CHAPTER VI

RETROSPECTS AND PROSPECTS
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6.1 Introduction

This chapter is the concluding part of the present research study. It gives a brief summary of the study starting the objectives, the methodology and the major findings. The profile of high is also discussed and suggestions are offered for further research studies.

6.2 The Problem

The present investigation is entitled as "Correlates of School Effectiveness from the Perspective of Learner and the Institution at the Primary Level".

No doubt that every one is interested in knowing how schools are effectively functioning for one or the other reason. A school is said to be effective which it achieves its objective. Using the available reasons efficiently and economically.

Studies on school effectiveness, initially considered variables such as achievement, literacy and numeracy and later on some studies used factors like absenteeism, behaviour in school, delinquency and pupils examinations
results. The researches so far undertaken reveal that individual school variance is an important dimension that can be influenced by selected actions and resources. The present study aims at identifying certain variables responsible for school variance that account for differences in effectiveness.

6.3 Objectives

The objectives of the present study are:

1. To identify the correlates of effective schools
2. To identify the discriminating variables with reference to high average and low effective schools.
3. To ascertain the relative strength of the variables that contribute to the effectiveness of schools.
4. To study the students' behaviour adjustment to school in high average and low effective schools
5. To study the students' motivation towards school in high, average and low effective schools.
6. To study the students' involvement in school activities in high, average and low effective schools.
7. To study the students' personal effectiveness in high, average and low effective schools.
8. To study the school atmosphere in high average and low effective schools
9. To study the classroom climate in high, average and low effective schools.

10. To study the organizational health in high, average and low effective schools.

11. To study the organizational culture in high, average and low effective schools.

6.4 Hypotheses

The objectives of the study are stated above. The following hypotheses are generated based on the objectives of the study.

**Major Hypothesis-1**

Schools with different levels of effectiveness differ in students' behaviour adjustment to schools.

**Sub Hypothesis**

Schools with different levels of effectiveness differ in the dimensions of students' behaviour adjustment to schools -

(i) Studiousness

(ii) Compliance

(iii) Teacher contact

**Major Hypothesis-2**
Schools with different levels of effectiveness differ in students' motivation towards schools.

**Sub Hypothesis**

Schools with different levels of effectiveness differ in the dimensions of students' motivation towards schools —

(i) Cognitive domain  
(ii) Effective domain and  
(iii) Moral domain

**Major Hypothesis-3**

Schools with different levels of effectiveness differ in students' involvement in school activities.

**Sub Hypothesis**

Schools with different levels of effectiveness differ in the dimensions of students' involvement in schools activities—

(i) Discipline Problems  
(ii) Extra Curricular Activities  
(iii) Willingness to Work  
(iv) Organizational Ability

**Major Hypothesis-4**

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Schools with different levels of effectiveness differ in students' personal effectiveness

**Sub Hypothesis**

Schools with different levels of effectiveness differ in the dimensions of students' personal effectiveness.

(i) Self Disclosure
(ii) Openness to Feedback
(iii) Perceptiveness

**Major Hypothesis-5**

Schools with different levels of effectiveness differ in classroom climate

**Sub Hypotheses**

Schools with different levels of effectiveness differ with in the dimensions of classroom climate -

(i) Authenticity
(ii) Legitimacy
(iii) Productivity

**Major Hypothesis -6**

Schools with different levels of effectiveness differ in school atmosphere
Sub Hypotheses

Schools with different levels of effectiveness differ in the dimensions of school atmosphere –

(i) Esprit
(ii) Hindrance
(iii) Authority
(iv) Administration

Major Hypothesis-7

Schools with different levels of effectiveness differ in organizational culture

Sub Hypotheses

Schools with different levels of effectiveness differ in the dimensions of organizational culture–

(i) Openness
(ii) Confrontation
(iii) Trust
(iv) Authenticity
(v) Pro-action
(vi) Autonomy
(vii) Collaboration
(viii) Experimentation
Major Hypothesis-8

Schools with different levels of effectiveness differ in organizational health

Sub Hypotheses

Schools with different levels of effectiveness differ in the dimensions of organizational health

(i) Institutional Integrity
(ii) Principal Influence
(iii) Consideration
(iv) Initiating Structure
(v) Resource Support
(vi) Morale
(vii) Academic Emphasis

Major Hypothesis-9

Schools with different types of management (Government, Aided and Unaided) differ in their levels of effectiveness.

Major Hypothesis-10

Schools of different types (Boys, Girls and Co-education) differ in their levels of effectiveness.
6.5 Methodology

The present study adopted descriptive survey type research and the data were collected from Head of schools, teachers and students.

6.5.1 Sample

The population of the sample of Hubli-Dharwad Corporation area numbering up to 45 formed the sample of the study. The data was collected from schools giving due consideration to the type of management and type of schools. Government schools, aided schools and private schools were selected. Out of these 10 were boys schools, 12 girls schools and 23 co-education schools.

From each school data was collected from ten students and five teachers selected at random. In all, the data was collected from 45 schools – 450 students, 225 teachers and 45 Heads of schools.

6.5.2 Research Tools

The following tools were administered to students, teachers and Heads of schools.

1. Behaviour Adjustment in School Inventory
2. Kozeki's Motivational Inventory
3. Students' Involvement Questionnaire
4. Personal Effectiveness Scale
5. Classroom Climate Questionnaire
6. School Atmosphere Questionnaire
7. Organizational Culture Profile
8. Organizational Health Inventory

The percentages of results in seventh standard examination were also collected.

6.5.3 Data Collection

Data was collected from students, teachers and the Heads of schools.

The investigator personally visited the 45 schools of Hubli-Dharwad Corporation area and with the prior permission of the Heads of schools, administered the tools to ten students of standard VII and five experienced teachers in each school and to the Heads. Clear cut instructions were given to fill up the tools.

In all, the data was collected from 45 schools – 450 students, 225 teachers and 45 Heads of schools.

All the students were administered the following tools:

1. Behaviour Adjustment in School Inventory
2. Kozeki’s Motivational Inventory
3. Students’ Involvement in School Activities
4. Personal Effectiveness Scale
The teachers were administered the following tools:

5. Classroom Climate
6. School Atmosphere Questionnaire
7. Organizational Health Inventory

The heads of schools were administered the following tool:

8. Organizational Culture Profile

6.6 Data Analyses

For the analysis of data collected, descriptive, differential, correlation, regression analysis and discriminant function analysis were used.

6.7 Major Findings

The major findings of the study are enumerated as follows:

6.7.1 Findings of Differential Analysis

1. High effective schools are high on the students' behavior adjustment in schools than the low effective schools.
2. High effective schools are high on the dimension of students' behaviour adjustment in schools—studiousness than the low effective schools.
3. High effective schools are high on the dimension of students' behaviour adjustment in schools—compliance than the low effective schools.
4. High effective schools are high on the dimension of students' behaviour adjustment in schools - teacher contact than the low effective schools.

5. Average effective schools are high on the dimension of students' behaviour adjustment in schools - teacher contact than the low effective schools.

6. High effective schools are high on students' motivation towards schools than the low effective schools.

7. High effective schools are high on the dimension of students' motivation towards schools - cognitive domain than the low effective schools.

8. High effective schools are high the dimension of students' motivation towards schools - affective domain than the low effective schools.

9. High effective schools are high on the dimension of students' motivation towards schools - moral domain than the average effective schools.

10. High effective schools are high on students' involvement in school activities than the average effective schools.

11. High effective schools are high on students' involvement in school activities than the low effective schools.

12. High effective schools are high on the dimension of students' involvement in school activities - discipline problem than the average effective schools.
13. High effective schools are high on the dimension of students' involvement in school activities - discipline problem than the low effective schools.

14. High effective schools are high on the dimension of students' involvement in school activities - extra curricular activities than the average effective schools.

15. High effective schools are high on the dimension of students' involvement in school activities - extra curricular activities than the low effective schools.

16. High effective schools are high on the dimension of students' involvement in school activities - willingness to work than the average effective schools.

17. High effective schools are high on the dimension of students' involvement in school activities - willingness to work than the low effective schools.

18. High effective schools are high on the dimension of students' involvement in school activities - organizing ability than the average effective schools.

19. High effective schools are high on the dimension of students' involvement in school activities - organizing ability than the low effective schools.

20. High effective schools are high on students' personal effectiveness than the low effective schools.
21. High effective schools are high on the dimension of students' personal effectiveness - self-disclosure than the low effective schools.

22. High effective schools are high on the dimension of students' personal effectiveness - self-disclosure than the low effective schools.

23. High effective schools are high on the dimension of students' personal effectiveness - perceptiveness than the low effective schools.

24. High effective schools are high on classroom climate than the low effective schools.

25. High effective schools are high on the dimension of classroom climate - authenticity than the low effective schools.

26. High effective schools are high on the dimension of classroom climate - legitimacy than the average effective schools.

27. High effective schools are high on the dimension of classroom climate - legitimacy than the low effective schools.

28. High effective schools are high on the dimension of classroom climate - productivity than the low effective schools.

29. High effective schools are high on school atmosphere than the low effective schools.

30. High effective schools are high on dimension of school atmosphere - hindrance than the low effective schools.

31. Average effective schools are high on the dimension of school atmosphere - hindrance than the low effective schools.
32. High effective schools are high on the dimension of school atmosphere-administration than the low effective schools.

33. High effective schools are high on organizational culture than the low effective schools.

34. High effective schools are high on the dimension of organizational culture - openness than the low effective schools.

35. High effective schools are high on the dimension of organizational culture - confrontation than the average effective schools.

36. High effective schools are high on the dimension of organizational culture - confrontation than the low effective schools.

37. High effective schools are high on the dimension of organizational culture - autonomy than the average effective schools.

38. High effective schools are high on the dimension of organizational culture - autonomy than the low effective schools.

39. High effective schools are high on organizational health than the low effective schools.

40. High effective schools are high on the dimension of organizational health - institutional integrity than the low effective schools.

41. High effective schools are high on the dimension of organizational health - consideration than the low effective schools.

42. Average effective schools are high on the dimension of organizational health - consideration than the low effective schools.
43. High effective schools are high on the dimension of organizational health-resource support than the low effective schools.

44. High effective schools are high on the dimension of organizational health-morale than the low effective schools.

45. Average effective schools are high on the dimension of organizational health-morale than the low effective schools.

46. Aided schools are high on their students' personal effectiveness than the government schools.

47. The co-education schools are high on students' personal effectiveness than the boys schools.

48. The co-education schools are high on students' motivation towards schools than the boys schools.

6.7.2 Findings of Correlation Analysis

1. The correlation coefficients for the high effective schools are computed among all eight variables. Significant correlation is found between:

   1. Classroom climate and Students' involvement in school activities
   2. School atmosphere and Organizational health
   3. School atmosphere and Students' involvement in school activities
   4. Organizational health and Students' involvement in school activities
5. Students' Personal effectiveness and students' motivation towards schools.

2. The correlation coefficients for the average effective schools are computed among all eight variables. Significant correlation is found between:

1. Classroom climate and School atmosphere
2. School atmosphere and Organizational health
3. Classroom climate and Students' involvement in school activities
4. School atmosphere and Students' involvement in school activities
5. Organizational health and students' involvement in school activities

3. The correlation coefficients for the low effective schools are computed among all eight variables. Significant correlation is found between:

1. Organizational culture and Classroom climate
2. Organizational culture and Students' personal effectiveness
3. Classroom climate and School atmosphere
4. Classroom climate and Organizational health
5. Classroom climate and Students' involvement in school activities
6. Classroom climate and Students' personal effectiveness
7. School atmosphere and Organizational health
8. School atmosphere and Students' involvement in school activities
9. Organizational health and Students' involvement in school activities
10. Students' personal effectiveness and Students' motivation towards schools

4. The correlation coefficients for the government schools are computed among all eight variables. Significant correlation is found between:

1. School atmosphere and Organizational health
2. Classroom climate and Students' involvement in school activities
3. School atmosphere and Students' involvement in school activities
4. Organizational health and Students' involvement in school activities
5. Organizational culture and Students' personal effectiveness.

5. The correlation coefficients for the boys schools are computed among all the eight variables. Significant correlation is found between:

1. School atmosphere and Organizational health
2. School atmosphere and Students' involvement in school activities

3. Organizational health and Students' involvements in school activities

4. Students' behaviour adjustment in schools and Students' motivation towards schools

6. The correlation coefficients for the girls schools are computed among all the eight variables. Significant correlations are found between:

1. School atmosphere and Organizational health

7. The correlation coefficients for the co-education schools are computed among all the eight variables. Significant correlations are found between:

1. School atmosphere and Organizational health

2. School atmosphere and Students' involvement in school activities

3. Organizational health and Student involvement in school activities

4. Students' personal effectiveness and Students' motivation towards schools.
6.7.3 Findings of Regression Analysis

The regression co-efficients for high, average and low effective schools and for the type of management that is government, aided and private and also for type of the schools that is boys, girls, and co-education are computed and presented in the analysis chapter.

The analysis reveals that the variables such as students' behaviour adjustment in schools, students' motivation towards schools, students' involvement in school activities, students' personal effectiveness, classroom climate, school atmosphere, organizational health and organizational culture are favourable towards high effective schools hence, these variables may be considered as correlates of effective schools.

The findings of regression analysis are presented here.

1. Classroom climate is supporting to increase the academic achievement of students of high effective schools.

2. Students' motivation towards schools is supporting to increase the academic achievement of students of high effective schools.

3. Organizational culture is supporting to increase the academic achievement of students of high effective schools.

4. Organizational culture is supporting to increase the academic achievement of students of average effective schools.
5. Classroom climate is supporting to increase the academic achievement of students of average effective schools.

6. School atmosphere is supporting to increase the academic achievement of students of average effective schools.

7. Students' motivation towards schools is supporting to increase the academic achievement of students of average effective schools.

8. Organizational culture is supporting to increase the academic achievement of students of low effective schools.

9. Students' involvement in school activities is supporting to increase the academic achievement of students of low effective schools.

10. Students' motivation towards schools is supporting to increase the academic achievement of students of low effective schools.

11. School atmosphere is supporting to increase the academic achievement of students of high effective government schools.

12. Organizational health is supporting to decrease the academic achievement of students of high effective government schools.

13. Students' involvement in school activities is supporting to increase the academic achievement of students of high effective government schools.

14. Organizational culture is supporting to increase the academic achievement of students of average effective government schools.

15. Classroom climate is supporting to increase the academic achievement of students of average effective government schools.
16. Students' behaviour adjustment in schools is supporting to increase the academic achievement of students of average effective government schools.

17. Students' motivation towards schools is supporting to decrease the academic achievement of students of average effective government schools.

18. Organizational culture is supporting to increase the academic achievement of students of low effective government schools.

19. School atmosphere is supporting to increase the academic achievement of students of low effective government schools.

20. Students' involvement in school activities is supporting to decrease the academic achievement of students of low effective government schools.

21. Students' motivation towards school is supporting to increase the academic achievement of students of low effective government schools.

22. Organizational culture is supporting to increase the academic achievement of students of all government schools.

23. Classroom climate is supporting to increase the academic achievement of students of all government schools.

24. Students' involvement in school activities is supporting to decrease the academic achievement of students of all government schools.

25. Students' personal effectiveness is supporting to increase the academic achievement of students of all government schools.
26. Classroom climate is supporting to increase the academic achievement of students of aided schools.

27. Students' motivation towards schools is supporting to increase the academic achievement of students of all aided schools.

28. Students' involvement in school activities is supporting to decrease the academic achievement of students of all boys schools.

29. Students' motivation towards schools is supporting to increase the academic achievement of students of all boys schools.

30. Classroom climate is supporting to increase the academic achievement of students of all girls schools.

31. Organizational culture is supporting to increase the academic achievement of students of all co-education schools.

32. Classroom climate is supporting to decrease the academic achievement of students of all co-education schools.

33. Students' involvement in school activities is supporting to increase the academic achievement of students of all co-education schools.

6.7.4 Findings of Discriminant Function Analysis

Among eight variables, the students' personal effectiveness was the most important single variable in the multiple discriminant analysis related to three types of effectiveness of schools followed by students' involvement in school activities, organizational culture, school atmosphere and students' motivation towards schools.
6.8 Profile of High Effective Schools

A school is said to be effective when it functions to the extent that it satisfies the expectation of the various persons concerned. The present study aims at identifying the correlates of effective schools. Based on the analysis, the profile of high effective schools is outlined below:

High effective schools are high in their students’ behaviour adjustment in schools, they are high on studiousness, compliance and teacher contact.

High effective schools are high on students’ motivation towards schools, their motivation is high on all the three dimensions—cognitive, affective and moral.

High effective schools are high on students’ involvement in school activities students are disciplined, participate in extra-curricular activities are always willing to work and are good in organizing ability.

High effective schools are high on students’ personal effectiveness; students are high on self-disclosure and perceptiveness.

High effective schools are high on classroom climate. They are high on legitimacy and productivity.

High effective schools are high on school atmosphere. They are high on hindrance and administration.
High effective schools are high on organizational culture. They are high on openness, confrontation, and autonomy.

High effective schools are high on organizational health. They are high on institutional integrity, consideration, resource support and morale.

6.9 Implications of the Study

A general opinion is that a school is said to be effective when it achieves better results in public examinations. This can be achieved only by means of establishing proper co-ordination among various activities undertaken by different persons in the school. The results of the present study highlight this observation.

With regard to the learner correlates students in high effective school are higher in their adjustment to schools. They are studious, compliant and interact more with teachers. They are found to be motivated in cognitive, affective and moral domains. They are high on students' involvement in school activities, they are disciplined, participate in extra-curricular activities, are willing to work, and good in organizing abilities.

With regard to the correlates variables high effective schools are found to be high on classroom climate and its dimensions, legitimacy and productivity. They are high on school atmosphere and its dimensions. They are high on organizational culture and its dimensions experience,
confrontation and autonomy. High effective schools are high on organizational health and its dimension—institutional integrity—consideration, resource support and morale.

Students in high effective schools are studious, disciplined, interact more with teachers, are motivated to work, participate in extra-curricular activities, are willing to work and trained to develop organizing abilities.

Students of average and low effective schools are found to be low on these factors. If students in these schools are studious motivated to work, disciplined, engaged to participate in extra-curricular activities, are willing to work and are trained to develop organizing abilities, they can also be raised to the levels of expectations.

Healthy schools are places where teachers enjoy working with colleagues and students. At the institutional level classroom climate, school atmosphere, organizational culture and organizational health are factors which influence effective schools. Hence special attention should be paid to average and low effective schools to provide sound classroom climate, proper school atmosphere, good organizational culture and organizational health which will go a long way in improving students’ achievement.
6.10 Conclusions of the Study

During the past two decades much research has been conducted in the field of school effectiveness and improvement of the quality of schooling. But the school effectiveness research should not be treated as a blueprint of success. The major concern in schools should be educational excellence meaning that students become independent, creative thinkers and learn to work more co-operatively.

1. Schools do have substantial effects upon pupils and there are processes that work across schools to maximize their outcomes, with effective schools using rewards, praise, motivation, appreciation, high levels of involvement, providing good working conditions for pupils, being responsive to pupil needs, giving ample opportunities for pupils to take positions of responsibility and to participate in the running of the school and in the education activities within the classrooms, making positive use of homework and setting clear and explicit academic goals.

2. A great deal of successful development in schools depends on a thoroughly professional teaching force. With this foundation, the school system can achieve much progress, with effective schools, having teachers with high expectations and positive views of the capabilities of their pupils, providing good models of behaviour, exhibiting good
time management, involving in school activities and remaining satisfied in the job.

3. There appears to be agreement that the quality of leadership exercised by the Head is crucial to the effectiveness of the school. The Head of the school sets the love for learning by the educational beliefs and values he or she holds and with a decision making process in which all teachers feel that their views are represented. The Head's educational philosophy, management of time concern for teachers and staff development activities show how central these processes are for school's development.

4. If children are to learn individually and collectively they need to do so in an organizational context which enables rather than disables both kinds of growth. The school as an organization needs to be innovative and flexible. A good organization is flexible, uses integrated structures, monitors itself, its climate, health and culture, develops strategic planning techniques and empowers the people. In this sense, the school needs to be responsive to the needs of its members, pupils, teachers, other staff, parents and the community in which it is located.

5. Parents do not choose schools 'rationally'. They have prejudices or are misled by simplistic slogans. Parents often think that a good school is one where pupils wear uniform, or sometimes they may be more
impressed by non-educational reasons for example they may choose a private school not for the quality of education but with the hope that their child will acquire middle-class speech and manners. They may not have chosen schools on the basis of published examinations or test reports. Education must be a shared process, involving pupils, teachers, Head-teachers and parents. Empowering parents is equally important on the road to quality.

It is clear that although we have made some progress in understanding of what makes an effective school, an effective school is one which has concern to improve the quality of life in that community and not just raise a few scores on a list of performance indicators.

6.11 Suggestions for Further Research

1. The present study has taken only sample from Corporation area and has considered only primary schools. The study may be extended to rural samples and to secondary and higher secondary schools.

2. The study may be extended by including some other variables such as facilities available in the school, teachers' experience, innovativeness of the school, time-on-task, quality of work life, teacher efficacy and so on.

3. A study may be undertaken to compare the urban and rural effective schools.