Chapter VI

Retrospects & Prospects
## CHAPTER VI

**RETROSPECTS AND PROSPECTS**

6.1 Introduction 284
6.2 The Problem 284
6.3 Objectives 285
6.4 Hypotheses 285
6.5 Methodology 290
   6.5.1 Sample 290
   6.5.2 Tools 290
   6.5.3 Data Analyses 291
6.6 Major Findings 291
6.7 Profile of High Effective Schools 299
6.8 Profile of Average Effective Schools 301
6.9 Profile of Low Effective Schools 301
6.10 Implications of the Study 302
6.11 Conclusions of the Study 305
6.12 Suggestions for Further Research 307
6.1 Introduction

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

6.2 The Problem

The present investigation is entitled as "A Study of Relationship Between School Effectiveness and Selected Personal and Institutional Variables." 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 when it achieves its objectives using the available resources 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 main objective of the study is to identify the variables of effective schools. It also investigates the discriminating variables that discriminates the high, average and low effective schools. The study also aims at analysing the relationship of eleven variables among the three levels of effective schools.

6.4 Hypotheses

The following hypotheses are formulated based on the objectives of the study.

Major Hypothesis 1

Students in schools with different levels of effectiveness differ in their behaviour adjustment to school.

Sub Hypotheses

Students in schools with different levels of effectiveness differ in their

(a) Studiousness
(b) Compliance
(c) Teacher contact

Major Hypothesis 2

Students in school with different levels of effectiveness differ in their motivation towards school.

Sub Hypotheses

Students in schools with different levels of effectiveness differ
in their motivation in -
(a) Cognitive domain
(b) Affective domain
(c) Moral domain

**Major Hypothesis 3**

Students in schools with different levels of effectiveness differ in their involvement in school activities.

**Sub Hypotheses**

Students in schools with different levels of effectiveness differ in their involvement in -
(a) Discipline problems
(b) Willingness to work
(c) Organisation ability
(d) Participation in extra curricular activities

**Major Hypothesis 4**

Teachers in schools with different levels of effectiveness differ in their involvement in -
(a) Planning the school work
(b) Decision making
(c) Administration
(d) Extra curricular activities
Major Hypothesis 5
Teachers in schools with different levels of effectiveness differ in their job satisfaction.

Major Hypothesis 6
There is association between school effectiveness and the predominant ego state level of teachers as perceived by students.

Sub Hypotheses
Teachers in schools with different levels of effectiveness differ in their ego state level related to -
(a) Critical parent
(b) Nurturing parent
(c) Adult
(d) Adopted child
(e) Rebellious child
(f) Natural child

Major Hypothesis 7
Heads of schools with different levels of effectiveness differ in their time management.

Sub hypotheses
Heads of schools with different levels of effectiveness differ in their -
(a) Knowledge of time management
(b) Attitude towards time management
Major Hypothesis 8

Heads of schools with different levels of effectiveness differ in their leadership qualities.

Sub Hypotheses

Heads of schools with different levels of effectiveness differ in their -

a. Assertive administration
b. Instructional leadership
c. Assumption of responsibility
d. Personal vision and character
e. Decision making
f. Standard.

Major Hypothesis 9

Schools with different levels of effectiveness differ with respect to classroom climate.

Sub Hypotheses

Schools with different levels of effectiveness differ with respect to -

(a) Authenticity
(b) Legitimacy
(c) Productivity
Major Hypothesis 10
Schools with different levels of effectiveness differ with respect to organizational health.

Sub Hypotheses
Schools with different levels of effectiveness differ with respect to -
(a) Institutional integrity
(b) Principal influence
(c) Consideration
(d) Initiating structure
(e) Resource support
(f) Morale
(g) Academic emphasis

Major Hypothesis 11
Schools with different levels of effectiveness differ with respect to school atmosphere.

Sub Hypotheses
Schools with different levels of effectiveness differ with respect to
(a) Esprit
(b) Authority
(c) Hindrance
(d) Administration
Major Hypothesis 12

Schools under different managements differ in their levels of effectiveness.

Major Hypothesis 13

Schools of different types differ in their levels of effectiveness.

6.5 Methodology

The present study adopted normative survey (ex-post-facto) technique and the data were collected from heads of schools, teachers and students.

6.5.1 Sample

The data was collected from 700 students and 490 teachers and 70 heads of schools from 70 secondary schools of Hubli-Dharwad Corporation area.

6.5.2 Tools

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

1. Behaviour in school Inventory
2. Kozeki's Motivational Inventory
3. Authenticity, Legitimacy and Productivity Questionnaire
4. Ego State Inventory
5. Teachers' Involvement Questionnaire
6. Job Satisfaction Questionnaire
7. Students' Involvement Questionnaire
8. School Atmosphere Questionnaire
9. Organizational Health Inventory
10. Leadership Qualities Questionnaire
11. Time Energy Memory Survey

The percentage of results in tenth standard examination were also collected.

6.5.3 Data Analyses

For the analysis of data collected, descriptive, inferential univariate, bivariate and multivariate statistics, such as mean, standard deviation, correlation, ANOVA, discriminant function analysis, regression analysis and profile analysis were used.

6.6 Major Findings

The major findings of the study are enumerated as follows:

Findings of Hypotheses Testing

High effective schools were high on the following variables when compared to average effective schools.

(1) Students’ motivation towards school is high with regard to the following dimensions:
   (a) Cognitive domain
   (b) Moral domain

(2) Students are high in their behaviour adjustment to school with regard to the dimension:
   (a) Studiousness of students
(3) Teachers are high on the dimension of ego-state level
(a) Critical power

(4) The class-room climate is more congenial with regard to
the dimension:
(a) Legitimacy

(5) The school atmosphere is good with regard to the
following dimensions:
(a) Esprit
(b) Authority
(c) Administration

(6) Organizational health is good with regard to the
following dimensions:
(a) Initiating structure
(b) Academic emphasis.

(7) Time management of heads of schools is high with
regard to the dimension:
(a) Knowledge of time management.

High effective schools were high on the following variables
when compared to low effective schools.

(1) Students involvement in school activities is high with
regard to the following dimensions:
(a) Discipline
(b) Willingness to work
(c) Organizing ability
(d) Participation in extra-curricular activities

(2) Students motivation towards school is high with regard to the following dimensions:
   (a) Affective domain
   (b) Cognitive domain
   (c) Moral domain

(3) Students are high in their behaviour adjustment to school with regard to the following dimensions:
   (a) Compliance
   (b) Teacher contact

(4) Teachers involvement in school activities is high with regard to the following dimensions:
   (a) Planning of the school work
   (b) Administration
   (c) Extra-curricular activities

(5) Teachers are high on ego-state level with regard to the following dimensions:
   (a) Critical power
   (b) Nurturing parent
   (c) Adult
   (c) Adopted child

(6) The class-room climate is more congenial with regard to the following dimensions:
(a) Authenticity
(b) Legitimacy
(c) Productivity

(7) The school atmosphere of the school is good with regard to the following dimensions:
(a) Esprit
(b) Authority
(c) Hindrance
(d) Administration

(8) Organizational health is good with regard to the following dimensions:
(a) Principal Influence
(b) Resource support
(c) Morale
(d) Academic emphasis

(9) Time management of heads of schools is high with regard to the following dimensions:
(a) Attitude towards time management
(b) Knowledge of time management

(10) Leadership qualities of heads of schools were high on the dimension:
(a) Assumption of responsibility
Findings of average effective schools were high on the following variables when compared to low effective schools.

(1) Students' involvement in school activities is high with regard to the following dimensions:
   (a) Discipline
   (b) Willingness to work
   (c) Organizing ability
   (d) Participation in extra-curricular activities

(2) Students' motivation towards school is high with regard to the following dimensions:
   (a) Affective domain
   (b) Cognitive domain

(3) Students are high in their behaviour adjustment to school with regard to the following dimensions:
   (a) Studiousness
   (b) Compliance
   (c) Teacher contact

(4) Teachers' involvement in school activities is high with regard to the following dimensions:
   (a) Planning of the school work
   (b) Administration
   (c) Extra-curricular activities

(5) Teachers are high on ego-state level with regard to the following dimension:
   (a) Adult
(6) The class-room climate is more congenial with regard to the following dimensions:
(a) Authenticity
(b) Legitimacy
(c) Productivity

(7) The school atmosphere is good with regard to the dimension:
(a) Administration

(8) Organizational health is good with regard to the following dimensions:
(a) Principal influence
(b) Resource support

(9) Time management of heads of schools is high with regard to the dimension:
(a) Attitude towards time management

The t-values of the eleven variables on types of management that is government, aided and private schools are computed and compared but there is significant relationship only between the variable job satisfaction and time management of heads of schools.

The job satisfaction of the teachers in government and aided schools is higher than in the private schools.

The time-management of the heads of schools in private schools is better than that of heads of government schools.
The ‘t’ values of the eleven variables on type of schools that is boys, girls and co-education are computed and compared but no significant relationship was found between the variables.

Findings of Correlation Analysis

The correlation co-efficients for the high effective schools are computed among all the eleven variables. The significant correlation is found between:

(a) Time management of heads of schools and Leadership qualities of heads of schools

The correlation co-efficients for average effective schools are computed among all the eleven variables. The significant correlation are found as follows:

(a) Students involvement in school activities with Teachers involvement and leadership qualities of heads of schools.
(b) Motivation towards school and Behaviour adjustment in school
(c) Teachers involvement in school activities with School atmosphere and leadership qualities of heads of schools
The correlation co-efficients for the low effective schools are computed among all the eleven variables. Significant correlations are found as follows:

(a) Students' motivation towards school
    and
    Class-room climate
(b) Leadership qualities of heads of schools
    with
    Teachers' involvement, Class-room climate, Organizational health and Time management

Findings of Discriminant Function Analysis

The discriminating variables that distinguish three levels of effectiveness are:

(a) Class-room climate
(b) Students involvement in school activities
(c) Leadership qualities of the heads of schools.

The discrimination is 80.44% corrected.

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.
Findings of Profile Analysis

Profile analysis technique is computed for eleven variables. The profiles are found to be parallel F = 1.2394, profiles are at the same level, t = 4.9326 and the variables are at the same level F = 11.8801. The profiles are drawn for three groups high, average and low effective schools.

The analysis reveals that the variables such as students' involvement in school activities, students' motivation towards school, students' behaviour adjustment, teachers involvement in organising school activities and in taking decisions, ego-state level of teachers, classroom climate school atmosphere, organizational health, time management and leadership qualities of heads of schools are favourable towards high effective schools, hence these variables may be considered as correlates of effective schools.

6.7 Profile of High Effective Schools

No doubt that school is a place where formal education is provided and it is also an organisation engaged with different activities by different personalities. A school is said to be effective when it functions to the extent that it satisfies the expectations of the various persons concerned. The present study aims at identifying the correlates of effective schools. Based on the analysis, the profiles of the effective schools at three levels are outlined.
Students in high effective schools are motivated towards learning properly, spend more time and also show interest towards learning. They actively participate in various activities of the school, they are more warm, respect the feelings of elders and are sociable, and they keep more contact with teachers. Students in high effective schools are more disciplined and they are capable of organising variety of school activities.

Teachers in high effective schools are more involved in school activities like decision making, administration and extra curricular activities. They treat the pupils as their children. Teachers have a critical parent ego. They like each other and they are proud of their job.

The productivity and legitimacy of the classroom process is higher in high effective schools. The atmosphere is found to be orderly. Teachers are high on esprit and morale.

Organizational health is good with regard to initiating structure, principal influence and academic emphasis.

The administration procedures of heads of schools are more acceptable in high effective schools, and they participate in various activities of school. Heads of schools distribute their time properly to the different activities. They have the knowledge of time management.
6.8 Profile of Average Effective schools

Students in average effective schools are disciplined. They are ready to work with full interest. They participate more in extracurricular activities. Students are well adjusted.

Teachers in average effective schools are involved in their school activities in planning the school work, administration, Extracurricular activities. Teachers are high on adult dimension of ego-state level.

School atmosphere is found to be better. Principal influence and resource support are there to maintain organizational health. The class-room climate is good. The amount and quality of output (productivity) from the classroom process is better in average effective schools.

The heads of average effective schools are found to be good in taking responsibility and they have favourable attitude towards time management.

6.9 Profile of Low Effective Schools

Students in low effective schools are found to be more studious.

The heads of low effective schools are good in their leadership qualities.
6.10 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 coordination among various activities undertaken by different persons in the school. The results of the present study highlight this observation.

Students in high and average effective schools were found to be motivated in cognitive, affective and moral aspects. They were disciplined and willing to work hard and had organising ability.

Students in low effective schools were found to be high only on studiousness. If they are disciplined properly, motivated to work, trained to develop organizing ability, participate in extra-curricular activities and develop better teacher contact, they can also be raised to the level of expectations.

The teachers of high and average effective schools display the ego-state levels, critical parent, nurturing parent, adult and adopted child. With critical and nurturing parent ego state levels teachers criticise, evaluate nurture and protect the children. The adult ego-state level helps to gather factual information and use it to make rational decisions. With an adopted child ego state level the teachers are adaptive, creative and complying. These ego-states play an important role in influencing the behaviour of children.
The teachers of low effective schools are found to be low on all the ego-states. If they display some of the ego-states they will have a better influence on the behaviour and achievement of students.

The teachers of high effective schools participate in various activities of schools like decision making, planning of school work, administration and extra-curricular activities.

Teachers in low effective schools show less involvement in various school activities. As teachers’ involvement in various activities also helps to make the school effective, it is necessary to involve teachers in decision making, planning of school work, administration and extra-curricular activities.

With regard to leadership qualities, heads of different levels of effective schools are at the same level. But heads of high effective schools have more knowledge of time management and the heads of average schools have favourable attitude towards time management and are higher in leadership qualities and assumption of responsibility. The heads of low effective schools also possess the quality assumption of responsibility.

Leadership is said to be the foundation of sound management of an organization. We do not have shortage of leaders but what is lacking their efficiency and effectiveness in managing an institution. A leader can make a school effective. Hence the heads of low effective schools need further training in leadership qualities to help them and their schools to be more effective.
Time is of great value and more so in today's busy world. Manager needs to plan and budget his time in the organization in order to reach the goals of schools. For this the heads should have proper knowledge of time management and develop the right type of attitude towards time-management. The heads of low effective schools need to improve on these two dimensions of time management, in order to make their schools effective.

With regard to the institutional variables high and average effective schools are found to be higher on the dimensions authenticity, legitimacy and productivity. In classroom climate, the dimensions esprit, authority, administration, in school atmosphere; the dimensions initiating structure, academic emphasis, morale, resource support in organizational health. Healthy schools are places where teachers enjoy working with colleagues and with students. At the managerial level, collegial leadership and resource influence are the important factors that explain health. Successful leaders are ones who combine the initiation of structure with consideration and who can influence superiors sufficiently to provide the teachers with the things they need to teach. At the institutional level, classroom climate, school atmosphere and school health are factors which influence an effective school. Hence special attention should be paid to low effective schools to provide sound classroom climate, proper school atmosphere and good organizational health which will go long way in improving the students' achievement.
6.11 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 dependeds 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 organisational 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 member, 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 he basis of
published examinations or test reports. Education must be a shared process, involving pupil, 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.

6.12 Suggestions for Further Research

1. The present study takes only sample from a Corporation area and also considered only secondary schools. The study may be extended to rural samples and can also be extended to primary schools 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.