the commitment that teachers and administrators in the school made to school improvement.

Schools that were judged to be improving exhibited the following characteristics.

1. Organizational stability and continuity
2. taff
Stable and competent leadership ,Focus on developing leadership for school improvement among teachers
3. A focus on the school as the organizational unit rather than a collection of classrooms.
4. Leadership and vision
5. An strategic plan for improvement that is a working document that reflects ongoing strategic planning
6. Organizational coherence
7. Commitment to an improvement strategy
8. Ongoing assessment and evaluation
9. Collaboration and professional development
10. Coherent program funding tied to strategic plan

The findings also suggests that, In many of these schools, HP funds are used to purchase supplemental services like tutoring, time for collaboration and planning, teacher support, and the like. These are ongoing needs that persist beyond the three years of funding that schools are given.

This group of schools represents a unique set of policy problems: the schools face greater challenges and need more assistance than the average school. In addition to just financial and human resources, they need technical assistance and mentorship.

The important policy question that needs to be addressed is not how to fix low-performing schools, but how state policy can do for schools that serve large numbers

of educationally and economically disadvantaged students. It is a more complex and politically difficult problem than making adjustments around the edges of the current program. Its solution touches upon the structure of the system of school finance and the system of governance. In the long run, it is a problem that needs to be addressed.

2.6.1 Critical Observations:

Certain researches have been done to study how chronically low performing schools can be revived, what works where as seen in the studies conducted by Herman, Dawson, Dee, Greene, Maynard, Redding, and Darwin, (2008), Rhim, Kowal, Hassel, and Hassel, (2007), Duke, (2007), Calkins, Guenther, Belfiore and Lash(2007). The research studies conducted reveal that low performing schools can be revived by proper strategic plan, effective leadership, committed and stable teaching staff, coherence among the stake holders, proper funding, periodic assessment of work procedures and periodic professional development programs (Timar,T.2006) , Hess, F., Kendrick, R., Guenther, W and Calkins, A. (2008), Hoff, D. (2009), Rhim, L., Kowal, J., Hassel, B and Hassel, E. (2007).

Most of the studies on improving chronically low performing schools are conducted by foreign authors. There is hardly any study conducted in India to suggest and recommend strategies on improving low performing schools. These reflects dearth of efforts, plan and policies in India to overcome the challenge of improving low performing schools. The studies as conducted by Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S and Darwin, M.(2008), Hess, F., Kendrick, R., Guenther, W and Calkins, A. (2008) , Rhim, L., Kowal, J., Hassel, B and Hassel, E. (2007), Timar T, (2006), Duke, D. (2007), Marisa, Elaine, Sanja, James, and Michae (2012) reveals that lot of research is conducted abroad on the critical issue of revitalizing the sick school, low performing schools. These researches also reveal that

government bodies abroad have framed many laws and policies to cope up with the problem of weak educational organizational performance High Priority Schools Program (HPSGP), created by Assembly Bill 961 (Chapter 747, Statutes of 2001), the 2002 No Child Left behind Act (NCLB), while it is a matter of concern that there is hardly quality work done in India in this field of developing strategies to enable chronically low performing schools improve. There are few policies in India NPE (1968), NPE (1992), NKC (2009) safe guarding the problem but are not effectively implemented.

2.7 LITERATURE BASE FOR SICK SECONDARY SCHOOLS FROM NATIONAL POLICY PERSPECTIVE

National Policy of Education (1968) the first policy on education emphasized on radical reconstruction of education for economic and cultural development of the country. It also laid stress on enhancing efforts to expand educational opportunities for all and to intensify efforts to raise the quality of education at all stages. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers.

National Policy of Education (1986) Emphasized on improving the quality of school organizations by encouraging programs such as: Operation Black board at primary school level and further extending it to upper primary level. The policy also emphasizes the importance of having quality in organizational functioning by stating following lines in the document of NPE (1986) Part VI, statements vii and viii such as: Excellence in performance of institutions and individuals will be recognized and rewarded. The emergence of substandard and mediocre institutions will be checked. A climate conducive to excellence and innovation will be promoted with full

involvement of the faculty. Select institutions will be awarded academic, administrative and financial autonomy of varying degrees, building in safeguards with respect to accountability. In order to make the systems work, it also stated Part VII 7.3 d) creation of a system of performance appraisals of institutions according to standards and norms set at the National or State levels.

National Curriculum Frame Work (NCF) 2005

The following recommendations were made in the NCF 2005 for strengthening quality of school education:

- Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule are critical for improved teacher performance.
- Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community.
- Multimedia and ICT as sources for two way interaction rather than one way reception.
- School library as an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world.
- Decentralized planning of school calendar and daily schedule and autonomy for teacher professionalism practices are basic to creating a learning environment.
- Quality concern a key feature of systemic reform, implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities.
- Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes.
- Partnerships between the school system and other civil society groups – NGOs and teacher organizations etc. for moving ahead.

Central Advisory Board of Education (2005)

- The CABE Committee on Universalization of secondary education (2005) has suggested that secondary education should be made universal but not compulsory.
- Not only universal enrolment, but universal retention and satisfactory quality of learning should also be given priority at the secondary level.
- Accordingly, the MHRD, Government of India keeping in view the need to make quality secondary education available , accessible and affordable to all young person has initiated dialogue with the state Governments and UTs requesting them to take certain preparatory steps for Universalization of access to and improvement of quality of secondary education.

National Knowledge Commission (2009)

Following recommendations were made in NKC 2009 for strengthening quality of school education.

- To improve quality and generate accountability among the stakeholders, NKC has recommended improving school infrastructure and revamping school inspection with a greater role for local stakeholders and greater transparency in the system.
- Information and Communication Technology should be made more accessible to teachers, students and the administration. NKC has also emphasized the need for reforms in the curriculum and examination systems by moving away from rote learning to a critical understanding of concepts and finally improvement in faculty.
- The Eleventh Five Year Plan (2007-2012) places high priority on education as a central instrument for achieving rapid and inclusive growth with specific emphasis on expansion, excellence and equity. This is evident from the proposed allocation of Rs 3 trillion, a fourfold increase over the Tenth Plan. The share of

education in the total Plan will accordingly increase from 7.7 per cent to 20 per cent.

- Initiatives to improve school education in the Plan include reorienting Sarva Shiksha Abhiyan with a strong rights focus to make Right to Education a reality. Under the Scheme for Universal Access and Quality at the Secondary Stage, 6000 new high quality model schools are to be set up, with at least one school in each block.

Rashtriya Madhyamik Shiksha Abhiyan (2009)

- Improving the quality and efficiency at school-classroom level at secondary stage is a major thrust area of RMSA programme.
- Important quality interventions provided under the scheme are:
 - Appointment of additional teachers to reduce PTR to 30:1,
 - Focus on Science, Maths and English Education.
 - Curriculum reforms
 - Science laboratories
 - ICT enabled education
 - In service training of teachers
 - Teaching learning reforms
- Specific quality Indicators for secondary school under the scheme are as follows:
 - -Infrastructure and other resources, -school Planning and Management,
 - -Teaching –learning resources,-Curriculum transaction,-Learners‘ progress in all the areas and –Teacher Professional Development.

Central Advisory Board of Education (2012)

Following recommendations were made in the annual meeting of CABE committee held in the academic year 2012 for enhancing quality of school organization.

- Under Sarva Shiksha Abhiyan all new school buildings are sanctioned as composite buildings which include toilets for girls and boys; and drinking water facilities etc.
- For existing rural schools drinking water and toilet facilities are constructed in convergence with schemes of the Ministry of drinking water and sanitation.
- As per DISE 2011-12 (provisional), 94.3% Government elementary schools have drinking water facilities & 87.9% schools have toilets. The RTE Act, 2009 provides a time frame of three years from the commencement of the Act for completion of school infrastructure. Under SSA, 3.04 lakh school buildings, 17.92 lakh Additional Class Rooms (ACR), 8.53 lakh toilets and 2.29 lakh drinking water facilities have been sanctioned till 2012-13.
- In order to fill the gap between the requirement and the existing infrastructure in the Government Secondary Schools, 34,311 Government Secondary School have been approved for strengthening of infrastructure under Rashtriya Madhyamik Shiksha Abhiyan since its inception in 2009. The infrastructure sanctioned for these schools include Additional Class Rooms (49,356), Science Labs (23,407), Lab Equipment (23,961), Computer Rooms (19,641), Art/Craft/Culture Rooms (28,969), Libraries (25,869), Toilets (19,401), Drinking Water facilities (12,370) & major repairs (9,228).

2.7.1 Critical observations

The critical review of national policies with respect to quality of school education suggests that, to enhance the quality of school education has remained the prime agenda of the government bodies as can be seen in the recommendations made in the NPE (1968), NPE (1986-92) .These documents also emphasize on providing quality infrastructure in schools NKC (2009), CABE (2012) and providing quality training to

the teachers to ensure quality education in school organization. In order to strengthen the education of weaker class of society, the national documents suggests development of 6000 model school-ICT enabled in each block as can be observed in NKC (2009) and reducing student teacher ratio to 30:1, Providing ICT enabled education and their by making attempts to universalize secondary education are the major thrust observed in RAMS (2009). However no policy document in particular suggests any strategies for nonperforming organizations, the sick organizations whose number is found increasing in the society. This stimulates the researcher to draw the attention of policy makers towards the emerging concern.

2.8 DISCUSSION:

The researcher classified the studies reviewed under six major categories, however on in-depth study of the literature it reveals that though different researchers have used different methodology to conduct the study on school organizational functioning framing different objectives, on critical analysis of all the literature studied, it reveals emergence of certain themes under which this studies can be categorized. Among the 37 studies reviewed by the researcher, in almost 10 studies, the researchers held *teacher perspective* responsible for school organizational functioning. The teachers are important agent in the school therefore their views should be taken in to account while making any policy decisions in school this was advocated in the study conducted by Singh (1995) and Kujur (2006). In order to enable quality academics to happen there should be at least one teacher for each subject taught in the school and this teachers should be allotted the subject they have mastered to teach in the school and not the subject that school lacks teacher in as discussed by *Desai* (2004), *Sujatha* (2006) and *Pathak* (2010).

The teacher performance is affected by availability of infrastructure facilities therefore, quality infrastructure should be made available NCF (2005). While the study conducted by Hadi and David (1981) reveals that there should be distinct training sessions NPE (1968), RAMSA(2009) in teacher education programme training teachers to deal with students of SES and work efficiently in low performing schools. The other five studies as conducted by Sujatha (2006) in various states of India and Mapheleba (2004) and Badhri (1991) reveal that poor teacher attitude (Teacher tardiness, teacher absenteeism, demotivated teachers, inexperienced, teacher, untrained teachers, Poor teaching and many such reasons) account for poor school organizational functioning.

The second theme that emerges from the detailed study of the literature is that of *infrastructure facilities* in the school which account for smooth school organizational functioning this fact is very well emphasized in the national document such as NPE (1968), NCF (2005). Almost 8 studies among the studies reviewed advocate the fact that infrastructure facilities are vital for quality student achievement and school organization functioning as observed in the studies conducted by Desai (2004), Sujatha (2006), Pushpalatha (2006) and Singh (1995). *Organizational climate* in an organization also is an vital factor that governs school organization functioning. This fact is very well presented in the study conducted by Natarajan (1992) and Sujatha (2006). These studies also emphasizes on conducive environment for good student achievement. 20 studies out of the total studies reviewed from India literature Lambhate (1974), Badhri (1991), Singh (1995), Sujatha (2006), Ahmad (2009), Kujur (2009), Pathak(2010) and abroad Wadkar (1989), Considine (2002), Brightman (2009), Mapheleba (2004), Duke (2006), Hess (2008) reveal that *poor management practices* contribute to weak school functioning while some studies as conducted by Singh (1995), Sujatha (2006) reveal that *inadequate funds*, with management result in to poor school functioning. The studies conducted by Vahedi (2009), Considine(2002), Pathak (2010), Badhri (1991) emphasize on involving *parents in students academics* to improve student performance.

The studies conducted by Sujatha (2006) in different Indian state, Uwaifo (2008), Bindal (1974) reveals that *parents low SES* affects student performance Pradhan, Sahasrabudhe, Chaudhry (2009). The most sensitive factor for school organization functioning is the quality of learner. The studies have revealed that if *learners are demotivated*, lack determination for studies, lack basic intellect, poor genetic back up, and weak study skills Pradhan, Sahasrabudhe, Chaudhry (2009) than the academic performance will be poor and the organization will have to design special strategy to perform well. Several authors have conducted studies and presented the fact as to how chronically low performing school can be *turnaround into better schools* by implementing different strategies Herman, Dawson, Dee, Greene, Maynard, Redding, and Darwin, (2008), Rhim, Kowal, Hassel, and Hassel, (2007), Duke, (2007), Calkins, Guenther, Belfiore and Lash(2007). Almost 10 studies among those the researcher reviewed, observed that the authors have suggested the *government officials to frame policies* for helping the low SES students Natarajan (1992), Pathak (2010) and poor performing schools Sujatha (2006), Herman, Dawson, Dee, Greene, Maynard, Redding, and Darwin, (2008), Rhim, Kowal, Hassel, and Hassel, (2007), Duke, (2007), Calkins, Guenther, Belfiore and Lash (2007) to enable revive them. In most of the above mentioned studies, the structured and unstructured questionnaire, interview schedules, observation Sujatha (2006) check list and field notes were used as method for data collection. In most of the studies, the data were analyzed by qualitative data analysis method Pathak (2010); Pradhan, Sahasrabudhe, and Chaudhry (2009); while few studies employed statistical data analysis method like mean, standard deviation, t-test, ANOVA and Chi-square test Vahedi, M. (2009), Natarajan, R. (1992), Badhri, N. (1991). On conducting the detailed study of the literature the researcher has derived following implications for the study undertaken.

2.9 IMPLICATIONS OF THE REVIEWED LITERATURE

From the review of related literature, it is found that studies have been conducted, to study the relation between school performance and teacher competencies Mapheleba, L. (2004), teacher's job satisfaction and student's achievement. Desai, T. (2004) and Natarajan, R. (1992) conducted study on school performance based on teacher competency teacher's job satisfaction and student achievement respectively. According to them teacher's qualification, teacher's experience does not have major influence on student achievement, rather the methodology with which the teacher teaches accounts for student performance; also the teachers with high job satisfaction, working in open climate can contribute to high student achievement; while untrained and inexperienced teachers with low motivation and continuous strict supervision may add to poor student achievement and in turn, poor school performance Sujatha, K. (2006).

Along with the teacher another vital factor in school performance is the student. Pathak, M. (2010), Pradhan, N., Sahastrabuddhe, M. and Chaudhry, R. (2009), Badhri, N. (1991) conducted study on school performance based on students motivation, aptitude, attitude and students achievement. They concluded that student's motivation, parental and family involvement, and students' aptitude towards academics, their socioeconomic status, study habits, intellectual make up affect substantially, the student achievement and school performance in turn. The student's performance in the school becomes major factor in deciding the quality of teaching learning process in the school. This in turn depends on quality of teachers, kind of management and intellectual status of learners. Intellectual status of the learners is governed by their parents -The environment at home, the socioeconomic status of parents, intellectual status of parents and their involvement in child's academics. Few authors like, **Considine, G. (2002)**, Hadi, S. & David, Y. (1981) conducted studies on student achievement and socioeconomic status of parents while Vahedi, M. (2009),

Kujur, A. (2009) conducted study on effect of parents participation on performance of school while Uwaifo, V. (2008) conducted study on student achievement and family structure; according to them there is positive co relation between student's achievement and healthy family structure Bindal, R. (1974). Parents active participation in students' academic aspects as well as school activities can not only contribute to students better performance in various aspects but will also strengthen school activities Lambhate, M. (1974), Hadi and David (1981),Vahedi, M. (2009). They also emphasized that the home background is major determinant of student's personality, behavior and adjustment ability Wadkar, A. (1989).

Certain studies show that students in low SES schools are not able to perform well, because of lack of adequate skills to deal with low SES students among the teachers teaching in such school, hence, have made recommendations for improving the training and the in-school experiences of teachers of low SES students Hadi, S. & David, Y. (1981). The management of the schools shoulders major responsibility for the performance of the school. As the philosophy, ideology of the management body such will be the school. Sound management practices, planned and fore sighting management shapes efficient educational organizations, in contrast to this, when the managing bodies are with diverse motives, weak administration plan, it results into weak educational organizations. This is emphasized by research studies as conducted by Rehman, A. (2010); Ahmed, M. (2009), Brightman, L. (2008),Chyu, K.and Timar, T.(2010). Studies have also been done to study the effect of infrastructural facility Pushpalatha, R. (2006) and management practice on school performance Marcos, M. (2007), Sujatha, K. (2006), these studies conclude that poor management practices Brightman, L. (2008), Maphleba, L. (2004), Sujatha, K. (2006) rigid education policies Badhri, N. (1991),Singh, B. (1995) opportunistic management, lacking proper plan and vision for using fund contribute to failure of educational failure Chyu, K.and Timar, T.(2010,).

However the literature also support the fact that if innovative teaching practices, novel administration plans, effective leadership - Principals Rhim, L., Kowal, J., Hassel, B and Hassel, E. (2007) , Hess, F., Kendrick, R., Guenther, W and Calkins, A. (2008) , committed, well trained, dedicated teachers work in coordination, in tune, can contribute to turnover of low performing schools. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S and Darwin, M. (2008)

Researcher has not come across any studies to understand the process of schools gradually turning to sick schools in India and mainly in Gujarat- in the city of Vadodara. Hence the present study has been undertaken to understand as to why certain educational organizations turn in to organizations with weak performance.

Most of the researchers in order to study the organizational functioning have employed Case study method Sujatha, K. (2006), Pradhan, N., Sahastrabudde, M. and Chaudhry, R. (2009), Timar T, (2006), Chyu and Timar (2010), Calkins, A., Guenther, W., Belfiore, B., and Lash, D. (2007). A co relational study method was used to study the relation between school decision making and student achievement by Marcos (2007), while Singh (1995) used analytical method to study organizational functioning. Few researchers also used the survey method to study the school organization functioning Vahedi (2009),Considine (2002) and Uwaifo (2008)to develop in depth understanding of factors leading to the development of weak organizational functioning. Some researchers have also used experimental research method You (1984) and Ex-post Facto comparative study method Abdullahi O.E. (1996); while few have done descriptive comparative studies Wadkar (1989). In most of the above mentioned studies, the questionnaire, structured and unstructured interview schedules, Lambhate (1974), Badhri (1991),Panda (1998), Sujatha, K. (2006), observation schedule, check list and field notes were used as method for data collection. In most of the studies, the data were analyzed by qualitative data analysis

method Pathak, M. (2010); Pradhan, N., Sahastrabuddhe, M. and Chaudhry, R. (2009), Calkins, A., Guenther, W., Belfiore, B., and Lash, D. (2007); while few studies employed statistical data analysis method like mean, standard deviation, t-test, ANOVA and Chi-square test Vahedi, M. (2009), Natarajan, R. (1992), Badhri, N. (1991), Bindal (1974), Abdullahi .O.E (1996), Uwaifo (2008).

CONCLUSION

On reviewing the studies on Sick schools and teachers perspective, on Sick schools and student's motivation, aptitude and study habits, on Sick schools and parental background-their economic status and educational qualifications, on Sick school and management practices, Literature on Strategies on revitalizing sick schools and Literature base for sick secondary schools from national policy perspective it can be concluded that for the efficiency of educational organizations, the contribution of teachers, management bodies, parents cooperation and students achievement are of mammoth importance.

The review of the studies has also enabled the researcher to be aware with the pattern of research methodology practiced by various researchers working in this area. However, researcher has not come across any study that can develop understanding of the gradual process of transformation of certain educational organizations providing secondary education into sick organizations in state of Gujarat in India. Present study has been undertaken to understand such concerns and help survive the identified sick organization from perishing.