



Research Paper

## A Review on Literature Focusing Concerns in Academic Practices in School Education

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### ABSTRACT

*Schools are the mirrors of the society. They are the social factories generating learned citizens. It is imperial for the society that the organizations shaping the future of the society function effectively. Any irrational happening in this social machinery should be attended on priority basis. The present paper presents literature review conducted on studying the causes of improper school functioning, varied factors adding to same and what different scholars have identified – presented in this regard.*

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### I. INTRODUCTION:

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

There are two purposes of reviewing the literature, firstly it permits the researcher to information seeking ability and another exhibiting higher order ability of choosing the most useful information by reviewing a wide body of literature in the area of study that is the ability of critical appraisal (Dena Taylor and Margaret, 2008).

The review of literature is the researcher's ability of developing insight on the issues raised by previous researcher (Daniel Chandler, 2004) and thereby is much more than merely a descriptive script; it rather represents 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 benefits of in-depth literature review are as follows: 1. It provides the researcher with the results of other related studies to develop insight in the area of study undertaken. 2. It provides connection to related studies and facilitates filling in research gap and extending the knowledge – content in the prior studies. 3. A framework for study undertaken is provided and also it works as a benchmark for comparing the findings of a study with other results.

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.

**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 study was undertaken with the objective of studying the level of job satisfaction of teacher in different organizational climate and to study the relationship between the student's academic achievement and organizational climate. The sample of the study were the Thirty schools in Tiruppattur district. The statistical techniques used were mean, SD, and chi-square, and product moment correlation. Major findings were that the teachers of open climate schools had very high level of job satisfaction.

**Desai (2004)** Studied performance of secondary schools of Vadodara. The study was conducted with the objectives of studying the performance of the school based on the profile of teachers with regard to 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.

#### **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.

## **II. LITERATURE ON SICK SCHOOL AND STUDENT'S MOTIVATION, APTITUDE AND STUDY HABITS:**

**You (1984)** studied 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 conducted were that study skills, played vital role in the student's academic achievement. 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 intelligence group tests, Inventory of study habits, school information bank and questionnaires. The data were interpreted using statistical techniques as Mean, SD, *t*-test and critical ratio. The major finding 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 research questions for the study were: 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. The study was an Ex-post-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. 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 contributed to the students' poor academic performance, however the salient factor responsible in their poor academy performance have 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 required to be done 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. The study was conducted with the objective 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.

### **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.

#### **SICK SCHOOL AND PARENTAL BACKGROUND:**

**Bindal (1974)** conducted the study on intelligence, interest and socioeconomic status of educationally backward pupils. The study was conducted with the objective

to understand the relationship between scholastic achievement and intelligence of the educationally backward students and 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 findings of the study revealed 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 to understand 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 objectives of the study were 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. Questionnaire and interview schedules were the tools used for the study. The Statistical data analysis method were used to analyze the data. 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 for studying the effect of socioeconomic status on academic performance of students. The researcher studied 76 elementary school students' socioeconomic status (SES), parent participation, teacher awareness, and academic achievement. The study was conducted by reviewing relevant literature. On interpretation of the data, following findings were derived. The study revealed that there is correlation between student's academic achievement and their socio economic status. Poor attendance in the class also contributed in poor academic achievement. The teachers attitude towards students from low SES with regard to their academic achievement was not found to be positive; as they were not found to implement any strategy to improve the academic performance of students from low socioeconomic status. The study revealed that this was due to lack of training provided to the teachers on the same aspect from the college of education. 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 the views of parents in the development of the school and in the decisions related to the education of their children.

**Wadkar (1989)** conducted study to understand the role of background at home in academic achievement of students. The objective of the study was to know the 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, behaviour and adjustment ability.

**Panda (1998)** conducted a study to understand the relationship between socio-economic status and achievement of class IX students. The study was done with the objective to identify the factors determining the social and economic background of students, to make a survey on which interventions of schools affect the achievement of students. The tools used for the study were SES scale and interview schedule for studying the intervention relating to achievement of the students. The data was analyzed using statistical techniques such as coefficient of correlation, regression technique, partial and multiple correlation and standard error of multiple 'R'. The major findings of the study were that the combined effect of socio-economic status and school intervention on academic achievement of the students is not appreciable.

**Considine (2002)** conducted a study to understand the influence of social and economic disadvantage in the academic performance of school students in Australia. The objectives of the study were to understand the relationship between the family's socioeconomic status and the academic performance of children. The sample size of 3000 students which were from financially weak background was considered for the study to understand the relation between the school education performance and their socioeconomic, family and related contextual factors.

Binomial logistic regression techniques were used to analyze the data, the results obtained indicated that student's academic performance can be predicted by variables such as gender, unexplained absences, parental educational attainment, type of house the student stayed in, ethnicity and student age. The findings suggest that the social and economic components of the socioeconomic status equation have distinct and separate influences on educational outcomes. It is important to provide financial assistance to schools and families in need. Those Policies and programmes should be promoted which 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. 240 students formed the sample of the study. The data was collected using the Achievement Grade Form. The data was analyzed statistical analysis techniques such as t-test. At 0.5 level of significance, the three null hypotheses framed were tested. The results showed that the academic performance of students from single parent family and those from two-parent family structures there exist significant difference. The results also indicated that significant differences occurred in academic performance of male and female students compared on two types of family structures. On the basis of these findings, appointment of school counsellor was suggested, so as to provide necessary assistance to students especially for 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. Recommendations were made based on the study conducted to employ School counsellors in institutions of learning who can provide adequate supervision, guidance and services to students.

**Vahedi (2009)** conducted a study on parent's participation in the high schools administration and its effect on school activities. The main objectives of the study were to study school administration and parent's participation in the same, to study the strategies for supporting and engaging parents in children's learning activities, to study the effect of Parent's participation in school activities. The study was conducted using Survey method. The tools used for the study were Interview, Observation and Check List. The data collected for the study was analyzed using Pearson Correlation Coefficient, ANOVA, Friedman's Test and Constant Comparative Method. Major findings of the study were as follows: There will be an increase in ownership and support for multi-stage education if the parents participate in the decision making matters. Positive contribution on the children's learning can be made by participation of parents in school learning activities designed for the children. The study showed that parents' participation and school's cultural, financial and educational programs have positive correlation. The conclusion of the study was that parents can actively participate in the high schools administration to strengthen school activities.

#### **Critical Observations:**

The in depth study of the literature reveals that there is a great importance of the environment at home or within the family on student's academic performance Uwaifo (2008), Panda (1998) and Wadkar



(1989). The studies suggested that the environment prevailing within the family has a remarkable impact on the students' psychological, emotional, social and economic state. The parents are the first agents in socializing the child, hence, their personality, and their financial condition, social impact 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 behaviour makes enduring notion on the personality of the child. This is revealed in the study conducted by Uwaifo (2008), this study also advocates keeping counsellors 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.

#### **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 non-academic 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 main objective of the study was to find out the casual factors for poor performance of Lesotho Secondary in the cam brides overseas school certificate examination. The findings of the study revealed that the factors that contribute for ineffectiveness of the schools are several and many are interrelated. The first reason largely that amounts to ineffectiveness is lack of management skills among the senior management staff.

Teacher tardiness, teacher absenteeism and a lack of learner determination are another factors that have contributed to the school ineffectiveness. 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 objective of the study was to determine the strategies the head teachers implement to cope up with the challenges of adequate funds, inadequate teachers, lack of basic facilities, interference from community people and vigilance by quality assurance officers in order to provide quality education in secondary schools. The study also aimed at determining the possible opportunities available with the head-teachers which could be utilized for the improvement of quality education. The major findings of the study showed that untrained teachers were employed to teach the students to cover the syllabus , developed projects for income generation to meet the financial crisis and improvised science facilities. The researchers concluded that the strategies used by the head teacher were inappropriate, inadequate for provision of quality education.

**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)** with the aim to ensure that no child is left behind, conducted a study to eliminate the gap between the achievement of African black to American White students, he also studied the measures required to eliminate the achievement gap between the poor and middle class students. The conclusion of the study were that to eliminate the achievement gap the teachers have to use more intense and different methods to teach the White American or middle class students. Also the teachers had to put in more hours of teaching to ensure eliminate the achievement gap to the poor and black students.

**Marcos (2007)** conducted a study with the objective to understand the correlation between school improvement plans, school decision- making, advocacy and student's academic achievement. The data was collected from 38 middle schools and 29 high schools. The study was conducted by survey method. Collected data was investigated using statistical techniques such as linear correlation, multiple correlations and multiple regression methods. The findings of the study were that the strategies used for the school improvement plan were found to be probable for increase in student achievement.

**Brightman (2008)** conducted a Case study of Educational Failure of Chemawa Indian School. The 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 findings of the study were that a significant factor that contributes to dramatic improvement in student achievement is requirement of highly skilled and strong principal.

**Ahmad (2009)** conducted a study on educational administrative & financial problems of Urdu high schools of Vidharbha region, with the objectives

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.

100Head Masters, 250 Teachers and 20 Members of the Management formed the study sample. Questionnaire and Interview techniques were the tools used for the study. The findings of the study revealed 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 difference found in the administration of the government managed 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)** a study was done on administrative effectiveness and academic performance of the students of senior secondary schools in Ranchi. The objective was to study the effect of administrative effectiveness on the academic performance of the students studying in the senior secondary school. Moderate positive relationship was found 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)** investigated strategies to improve low –performing schools in California, under California's High Priority Schools Grant Program. The study aimed at studying the organizational factors that influenced resource allocation decisions. Qualitative case study method on 15 schools in California was used to collect the data using the tools such as structured interviews with principals, teachers, special program coordinators, and school site council members. Also the classroom observations and focus groups discussions were used for the data collection. The in-depth study revealed that that in the ability of the school to achieve higher student performance, there is significant influence of the organizational characteristics, such as principal's leadership involvement of staff members in decision-making, and existence of coherent goals and plans. The study's main finding was that improving schools used the program funds deliberately and with purpose while Non improving schools were opportunistic, lacking a plan or vision for using funds for building 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 cons/pros of student's achievement and reactions at secondary school level. The objective of the study was to compare the mean achievement scores of students taught through instructional material at pre and post test stages. The experimental design method was used to conduct the research. The tools for data collection were self-made questionnaire or achievement test, reaction scale test. Correlated t- test was used to analyze the data. The instructional material in science based on thinking skill of identifying pros/cons has the potential to increase the achievement of students significantly was the finding of the study

#### **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, Maphleba (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 opportunistic management that was lacking proper plan or vision for using funding to conduct effective teaching and learning for students. On the other hand 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.

#### **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. The study revealed that the policy makers in Chicago insisted on implementing swift and strong actions to improve the low performing schools. The study showed need of developing policies and strategies for ensuring proper functioning of low performing of school. The U.S. Department of Education developed the policies to meet the challenge and also proposed four school improvement models such as fundamental, entire change in leadership, staffing and governance. Active efforts were made to improve the low performing schools with financial support received from federal grants and incentive programs from state and district governments. The efforts were made from changing the principal to entire staff or closing entire school.....

Despite efforts made to improve the chronologically poor performing schools, there was lack of adequate research to know how the improvement plans work. Therefore to meet the knowledge gap the University of Chicago Consortiums on Chicago School Research in partnership with American Institute Research initiated study with objective to know how school reforms occur in Chicago and to ensure whether the improvement efforts made by government had positive effects on student learning.

The major findings of the study were, that schools that ensured occurrence of three essential elements out of five from among – Good effective leader ship, Collaborative effective teachers, quality in instructions, strong family and community network were having 10 times more chances to improve and 30 times less likely to stagnate than those schools which were good only in one or two essential elements.

**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. Case studies were reviewed and was revealed that there were three common points in the approach of efforts made for turnaround, the common points were : increased time of instructions in core areas, Struggling students provided quick and intensive support, , Instructional strategy aligned to student attended and to the mission of the school. Researcher offered five recommendations for improving school turnaround efforts: 1. The nature of the change to be recognized 2. To consider the turnaround as a discipline 3. Operating conditions to be changed 4.

Build capacity of lead turnaround partners  
5. Cluster for support.

**Duke, D. (2007)** conducted a study titled, Turning Schools Around. The in depth study enabled the author to conclude that for turning the school around, there requires trained professional with right talents and

temperament, who can mobilize the energies of many people to accomplish the task. It can not be the work of one individual to change the performance of poor performing school. The study emphasized that leaders with willingness and good attitude towards the concern, with sound knowledge and skills to manage the proposed improvement polices are of utmost importance.

**Duke, D. (2006)** conducted a study on keys to sustaining successful school turnarounds. The investigation showed that each school had in big numbers the students in poverty as well as many students from foreign land and some students were with special education need. The guiding principles for change were fit into one of three categories such as : negative influences to be eliminated, e.g., problems of discipline or resistance of staff for change • To develop conditions for effective teaching and learning, e.g., collaborations of teachers. • Improvements in instructions, e.g., review time to be sufficiently provided. Important learning about successful turnaround from these cases were: • Throughout the school Comprehensive reform • Based on local needs, customized school improvement plans.

• Ten key essential elements of reform that either instructions in the class to be improved or to develop the conditions for the same • School organizations' increased complexity. The vast majority of the teaching staff comprising of dedicated teachers • Focus on student's interest 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? These guide suggests that the best restructuring agent can be the educational leaders for chronically failing schools who is having the focus on choosing change strategies that can produce rapid and obvious success.. Authors conclude that the primary factor in success of restructuring option is turnaround leader who is always willing to take the steps required to make dramatic changes in shortest possible time. Four steps in the restructuring process which are considered most important are : 1. Take Charge of Change 2. Choose the Right Changes including organizing a school-level, decision-making process, 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. The study revealed that there were many schools in the country who were consistently performing low for five years and more. They have failed to meet the annual improvement targets for consistently five years. The stakeholders of these schools have tried to improve the performance of school by implementing various strategies but they could not attain success in the same. The evidence based recommendations for improvement in the schools performing low are: • To maintain focus on improving instructions. • Goals to be identified on one to one basis such that they can be accomplished quickly, don't require the approval from district and teacher by • Develop the staff that is committed to the school's improvement goals and is equipped enough 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. The study revealed that, nearly 11,000 schools are deemed in need of improvement (According to U. S. Department of Education, by 2008, under the 2002 No Child Left behind Act (NCLB),). It was also found that there was negligible research base to know how these shools can succeed. The authors concluded that the Government needs concrete research studies to know what can be done so that poor performing school can revive and analysis of school level functions.

**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 was done from across the sectors, both public and private. The study concluded the actions that enabled the turnaround leaders to perform well; the actions were: Achieving few goals in a year, focusing on single idea in a year. Bypassing the norms against the said procedures implementing what was badly required.. Taking personal responsibility and ensuring a rich source of data. 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, Funnelling 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.

**Timar T, (2006)** conducted a study on State strategies to Improve low performing schools. The Case study was conducted by studying critically 15 low performing schools. The tools used for the study were the Interview and observation schedules with the principal, teachers and co coordinators. The major findings of the study were : That some schools were able to perform well and benefit from the proposed program while some

schools did not find it benefiting. The difference was based on how the program was implemented and on the commitment of teachers and administrators towards the school improvement plan.

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

1. Organizational stability and continuity
2. Focus on staff development, stability of staff and efficient leadership
3. Emphasizing on school as the organizational unit rather than a collection of classrooms.
4. Having leadership with Vision and futuristic goal
5. Proper Compilation of documents reflecting the strategic plan for development
6. Coherence in organization
7. Commitment to an improvement strategy
8. Having consistent process of assessment and evaluation
9. Professional development and collaboration for the same.
10. Strategic planning for funding

The findings also suggest that, these schools need more guidance and help than average schools. Also these schools need assistance in technical matters and mentorship in addition to financial and human resources needs.

### **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 stakeholders, 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), 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 reflect 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 Michael (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) safeguarding the problem but are not effectively implemented.

### **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 improve the quality of education at all stages. The policy emphasized on ensuring compulsory education for all children up to the age of 14 and to make provision for professional development programs for teachers.

- **National Policy of Education (1986)** Emphasized on improving the quality of school organizations by encouraging programs such as: Operation Blackboard 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: The institutions showing excellence in performance will be acknowledged by rewards. There will be a strict supervision to check there does not develop the substandard and mediocre institutions. There will be promotion of innovation and excellence in academic practices.

### **National Curriculum Frame Work (NCF) 2005**

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

- For improved teacher performance there should be the availability of minimum basic infrastructure, library – material facility
- Emphasized on creating provision for participation of community members in sharing knowledge and experience in the area of expertise. This can also facilitate forging partnership between school and community.
- Proposed use of ICT and Multimedia to ensure two way communication and not encouraging one way communications.
- Defines the Library of school as intellectual space for deepening knowledge and connect space to the wider world for the teachers and students.
- To create learning environment, the policy proposes decentralized planning of school calendar and daily schedule which can provide autonomy for teacher professionalism practices.

### **Central Advisory Board of Education (2005)**

- The secondary education should be made universal but not compulsory is promptly suggested by the CABE Committee on Universalization of secondary education (2005) has suggested that
- The priority should be given to universal retention and satisfactory quality of learning and not universal enrolment at the secondary level.
- The dialogue with the state government and UTs has been initiated requesting them to take 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.

- The NKC has recommended improving school infrastructure and redesigning school inspection. It had also emphasized on revamping school inspection and improve quality and generate accountability among the stakeholders.
- Provision should be there for adequate access to Information and Communication Technology to teachers, students and the administration. Reforms in the curriculum and examination systems are emphasized by NKC to ensure critical understanding of concepts, getting rid of rote learning and thereby facilitating improvement in faculty.
- Efforts should be made to make the Act of Right to Education a reality by initiating the efforts for improving school education. This can be done by reorienting Sarva Shiksha Abhiyan.

### **Rashtriya Madhyamik Shiksha Abhiyan (2009)**

- The major thrust area of RMSA programme was Improving the quality and efficiency at school-classroom level at secondary stage.
- 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).

### **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.

### **III. 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 Maphleba (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), Maphleba (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.

### **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 Maphleba, 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., Sahastrabudhe, 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 from schools having dominantly students from low socioeconomic class of the society are not able to perform well, because of lack of adequate skills to deal among the teachers teaching in such school with students from such families, 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), Mapeheleba, 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., Sahastrabudhe, 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., Sahastrabudhe, 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).

#### IV. 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.

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