Chapter I

The Problem
CHAPTER - I

THE PROBLEM

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1.1 Introduction

Classrooms are diverse places, varying in their size and the age and composition of pupils as well as aims, characteristics and experiences of teachers. Diversity in practice exists at both primary and secondary levels between different classes in the same school as well as in different schools. Do these variations in conditions and practices, and therefore in pupils experiences of education matter?

The last two decades have seen increasing academic interest in the study of school and teacher effectiveness in promoting pupils' educational outcomes. This interest arose originally in response to the pessimistic interpretation of finding by researchers in the US (Coleman et al. 1966; Jenks et al. 1972) concerning the potential influence of the school (and by implication, therefore, of teachers and their classroom practice) on pupils' attainment. On the basis of such analysis it was argued that whether a pupil attended a particular school (A rather than B) was unimportant. Attainment was seen as primarily determined by such factors as IQ, socio-economic status and race, with schools and teachers making little difference in comparison. It is important to note, however, that Coleman et al. (1966) and Jencks et al. (1971) researches were not intended to imply that schooling and teaching have no influence on learning. One only has to look at literacy rates in countries where access to schooling is limited on the basis of income and gender to demonstrate the
positive effects of access to education. Rather, their work concerned the extent to which individual schools, with all their variations in organisation, leadership and curriculum, differ in their diversity in classroom practices and have a differential impact on pupils’ learning and development and thus in terms of pupils educational outcomes. The studies by Coleman et al. (1966) and Jencks et al. (1971) stimulated some researchers to study the nature of any specific school and teacher influences on pupils educational outcomes in more depth. In other words, they addressed the question of whether variation in the processes of schooling, including what goes on in the classroom, makes some schools or teachers more effective than others.

1.2 Effective Schools

Research in the area of school effectiveness followed a predominant 'paradigm' by which researchers explained variation in children's educational growth over time by variations in home background, community characteristics and individual intellectual and personal attributes. Now, the findings of school effectiveness research are increasingly used in educational debate and are increasingly being accessed by practitioners wanting a knowledge base to inform their improvement programmes in schools (Reynolds and Cuttance, 1992). The development of this field over time has been extensively described by experts (Creemers and Scheerens, 1989; Reynolds, 1991). In both the United States and Britain, studies such as that by Coleman et al. (1966), Jenks et al. (1971) and the British Plowden
Report of the Central Advisory Council for Education (1967) all concluded that schools bring little independent influence to bear upon the development of their pupils. This period has been gradually followed in both societies by the emergence of a wide range of effective schools. School effectiveness or school effects studies, which argue for the importance of school influence, began in the United States with various qualitative case studies and moved on to a wide range of quantitative studies. In Britain it started with the work by Power et al. (1967), Gath (1977), Reynolds (1976, 1982; Reynolds et al. 1987), Ruter et al. (1979), Galloway (1985) and Gray et al. (1990). Subsequent studies have been made by Mortimore and his colleagues (1988) in primary schools and by Smith and Tomlinson (1989) in multicultural secondary schools and by Scheerens (1992), Mortimore (1993) and Creemers (1994). A number of studies have shown correlations between teaching and learning and school and teacher effectiveness. Sammons et al. (1995) reported that academic emphasis (including regular setting and monitoring of homework) and high GCSE entry rates appear to be features of more highly academically effective secondary schools. They also further report (1995) that the ineffective schools had experienced high staff turnover and severe staff shortages in specialist subjects which were seen to have acted as barriers to effectiveness.

1.3 Measuring Effectiveness

Effectiveness has always been an elusive term. Bernard (1938) defines, "An action is effective, if it accomplishes its specific
objectives. To effect means to bring about, to accomplish, thus to be effective, an action or an institution or an individual must being something about, must accomplish something. Indeed the term implies that the action is deliberate.

There is a distinct difference between effectiveness and efficiency. Both derive from the same Latin root, and both involve accomplishing an end. But efficiency implies achieving objectives without waste of effort or resources; it implies getting value for money.

So a school can be effective but also inefficient, if it achieves its objectives but at too great a cost. A school can be efficient (that is, sparing in its use of resources) but not necessarily effective (that is, good at achieving results). A school which is effective and efficient may not necessarily be excellent in the sense of being the best among its peers. But most important of all, a school cannot be either efficient or effective unless it has objectives, targets to achievement. So, there is a need to have at least some outcome measures which can be used to separate effective schools from the middling or ineffective ones.

How is one to demonstrate effectiveness, achievement of a sought outcome? The American studies used as performance indicators the performance in national standardised achievement tests. Thus in the USA "effectiveness" meant raising the average scores in the school mathematics and reading. But bluntly, school effectiveness
usually meant literacy and numeracy. Judging the effectiveness of a school by this criterion should cause disquiet to educators.

One way to raise the average scores is to exclude from the sample those students whose scores will fall below the average and will therefore pull the average down. This can be done by the simple device of advising the low achieving student to go elsewhere for his or her education and it is sad to note that some schools have used this device over the years and have been judged excellent accordingly. Suppose one judged the effectiveness of a hospital on the proportion of its patients which it can discharge in good health; the way for a hospital to stay on top of the list would be for it to admit only those patients who were already reasonably healthy or who had a high probability of recovery. To retain its reputation for effectiveness, it would refuse to admit any patient who was terminally ill or whose illness presented the doctors with difficulties and it would certainly not involve itself in the risky business of experimentation and medical research.

It was so easy to use this effectiveness measure in the late 1970s, when there was so much discussion on school achievement testing, on levels of literacy and numeracy and so vigorous a campaign about getting back on the basics. “Mastery learning” also grew up in this period. In the USA State Legislatures were mandating the basic competencies which every student must acquire before graduating from general education. It was in this context that a new enthusiasm for a core curriculum arose.
But if educators want recognition of effective and excellent schools, they must define more precisely what their objectives are, win the concurrence at least among their parent population for those objectives, teach to the objectives and then regularly apply indicators or measures which quite clearly demonstrate whether progress is being made towards those objectives. One simply cannot have an ‘effective’ school unless it has specific aims and unless progress is monitored in some way.

Being effective as a school does not mean seeking more resources. It assumes achieving better outcomes with the resources that are already available. Being effective assumes a re-concentration on what is basic to schooling, it means getting rid of frills and homing in on what is the school’s essential task - teaching children and improving their scholastic performances.

1.4 Significance of Study

The frequent topic of conversation in the midst of professional educators is school effectiveness. The people who generally discuss school effectiveness employ terms such as “accountability”, “quality”, “drop out rates”, “faculty morale”, “school atmosphere” and so on. This acute interest in organisational effectiveness is neither a new phenomenon nor unique to education. Organisational effectiveness represents such a central theme in the theory and practice of educational administration that the difficult questions regarding the concept are no longer to be avoided. Organisational effectiveness
remains a complex and difficult problem for both theorists and researchers as well as for practitioners. There is no general agreement on the definition of the concept let alone its measurements. In fact, Goodman and Pennings (1977) argue that effectiveness is one of the most pervasive yet least delineated constructs in the study of organisations. Edwards (1979) defined an effective school as one that "brings the children of the poor to those minimal masters of basis school skills that now described minimally successful pupil performance for the children of the middle class." This is too narrow a definition. An effective school exhibits pupil performance relatively on par with or above the achievement of other schools with comparable student populations, that is socio-economic background and resources. To this, another dimension of reputation and client satisfaction is added. An effective school should be recognised as such by those who use its facilities and resources and by external observers who claim expertise in educational practice and/or assessment. In sum, the effective school competes favourably in terms of output, support and reputation within its comparable cohort of schools.

A common assumption has developed among scholars that organisational effectiveness is a multi-dimensional concept. Virtually every phase, process or outcome can be and has been used as an indicator of effectiveness. Various concepts have been used as indicators of effective schools by various researchers.
Autonomy for teachers, good leadership, staff stability, parental involvement, a form of organisation that maximised teaching and learning time and support for teachers from the local authority were considered to be indicators of effective schools according to Purkey (1983). To Miskal and others (1983), school’s productivity, adaptibility and flexibility, job satisfaction of teachers and students, attitudes towards school were the indicators of effective school. Likewise, different authors have identified different variables as indicators of effective schools.

By the late 1970s and early 1980s an “effective school” came to be identified with the characteristics such as outstanding principal, high expectations for all children, an orderly atmosphere, a regular testing programme and emphasis on academic learning.

The entry on to the educational stage of research and practice in the area of school effectiveness has been one of the major changes in educational thinking of the past decade. A decade ago, the predominant ‘paradigm’ by which researchers explained variation in children’s educational growth over time involved relating achievement to features of children’s home background, community characteristics and individual intellectual and personal attributes.

Reynolds (1991) predicted that the 1990’s will see an increase in the influence that schools have over the development of young people. He suggested that a variety of factors would be responsible for this phenomena. Reynolds argued that the result of such changes,
in the short term at least, is likely to be the development of their pupils. This period has been gradually followed in both USA and UK by the emergence of a wide range of ‘effective schools, school effectiveness or school effects’ studies which argue for the importance of school influence, beginning in the United States with various qualitative case studies and a wide range of quantitative studies in these two societies has been recently rejoined by those from the Netherlands, Australia and Canada and by a recent resurgence of studies done in and about Third World Societies.

From all these works it is clear that schools do have substantial effects upon pupils and that there are processes that work across schools to maximise their outcomes.

Secondary education provides a fundamental base for all further schooling, training or self-developing the capacity to cope with rapidly evolving and changing societies in an information age. Its universal availability and quality are central to the human resource capacity of any society.

An efficient educational system should enable students to develop both cognitive and non-cognitive skills and knowledge as required by the curriculum, ensure that secondary education is readily accessible to all children, permit targets to be reached within the regular time frame set for secondary education and establish good school community relations. Effectiveness in secondary education varies within different regions, schools etc. This disparity is related to
certain characteristics of the schools, students and school communities, some of which facilitate effectiveness while others tend to impede it.

Factors that affect the quality of education are the educational administration system, heads of schools, teachers, the teaching-learning process, parents, students, school and community.

Ascertaining school effectiveness is neither simple nor obvious. It is agreed that effectiveness is multi-dimensional rather than a unidimensional construct. Researchers listed out a number of criterion measures of school effectiveness. After the examination of the theoretical models and various research studies on school effectiveness, the present study is proposed.

A school is said to be effective when it achieves its objectives using the available resources efficiently, economically and sufficiently too. It is quite natural that a school attracts more pupils when it enjoys high academic achievement. Here the academic achievement refers to the percentage of passes in the Xth standard examinations conducted by the Karnataka Secondary Education Board.

There is no lingering doubt when a school produces good results in the public examinations, it establishes "reputation" in the midst of the public residing in that particular locality. The academic achievement and the reputation may be considered as the explicit or practical indicators to identify the effective schools. The present study
too will consider these two variables to identify the schools as high effective schools, average effective schools and low effective schools.

The academic achievement cannot be achieved in a vacuum. The academic achievement and the ultimate reputation are the outcome of various factors that work within the school. A school should satisfy the needs of various persons such as teachers, students, parents and the public. In an effective school, teachers, students and parents actively participate in various school activities. Students will behave well and a proper atmosphere will prevail within the school. The head of the school who organises and coordinates all the activities will possess the required leadership qualities.

1.5 Conceptual Model of the Study

Ascertaining school effectiveness is neither simple nor obvious. It is agreed that effectiveness is multidimensional rather than a unidimensional construct. Researchers listed out a number of criterion measures of school effectiveness.

In the important British Secondary School Study of Rutter et al. (1979), the factors that were linked with effectiveness were grouped under the following broad headings:

The pupil control system, with effective schools using rewards
- The school environment provided for pupils
- The involvement of pupils
- The academic development of pupils
The behaviour of teachers
Management in the classroom
The management structure.

Coleman et al. (1982) showed that it was much more a question of the ethos or culture of the school as a whole. But within an effective school culture there are certain pre-requisites.

- A commitment to clearly and commonly identified norms and goals
- Collaborative planning, shared decision-making and collegial work in a framework of experimentation and evaluation
- Positive leadership in initiating and maintaining improvement
- Staff stability
- A strategy for continuing staff development related to each school's pedagogical and organisational needs
- Working to a carefully planned and co-ordinated curriculum that ensures sufficient place for each student to acquire essential knowledge and skills
- A high level of parental involvement and support
- The pursuit and recognition of school-wide values rather than individual ones
- Maximum use of learning time
- The active and substantial support of the responsible education authority.
Twelve key factors of effectiveness were identified by Mortimore et al. (1988).

- Purposeful leadership by the head teacher
- The involvement of the deputy head teacher
- The involvement of teachers
- Consistency among teachers
- Structured sessions
- Intellectually challenging teaching
- Work-centered environment
- Limited focus within sessions
- Maximum communication between teachers and students
- Record keeping
- Parental involvement
- Positive climate.

Many of the British findings about the characteristics of effective secondary and primary schools are also paralleled by the large volume of international studies on school effectiveness. In the United States, Lezatte (1989) and others have popularized the five factor theory of school effectiveness, which sees schools that are academically highly performing as possessing the following:

- Strong principal leadership and attention to the quality of instruction
- A pervasive and broadly understood instructional focus
An orderly safe climate conducive to teaching and learning

Teacher behaviours that convey the expectation that all students are expected to obtain at least a basic mastery of simple skills

The use of measures of pupil achievement as the basis for programme evaluation.

Wilson's (1989) study of exceptionally successful secondary schools generated a list of common elements in their effective schools that has distinct similarities with findings from the British Secondary School Studies. Their common elements were:

- A positive attitude towards the students by teacher and the principal
- Strong and competent leadership
- Highly committed teaching staff
- High expectations and standards
- An emphasis upon high achievement in academic subjects
- Intensive and personal support services for at-risk students
- Stable leadership and public support in the area of the school for a period of years sufficient to implementation of new policies.

Sammons, Hillman and Mortimore (1995) provide a description of eleven key factors or correlates of effectiveness identified from their literature review.
<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>Professional leadership</td>
<td>Firm and purposeful&lt;br&gt;A participative approach&lt;br&gt;The leading profession</td>
</tr>
<tr>
<td>Shared vision and goals</td>
<td>Unity of purpose&lt;br&gt;Consistancy of practice&lt;br&gt;Collegiality and collaboration</td>
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<tr>
<td>A learning environment</td>
<td>An orderly atmosphere&lt;br&gt;An attractive working environment</td>
</tr>
<tr>
<td>Concentration on teaching and learning</td>
<td>Maximisation of learning time&lt;br&gt;Academic emphasis&lt;br&gt;Focus on achievement</td>
</tr>
<tr>
<td>Purposeful teaching</td>
<td>Efficient organisation&lt;br&gt;Clarity of purpose&lt;br&gt;Structured lessons&lt;br&gt;Adaptive practice</td>
</tr>
<tr>
<td>High expectations</td>
<td>High expectations all round&lt;br&gt;Communicating expectations&lt;br&gt;Providing intellectual&lt;br&gt;Challenge</td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td>Clear and fair discipline&lt;br&gt;Feedback</td>
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<tr>
<td>Monitoring progress</td>
<td>Monitoring pupil performance&lt;br&gt;Evaluating school performance</td>
</tr>
<tr>
<td>Pupil rights and responsibilities</td>
<td>Raising pupil self-esteem&lt;br&gt;Position of responsibility&lt;br&gt;Control of work</td>
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Home-school partnership  Parental involvement in their children's learning

A learning organisation  School-based staff development

After the examinations of the above studies, theoretical models and also the various research studies on school effectiveness, the conceptual model for the present study is developed and presented in Figure 1.

1.6 The Problem

The present investigation is entitled "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. The Government is interested in knowing how its investment is utilised effectively. As a citizen, one is interested in knowing what has happened to the sum he or she has paid by means of tax. Educational administrators look from the view point of resources. They want to ensure that the available resources are effectively utilised.

A parent expects that the school gives good education to his child, students want the school to be places where they can enjoy learning. To a person living in a particular locality the school should be a pride to his locality. Hence, a school can be considered effective in its functioning to the extent that it satisfies the expectations of the various persons concerned, such as students,
teachers, parents and public. In an effective school, teachers and students will behave well and a proper motivation will also exist. A conducive atmosphere will prevail within the school. The head of the school who organises and co-ordinates all the activities will possess the required leadership qualities. Thus, the factors related to students, teachers, heads of schools and the institution are directly and indirectly responsible for the academic achievement and reputation. Hence the correlates of school effectiveness selected for study in the present investigation are as follows:

♦ Students' behaviour adjustment to schools
♦ Students' motivation towards schools
♦ Students' involvement in school activities
♦ Teachers' involvement in school activities
♦ Teachers' ego state level in schools
♦ Teachers' job satisfaction in schools
♦ Leadership qualities of heads of schools
♦ Time management of heads of schools
♦ School atmosphere
♦ Organizational health
♦ Class-room climate.
Fig. 1: Conceptual Model of the Present Study Correlates of Effective Schools
1.7 Objectives of the Study

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 the 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 teachers' involvement in school activities in high, average and low effective schools

8. To study the teachers' ego state level in high, average and low effective schools

9. To study the teachers' job satisfaction in high, average and low effective schools

10. To study the leadership qualities of heads of schools in high, average and low effective schools

11. To study the time management of heads of schools in high, average and low effective schools
12. To study the school atmosphere in high, average and low effective schools

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

14. To study the class-room climate in high, average and low effective schools

15. To find out whether government and private schools differ in the selected personal and institutional variables

16. To find out whether government and aided schools differ in the selected personal and institutional variables

17. To find out whether private and aided schools differ in the selected personal and institutional variables

18. To find out whether boys and girls schools differ in the selected personal and institutional variables

19. To find out whether boys and co-education schools differ in the selected personal and institutional variables

20. To find out whether girls and co-education schools differ in the selected personal and institutional variables.

1.8 Limitations of the Study

1. The study is limited to government, aided and unaided secondary schools situated in Hubli-Dharwad Corporation area.

2. The study is limited to a sample of 700 students and 490 teachers selected at random from 70 secondary schools.