CHAPTER-III

REVIEW OF RELATED LITERATURE

3.1 Introduction

The review of the related literature is an essential aspect of any research work. This is an exacting task, calling for a deep insight and clear perspective of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, wasted efforts, trial and error activity, approaches already discarded by previous researchers, and even more important erroneous findings based on faulty research designs. It provides a greater understanding of the problem and its aspects and ensures the avoidance of unnecessary duplication; it enables to compare the data, on the basis of which a researcher can evaluate and interpret the significance of area’s findings, and in addition, contributes to the scholarship of the investigator. Also these literatures are fruitful sources of objectives and hypotheses.

With these objectives, a survey has been made on the area of school effectiveness from the perspectives of learners and the institutions at the primary level. While surveying, it was found that the previous studies on school effectiveness were few and hence the
researcher has made a survey on the related fields—Students’
behavioural adjustment to school, students’ motivation towards
school, Teachers’ involvement in school activities, Teachers’ job
satisfaction in school, Leadership qualities of Heads of schools, Time
management of Heads of schools, School atmosphere, Organizational
health and they are presented in the form the abstracts in the
present chapter.

3.2 Studies in India

Not a single exclusive study about effective schools seems to
have been done in India so far, but various studies relating to
achievement, school climate, and leadership qualities of the Heads of
schools and so on (factors which are related to effective schools) have
been undertaken. They are summarized below:

Pillai (1969) conducted “An Investigation into the
Organizational and Administrative Factors which Affect the
Achievement of Pupils in Secondary Schools”.

It was found that factors affecting the achievement of pupils
were of three types namely.

a. Teacher factors or instructional factors;

b. Social and educational factors or environmental factors and
c. Organizational and administrative factors or non-instructional factors.

Of all the three factors, environmental factors exerted the maximum influence on achievement. The components of instructional factors were: exercise and home work, periodical tests, evaluation of tests, issue of progress reports, holding extra classes and giving special attention to examination subjects. The components of environmental factors were: time taken to reach the school, educational status of parents, availability of tuition at home, interest taken in films, provision for noon-meals, attitude towards school, attendance at school and average monthly income of parents. The organizational factors constituted laboratory facilities, provision for audio-visual aids, library facilities, parental co-operation, keeping cumulative records, awarding prizes and medals for academic distribution, nature of punishments, facilities for sports and games, literacy and other school associations, size of the class section, classroom accommodation, facilities provided for correction work by teachers, the number of qualified staff in the school, frequency of transfer of teachers and promotion criteria in the lower standards.
Pillai (1974) in her study on “Organizational Climate, Teacher Morale and School Quality” found that:

a. Performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate types;

b. Performance of pupils in high morale schools was superior to that of the average morale schools which in turn was better than the low morale schools;

c. The ability of the school to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools;

d. Higher the faculty morale, quicker and better was the introducing of newer practices in schools;

e. Both climate and morale were positively and significantly related to both criteria namely pupil performance and innovative ability of the schools;

f. Esprit, thrust disengagement and hindrance were found to significantly influence the level of performance of pupils in schools;

g. Curricular issues, school facilities and services, community pressures, teacher status and teacher load were found to contribute to pupils performance in schools;
h. The innovative ability of the school was significantly related to the three climates, namely esprit, thrust and disengagement;
i. The four morale dimensions namely school facilities issues, teacher salary and community pressures were found to influence the innovative ability of the schools and
j. There was a high correlation between climate and morale.

Patel (1974) studied “The Leadership Behaviour for Improving Instruction in High School of Selected Districts in Gujarat”.

The major objectives of the study were:

1. to survey and evaluate the instructional leadership in the high schools of the Surat district.
2. to compare the results with similar survey and evaluation of instructional leadership in high schools of the Bulsar district and the panchmahal’s districts for the purpose of comparison.
3. to determine the relationship between the leadership and organizational climate, the leadership and teachers morale, and the leadership and supervisory practices and
4. to determine the possible main dimensions and directions of improvement of instruction in the high schools.
The sample of 162 schools was drawn from Surat, Bulsar, and Panchmahal's districts. For the collection of necessary data the following tools were used:

i) The questionnaire to find out the organizational climate.

ii) Rating scales to obtain data about the general leadership behaviour, principal’s instructional leadership, teachers sensitivity for new ideas in supervision, perception of teachers about the practicability of implementation of innovative instructional practices in schools and morale of teachers and

iii) Checklists to find out basic data about the methods and programmes in supervision used in schools and the problems of supervision.

The major findings of the study were:

1. Leadership organizational climate, teachers morale, supervisory practices, and innovation and change were significantly related to the progressive characteristics of high schools.

2. Instructional leadership in high schools was highly correlated with organizational climate.
3. leadership and organizational climate of the schools influenced the morale of their teachers and

4. Where the leadership, organizational climate and teachers morale were of high quality, the supervisory practice for the improvement of instruction were found to be effective and the teachers were more innovative.

Mandalia (1975) in a study on “School Buildings’ Standards, Economy, Efficiency and Environment” concluded that the forms not only enhance the environment, add to the superior functional utilization, fulfil varied needs for introduction of latest teaching methods, but also lead to economy in resources, for example man, material and money. The study came out with a formula, namely, forms, functions and feasibility, that is, 3Fs, when organized through 3Ms, that is, man, materials and money will lead to fulfill the demand of 3Rs, that is, reading, writing and arithmetic.

Rao (1976) in his investigation designed to study “The Relationship of a Few Selected Variables Relating to Schools, Teachers and Pupils to the Academic Achievement.” He found that:

1. The teaching condition, a factor isolated through factor analysis, had a high predictive value. It was the result of the
coalescence of the teacher, the pupil and the school. It appeared to be a unique environmental factor influencing the performance of the school.

2. Open climate was an important factor for improving school quality. This type of climate could be obtained if all the teachers worked together with minimum hindrance to the work of a teacher, with the head not keeping aloof and having no tendency for production emphasis to a great extent;

3. Pupils from different socio-economic status levels benefited differentially from the available facilities of the school.

Gupta (1978) studied “Leadership Behaviour of Secondary School Headmasters in Relation to their Personality and the Climate of their Schools”.

The major objective of the study were: (i) to identify and classify the organization climate of the secondary schools of Rajasthan; (ii) to study the leadership behaviour dimensions of the headmasters of secondary schools in Rajasthan having different types of school climate; (iii) to study the personality factors of the headmasters of schools having different types of school climate; and (iv) to examine the dimensions of leadership behaviour and the factors of personality
of secondary school headmasters which may be used as predictors of the school climate.

Using stratified two stages random sampling technique drew a sample of hundred secondary schools from Rajasthan State. The Sharma's School Organizational Climate Description Questionnaire, the Stogdil's Leadership Behaviour Description Questionnaire (LBDQ) and 16 PF Test From A of Cattell and Eber (standardized for Indian adults by S.D. Kapoor, 1962) were used as tools for data collection. Correlation, chi-square, Kolmogorov Smirnov two sample test, analysis of variance and Scheffe's test were used for the analysis of data.

The major findings of the study were as follows: (i) Out of the 100 schools, 15, 15, 14, 20, 26 a 10 schools were perceived by their respective staff as open, autonomous, familiar, controlled, paternal, and closed respectively. (ii) Headmasters of different climate type schools were found to differ significantly on eight dimensions of LBDQ, viz., 'Demand-Reconciliation', 'Tolerance of Uncertainty', 'Initiation of Structure', 'Tolerance of Freedom', 'Role-Assumption', 'Consideration,' 'Production-Emphasis', and 'Superior-Orientation'. (iii) 'Tolerance of Uncertainty', mean score was reported highest for headmasters of 'Paternal' type climate schools and lowest for the
'Closed' climate type schools. (iv) Headmasters in 'Open' climate type schools scored highest 'Integration' mean score, whereas the same was lowest in case of 'Closed' climate type schools. (v) There were significant positive relationships between school climate and all the different dimensions of LBDQ. (vi) There were no significant relationship between school climate and factors A, C, E, H, N. O. Q1, Q3 and Q4 of 16 PF. (vii) The following predictor variables for predicting the school climate were located: (a) Consideration (leadership behaviour dimension), (b) Predictive-Accuracy (leadership behaviour dimension), (c) Expedient vs. Conscientious (personality factor), (d) Tough-minded vs. Tender minded (personality factor), (e) Practical vs. Imaginative (personality factor), and (f) Group-dependent vs. Self-sufficient (personality factor).

Halant (1979) analysed “The Administrative Behaviour of High School Principals” and found that:

a. About 35 percent of the sampled schools belonged to non effective type administrative behaviour whereas about 37 percent belonged to least effective category.

b. Sex, age and experience did not influence administrative behaviour.
c. School size, management type, location or advanced status of the place had no influence on the effectiveness of administrative behaviour.

d. The teachers’ and the principals’ perceptions did not show relationship with the administrative behaviour.

e. The school having open climate had more effective administrative behaviour than the schools having closed climate.

f. The principals showing effective administrative behaviour were less dogmatic than those with less effective administrative behaviour.

g. The schools with effective administrative behaviour and those with least effective administrative behaviour differed significantly in the degree of pupil control ideology.

h. The personality of the teachers was significantly related to their perception of the effectiveness of the administrative behaviour of their principals.

Amarnath (1980) conducted a study on “Comparative Study of the Organizational Climate of Government and Privately Managed Higher Secondary Schools in Jullundur District”.

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The major findings of the study were:

i. The government and privately managed schools, as a group, did not differ significantly in their organizational climate, but differed from school to school and no two schools had similar organizational climate, which was attributed to the differences in the personality traits of the principals and teachers.

ii. The principals of the both types of schools did not differ in their behaviour as leaders.

i. The teachers, too, did not differ significantly in their behaviour, as a group, except in the variables of disengagement, esprit, aloofness and thrust.

ii. There was no difference in the dominance of principal's behaviour and teacher's behaviour accounting for variations in the organizational climate of the schools.

iii. There was no significant difference between the relationship of organizational climate with job satisfaction of principals as well as of the teachers of both the types of schools.

iv. The organizational climate of a school did not affect the job satisfaction of the teachers.

v. There was no positive relationship between the organizational climate and the academic achievement of the students.
Ekambaram (1980) conducted “An Experiment in Creating an Effective School Climate”.

The major findings of the experimental study were:

1. As a result of teacher behaviour training and regular feedback the teachers changed their behaviour in experimental group.
2. There was increase in the use of categories 8 and 9 of FIAC which led to increase in pupils’ talk in the experimental group.
3. The increase in pupils’ academic motivation level was significant at 0.01 level in the experimental groups.
4. The classroom climate components such as authenticity, legitimacy and productivity and total classroom climate showed significant mean gain with respect to experimental groups.
5. The increase was more in experimental group I than in experimental groups II, which was the result of regular feedback given to them during the experimental period.

Darji and Dongre (1982) in their study of “School Renewal with Respect of Organizational Health” found that:

a. Among the schools studied 44 percent had principals manifesting HH pattern of leadership behaviour and 34 percent had principals with LL pattern.
b. Closed organizational climate was prevalent in 32 percent schools open climate in 18 percent schools and autonomous climate in another 18 percent schools.
c. Open as well as closed climates were more in district schools than in city schools.
d. The mean scores on various dimensions of organizational health ranged from 24 to 29. The highest scores were on goal focus, cohesiveness, problem solving adequacy and the lowest scores were on communication adequacy and optimum power equalization. From the organizational health view the picture was encouraging.
e. The teachers in district schools were more cohesive than those in the city schools.
f. The schools with principals manifesting HL pattern of leadership were poorer than the other schools.
g. As one moved from openness to closeness, the mean scores on almost all the dimensions of organizational climate decreased. The autonomous schools were the highest on goal focus and resource utilization.
h. Communication adequacy was poor in the paternal and closed schools.
Sarkar (1983) made an “Investigation on Contribution of Some Home Factors on Children’s Scholastic Achievement”. The study revealed the following:

a. The home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent-child relationship, showed a significant difference between the high achievers and low achievers at 0.01 levels.

b. The child-rearing attitude of the mothers of the two groups showed a significant different between the mothers of high achievers and the low achievers at 0.01 level, indicating thereby that the mothers of the two groups possessed different attitudes regarding child-rearing practices.

c. The multiple regression equation revealed that the contribution of aren’t-child relationship to academic achievement was about 17%, of social background about 7% and of educational environment about 4%. The remaining five factors income, spatial environment, rejection of home-making role, harsh positive control and intelligence, explained about 2% of the variance of the criterion scores.
Srivastava (1985) studied “School Effectiveness in Relation of Organizational Climate”.

The survey method was followed. All the intermediate colleges of Allahabad district constituted the population of the study. The researcher randomly selected 34 colleges as the sample. The tools used were the “School Organizational Climate, Description Questionnaire” by Motilal Sharma and “The School Innovativeness Survey Questionnaire” prepared by the researcher herself.

Analysis of variance and t-test were used to test the hypotheses. Data were collected from all colleges and 368 lectures. The major findings were:

a. Disengagement among teachers was found related negatively to school effectiveness, while feeling of esprit and feeling of intimacy were found related positively to school effectiveness.

b. Feeling of alienation, psycho-physical hindrance and tendency of controls were found to have no relationship with school effectiveness.

c. School innovativeness was found not significantly related with disengagement, alienation of teachers and the psycho-physical hindrance dimension of organizational climate.
d. The feeling of esprit and intimacy among teachers was found significantly related to school innovativeness.

e. Except the production emphasis dimension, school results were found to have no relationship with any dimension of organizational climate.

Veeraraghavan (1986) made “A Comparative Study of Organizational Climate, Leadership Adaptability and Teacher Effectiveness in High Average and Low Performance Schools.” The following tests were used to collect data:

a). Halpin and Croft’s (1996) “Organizational Climate Description Questionnaire”, b) Arora’s (1973) “Teacher Characteristics and Description Form” to ascertain teacher effectiveness, c) Indiresan’s (1973) “Job Satisfaction Scale”, d) Halpin and Winer’s (1953) “Leadership Behaviour Description Questionnaire” to ascertain leadership adaptability of the principals, e) Sinha and Singh’s (1964) “Adjustment Inventory” and f) Rao’s (1974) Achievement Motivation Scale”. To identify the high, average and low performance schools, the results of the CBSE examinations of each school over a period of three years were scrutinized.
The Major Findings

1. The organizational climate dimensions (disengagement, aloofness, esprit, intimacy, psychological hindrance, consideration, humanized thrust and production emphasis) varied significantly amongst high, average and low performance schools with high performance schools showing lower disengagement, alienation, psychological hindrance and higher on esprit, intimacy and humanized thrust as compared to the average and low performance schools.

2. The high performance schools as compared to average and low performance schools showed relatively more open climate.

3. There were significantly more teachers in the high performance schools having more years of experience than the teachers of average or low performance schools.

4. Both high and average performance schools had relatively higher percentage of highly trained teachers as compared to low performance schools;

5. Irrespective of the schools being high, average or low in performance, teacher effectiveness (TE) did not differ significantly amongst the schools.

6. Four factors, namely, leadership style, professional qualities, personal dispositions and personal attributes, emerged as
underlying teacher effectiveness and when these factors were considered in terms of high, average and low performance schools, the result showed a high positive correlation amongst leadership style, professional qualities and personal attributes in high and average performance schools and low but positive correlation in low performance schools.

7. There was no significant difference in leadership adaptability between high and average performance schools though leadership adaptability was significantly higher in high performance schools than in low performance schools.

8. There was no significant difference in the job satisfaction of teachers belonging to high, average and low performance schools.

9. The higher the production emphasis and humanized thrust in an organization, the higher was the job satisfaction.

Selvaraju (1993) studied “The Correlates of School Effectiveness.” The questionnaires were administered to 540 teachers and 810 students of 54 higher secondary schools.

The statistical techniques, ANOVA discriminating function analysis, regression analysis and profile analysis revealed that there is a significant relationship between school effectiveness and some variables, students’ involvement, students’ motivation towards
school, leadership qualities, teachers involvement, classroom climate and organizational health.

Shaikh (2000) undertook "A Study of Relationship between School Effectiveness and Selected Personal and Institutional Variables".

The tools were administered to 700 students, 490 teachers and 70 Heads of schools from 70 secondary schools. The statistical techniques, ANOVA, correlation analysis and regression analysis revealed that there is a significant relationship between school effectiveness and some variables like students' behaviour adjustment in schools, students' involvement, students' motivation towards schools, teachers' involvement, teachers' job satisfaction, leadership qualities, time management of Heads of schools and school atmosphere and organizational health, leadership qualities, time management of Heads of schools and school atmosphere and organizational health.

Kalra (2005) "Students' Perception of Attributes of School Effectiveness: A Study"

The study highlights the perception of students on the relevance and worthwhileness of the learning experiences being
provided to them in their school. It also aims at finding out the attributes of school effectiveness.

The objectives of the study were:

Following are the stipulated objectives of the study.

1. To identify the functions, policies, programmes and activities envisaged as attributes of school effectiveness at secondary level;
2. To study students’ perception of attributes of effective schooling;
3. To find out strong and weak areas of schools;
4. To suggest measures for enhancing school effectiveness.

The research tools of the study were:

Following research tools were developed.

1. Tool 1: Criteria of School Effectiveness
2. The tool has two parts.
3. Tool 1A: Criteria of School Effectiveness - Checklist
4. Tool 1B: Information Schedule about the School
5. Tool 2: Students’ Perception on Dimensions of Effective Schooling - Rating Scale
6. Tool 3: School’s Role in Developing Affective and Psychomotor Behaviours - Questionnaire
7. Tool 4: Educational Climate and School Effectiveness - Opinionnaire

The sample schools were studied on the following eleven aspects.

School Policy
School Administration
Learning Environment
Student Welfare
Teacher Efficiency
Academic Achievement
Citizenship Development
Personality Development
School Result
School Reputation
Participation in Competitions

The sample of the study was:

30 Schools 15 Government, 8 Unaided and 7 Aided schools of Delhi from two Education Districts - West and Central 720 Students

Boys and Girls of Class XI from Science, Arts, Commerce and Vocational streams
Major findings of the study were:

The expectations of students from their schools are identified as the following.

Giving exposure to students over and above text books to enrich their understanding; Maintaining impartiality in examinations; Arranging additional classes for weak students; Conducting special classes for higher results of class X and XII in the CBSE examination; In addition, following are also the perceived expectations.

(i) The school should inculcate social, moral and ethical values; and should have a focus on citizenship values with an emphasis on developing secular and democratic outlook.

(ii) In the perception of students, classroom teaching-learning includes student-teacher interaction, monitorial assistance, self study, peer tutoring, small group work and supplementary readings in the library.

(iii) The students have desired for opportunities to communicate with the Principal.

(iv) The students have favoured teamwork to foster fraternity.

(v) Impartiality by the teacher leads to spirit of equality.

(vi) The students consider that the competitions in school programmes develop both leadership and excellence.
The students have favoured the establishment of discipline in the class, provision of library facility and regular homework.

It is investigated and found that students of class XI are able to form perception of attributes of school effectiveness in all the domains - Cognitive, Affective and Psychomotor.

Hangal (2006) undertook “Correlates of School Effectiveness from the Perspective of Learner and the Institution at the Primary Level”.

The tools were administered to 450 students, 225 teachers and 45 Heads of schools from 45 primary schools. The statistical techniques, ANOVA, correlation analysis and regression analysis revealed a significant relationship between school effectiveness and some variables like students’ behaviour adjustment in schools, students’ involvement, students’ students’ motivation towards schools, students’ personal effectiveness, school atmosphere, school atmosphere, organizational health.
Chaugule (2010) conducted "A Study of Quality Indicators of Effectiveness of Secondary Schools".

The objectives of the study were:

1. To identify the correlates of effective schools
2. To study the students' behaviour adjustment to school in high average and low effective schools.
3. To study the students' motivation towards school in high, average and low effective schools.

Findings of the study were:

1. Students in high effective schools are higher in behaviour adjustment in school than those in average effective schools.
2. Students in high effective schools are high on motivation towards schools than average effective schools.

3.3 Studies Abroad


Using the input-output approach, the paper distinguishes school effectiveness from school efficiency and classifies school effectiveness into four categories: school's technical effectiveness, social effectiveness, internal economic effectiveness, and external
economic effectiveness. In order to explore the issue of evaluation of school effectiveness, the paper introduces seven evaluation models: the goal model, the system-resource model, the internal process model, the strategic-constituencies model, the legitimacy model, the organizational learning model, and the ineffectiveness model. All these models have their own strengths and limitations.

Past attempt in integrating these multiple models is questioned because of contradictory multiple criteria. The dynamic model of effectiveness developed in this paper integrates the important characteristics of the integrated model and the contradiction model and reconceptualizes school effectiveness from a dynamic view.

This dynamic model in itself is not an evaluation model but can provide a perspective to consider the strengths of the evaluation models. It suggests that the evaluation models may be arranged in a hierarchy. The organizational learning model should be the major model and the others are the sub-model. Multiple models are needed in evaluation of school effectiveness if we want to know how well a school performs in different aspects of the dynamic process of struggling for survival.
Beauchamp (1990) conducted “A study of Teacher Perceptions of the Characteristics of Effectiveness in Canadian Independent Schools”. This study analyzed the perceptions of 184 teachers in 38 member institutions of the Canadian Association of Independent Schools to determine the most important characteristics and indicators of school effectiveness. Of the eight characteristics, creating a positive learning climate was ranked highest, as was the case in a recent study of private schools in the United States. At the level of indicators, top ranking were given to student-oriented concerns: (1) Care about students as people, (2) Providing an enriched and all-round quality programme for students, (3) Pride in the school’s and students’ successes, (4) Listening to students, (5) Providing an enjoyable environment, (6) Care of students in a professional manner. In conclusion, these findings indicate that a balance of school effectiveness characteristics and indicators are required to render an overall quality programme for the benefit of the students.

Degenhart (1990) conducted “A Correlational Study of Teacher Perceptions of Effective Schools Characteristics and Student Achievement in Various Socio-economic Status Groups”. “The Connecticut School Effectiveness Questionnaire” (CSEQ) was used to
gather information on teacher perceptions of effectiveness and the Iowa Tests of Basic Skills" (ITBS) batteries were used to assess student achievement. Major conclusions of the study were: (1) The significance of relationships between the effective schools characteristics studied and student achievement was quite limited. The characteristic opportunity to learn/student time on task evidenced the strongest relationship with achievement, including a statistically significant correlation with the achievement of middle/high SES students. (2) The strongest relationship with achievement was found for the Middle/High SES group in which seven of eight Correlational comparisons were positive, though only one was found to be significant. (3) Seven of the possible twenty one inter characteristics Correlational pairings were found to be significant. Three of the characteristics, safe and orderly environment, frequent monitoring of significantly each with the other. (4) CSEQ and ITBS data were presented in formats which provided effective information, usable for goal setting and planning.

Church (1990) investigated “The Relationship between Principals’ Ambiguity Tolerance and Measures of School Effectiveness.” This study investigated the relationship between principals’ ambiguity tolerance and measures of school effectiveness.
The linkages examined added to the literature on effective schools research. Particular emphasis was placed on the explanatory value of the principals as the key source of direction and certainty in the school environment. Two levels of analysis were conducted. In the first level, ambiguity tolerance was conceived as a dependent variable potentially influenced by sex, ethnicity, age and school level (elementary or secondary). The second level of analysis hypothesized relationships between ambiguity tolerance and an assortment of dimensions of school effectiveness based on the original constructs of Parsons (1960), described as an Integrated Goal-System Resource Model (Hoy and Miskel, 1987). A sample of 4400 teachers and the population of principals from 247 schools in Dade Country, Florida were surveyed. A positive and significant relationship was found between principals’ goal oriented leadership and measures of school effectiveness, supporting the accumulated research on school and principal effectiveness.

Samuels (1991) studied “The Relationship of Gender, Achievement and Parent Attitude towards School Effectiveness and Students’ Attitude towards School” (school attitude). A sample of 313 students in grades 3-8 was drawn from six public schools in a suburban Connecticut town and were administered the “School
Sentiment Index” (SSI) during the school day. Parents of the students in the sample were sent a 17 item questionnaire by mail. Items from two subscales of Connecticut “Parent Attitude towards School Effectiveness (PATSE) scale formed the parent questionnaire (school/community relationships and high expectations). Data were analyzed using stepwise and forced-entry, hierarchical multiple regressions at each level of the school sentiment Index. The study revealed that there is no relationship between attitude and achievement. The inclusion of parent attitudes as exploratory variables did not add to the prediction and further, showed no meaningful relationship between parents attitude and their students attitudes toward school.

Goodhart (1991) studied the “Instrumental and Expressive Characteristics of Public Secondary Schools and Effectiveness.” Data were collected from 1,011 secondary school teachers in 48 public secondary schools in a restricted (average wealth) socio-economic range of communities. Factor analysis of the school outcome measures produced three measures of school effectiveness: (a) Academic Achievement, (b) Success in school, and (c) A subjective measure of effectiveness. Correlation and regression analysis showed that the school principal’s leadership behaviour in initiating structure, the staff morale in the school, and the school’s integrity as
an institution, were each individually significant in explaining a subjective measure of school effectiveness. The principal's upward influence in the school organization, as well as the school's emphasis on academics, were each individually significant in explaining another aspect of school effectiveness, academic achievement.

Brooks (1991) undertook a study of "The Relationships of Lead Teachers' Perceived Style and Effectiveness to the Maturity Level of Regular Classroom Teachers" (Effective teachers). The study consisted of an on-site visit of the six participating schools to administer four instruments. The instrument used for identifying the leadership styles of the lead teachers is the "LEAD other." The "Readiness Scale/ Manager" was used for identifying the readiness (maturity) level of the regular classroom teachers developed by Hersey and Blanchard. The entire population of the pilot project school participated in the study. Chi-square statistical procedures were employed to answer the proposed questions. Results showed that the readiness (maturity) level of the regular classroom teachers was not shown to be associated significantly to the demographic variables. However, a statistical significance was found to exist between the perceived leadership style of the lead teachers and the readiness level of the regular classroom teachers. In addition, there was a significant
relationship between perceived leadership and school effectiveness when leadership style and readiness level were congruent.

Brown (1991) studied "The Relationship between Leader Behaviour and School Effectiveness." The study was designed to examine leader behaviour associated with school effectiveness in twelve site-based managed and non-site-based managed high schools located in four urban school districts in Texas. The focus was on analyzing the nature of principals' leadership behaviour concerned with two aspects of the administration of schools: (a) Instructional leadership and (b) Home school relations. Comparisons were made within and across school groups, and analyses were made of differences pertaining to site-based and non-site-based managed schools. The ratings of teachers representing upper and lower performing schools were compared, and interviews were conducted with principals to provide insight into the association between leader behaviour, specified school factors, and school effectiveness. The study revealed that principals had more favourable perceptions of their performance and of school conditions when compared with other role groups.
Nugent (1991) studied "The Relationship of Substitutes for Leadership and Effective School Characteristics" (Leadership Substitutes, Situational Leadership). The sample for this study included 60 randomly selected teachers from each of the three school levels who completed the "Connecticut School Effectiveness Questionnaire," the "Measurements of Substitutes for Leadership," and a "Personal Information Form." The study revealed that: (a) The combined teacher group agreed to the existence of one effective school characteristics, safe and orderly environment, and elementary teachers, however, agreed to the existence of three effective school characteristics, safe and orderly environment, clear school mission and frequent monitoring of student progress. (b) The elementary middle, and high school teacher groups agreed to the existence of the substitutes for leadership, ability, experience, and training and intrinsic rewards. (c) Substitutes for leadership which were characteristic of the individuals and the tasks were found to be in existence at the elementary level, while the middle and high schools teachers indicated the existence of substitutes for leadership which were characteristic of the individuals, the tasks, and the organization. (d) Certain demographic characteristics of the teachers (for example, age, sex, teaching experience, educational preparation) revealed significant relationships between the responses of the
combined teacher group and the characteristics of effective schools and the substitutes for leadership.

Rose (1991) studied "The Perceptions of Selected Principals in South Carolina Concerning Their Instructional Management Behaviour." A random sample of 73 South Carolina school principals completed the "Principal Instructional Management Rating Scale." The research question was investigated by analyzing the data through the use of canonical correlation analysis. A canonical correlation of $R_c = .57$ (df = 60, p. < .05) was found indicating significant multivariate relationship between the sets of variables. However, several intercorrelations between specific variables were found to be significant.

Kish (1991) made a comparison of "The Relationship Between Teacher Locus of Control and Student Achievement in Selected Schools" (Effective Schools). A total of eighty four teachers participated in the study. Teacher effectiveness was determined by measuring student growth on the "ITBS". No relationship was found between a school's classification as more effective or less effective and teacher effectiveness, teacher gender, years of teaching experience and the teacher locus of control.

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Teague (1991) studied “Teacher Satisfaction and Involvement in Decision-Making in Selected High Schools in Ohio” (Empowerment). The study was conducted to determine if differences exist between teacher levels of involvement in decision making and their job satisfaction in nine exemplary and nine other selected Ohio high schools, matched by school enrolment and per-pupil-expenditure. The “Decision Involvement Analysis” instrument was sent to 20 randomly selected teachers from 18 schools. A total of 161 teachers completed the survey for a return of 60 percent. Results indicated that teacher levels of decision involvement had a significant effect on their levels of job satisfaction; that a positive correlation on teacher levels was significant; exemplary school teachers had a significantly higher level of decision involvement than their matched counterparts in other schools; and teacher influence within their department and school-wide was significant on their levels of decision involvement.

Brice (1992) studied “Principals in Saskatchewan Rural Schools: Their Leadership Behaviours and School Effectiveness.” Saskatchewan schools were divided into rural and urban schools and 130 sample schools were chosen. The data suggested that (1) There is a significant difference in the behaviours of principals in schools that are identified as effective compared to those behaviours of principals
in schools that have not been identified as effective. (2) The
behaviours identified by Kouzes and Posrer and tested by the LPI-self
and LPI other were found in the various schools in Saskatchewan. (3)
There are differences in the principals perceptions of their leadership
behaviours and those perceptions of other staff members. (4) There
were no significant differences of other staff members (4) There were
no significant differences found in the leadership behaviour of
principals within the various school structures except between the
urban elementary and high schools, where there was a significant
difference found in the one variable, inspiring the vision and also in
the mean of the five behaviours measured.

Dolasinski (1992) studied “Effective School Characteristics as
Perceived in Arizona State-Designated Exemplary Secondary
Schools”. Five 1990-91 Arizona State-recognized schools of excellence
participated in the study. Two were middle and three were high
schools. A descriptive/ analytical approach of quantitative and
qualitative data analysis procedures were used with 88 teachers, and
44 school/ level administrators, parents, district office administrators
and school board members in each o the five respective school
districts. Significantly, this study indicates that it is the action taken
by teachers and significant educational others at the secondary level,
and not the demographic variations of the individual educator and/or educational institution, that impacts school effectiveness. Through a warm, supportive, structured and efficient organizational system (for example, Core Teams, mini-courses), and positive home-school relations (for example, parents visible at the school and communication and cooperation regarding discipline, homework and student progress) greater opportunities for school improvement can be realized.

Lee (1992) studied “The Relationship Between Principal Leadership Behaviour and Teacher Morale in the Most Effective Private Academic High Schools and in the Least Effective Private Academic High School in Seoul, Korea.” The “Purdue Teacher Opinionnaire,” The “Leader Behaviour Description Questionnaire Form XII”, and a “Demographic Data Sheet” were employed as the data gathering instruments and distributed to 25 teachers from each of the 20 selected private academic high schools. The t-test, Pearson product-moment correlation coefficient, and Fisher’s Z transformation were used in analyzing the data. The results of the data analysis indicated that: (1) Principals’ leadership behaviours were significantly stronger in the most effective private academic high schools than in the least effective private academic high schools. (2)
Teachers of the most effective private academic high schools had higher levels of morale than those of the least effective private academic high schools. (3) Principal leadership behaviour and teacher morale were more strongly related in the most effective private academic high schools than in the least effective private academic high schools.

Jordan (1993) undertook a study of “Principals’ Perceptions of South Carolina Secondary School Support Staff Allocations.” The surveys were mailed to 194 schools in South Carolina in that 127 principals responded. The conclusions drawn from the study include: (1) Further analysis of the impact of staffing allocations on school effectiveness is needed. (b) State and regional support staff allocation standards may be outdated and in need of analysis in light of school complexities. (c) Allocation of specific numbers of specific positions may not be in concert with the move to decentralization and site-based management and (d) Principals perceive their support staff levels to be inadequate to accomplish the school’s mission and / or goals.

Adams (1993) studied “Organizational Leadership and its Impact on School Effectiveness: A Case Study of Sixty Schools within a Suburban School District.” The sample for the study consisted of
1,500 individuals, representing various roles and positions found in suburban elementary and secondary schools. A stratified random sampling technique was utilized to select 25 participants from each of 60 schools. The “Organizational Control Questionnaire/Graph” was used to measure the amount of organizational leadership existing in schools. In addition, the “Index of Perceived Organizational Effectiveness,” “Overall Job Satisfaction Questionnaire”, and “Loyalty Questionnaire” were employed to assess the contribution to be perceived and independent indicators of effectiveness. It was hypothesized that leadership would be found to exist across various educational hierarchies that characterize schools. It also was hypothesized that the presence of organizational leadership would correlate with Parsons’ four functions and with increased levels of organizational effectiveness. It was further hypothesized that organizational leadership would emerge as a significant predictor of the effectiveness outcomes employed in this dissertation study.

Burkhardt (1993) studied “The Effects of Principal's Gender and Motivational Style on Teacher Job Satisfaction and School Effectiveness”. A sample of 81 elementary school principals and 579 elementary school teachers in New Jersey participated in the study. The principals completed “Fiedler’s Group Atmosphere Scale” and
"least Preferred Co-Worker Scale." The teachers completed "Mott's Index of Effectiveness" and "Smith's Job Descriptive Index." All data were collected by mailed correspondence. In all schools surveyed, a combination of gender and motivational style promoted greater school effectiveness and teacher job satisfaction. Female principals generated lower teacher job satisfaction with co-workers than did task-oriented male principals. Further, task-oriented principals generated higher school effectiveness and higher teacher job satisfaction with supervisors and co-workers than did relationship-oriented principals.

Higgins (1993) studied "The Relation of Participative Leadership Style to Two Measures of School Effectiveness in the Catholic High Schools of the Archdiocese of San Antonio" (Texas). The purpose of the study was to determine whether principals' participative leadership style in the Catholic high schools of the Archdiocese of San Antonio was related to two measures of school effectiveness: instructional leadership or home-school relations. The questionnaires were mailed to a sample of 120 teachers and 240 parents and respondents totaled 215. In analyzing the data, results of a t-test for independent groups indicated no significant difference between the participative leadership style of the principals as perceived by the
teacher and parent constituency groups. Further analysis showed that, as perceived by teachers, the principals’ participative leadership style relates positively to two instructional leadership job functions: frame the School Goals and Supervise and Evaluative Instruction. Therefore, as teachers perceived the principals as demonstrating more of a participative leadership style, they also perceived principals as being better able to frame school goals and supervise and evaluate instruction.

Killum (1993) studied “The Relationship among Principal Leadership, School Effectiveness, Teacher Morale, and Selected Demographic Variables in Secondary Schools with different Organizational Structure”. Fourteen schools, representing 82% of the population of secondary schools in a large metropolitan school district, were the units of analysis for this study. The schools were classified as having bureaucratic or loosely coupled structures relative to the organizational dimensions of goal consensus and horizontal and vertical communication. The results indicated that there were no significant differences in the characteristics of the two groups of schools in principal leadership, school effectiveness, teacher morale, and selected demographic variables. Eight schools in the sample were classified as loosely coupled and six schools were
bureaucratic based on the images of the two organizational types described in the literature. However, a comparative analysis of two groups indicated no significant differences in characteristics of principal leadership effectiveness, school effectiveness, teacher morale, and selected demographic variables.

Cey (1993) studied "The Relationship Between Administrative Style-School Size, School Effectiveness and other Demographic Variables". This study investigated the relationship between the variables of school size, school's socio-economic status, principal's tenure in his current position, school climate, school effectiveness and the administrative style of the building principal in 19 public secondary school in Washtenaw Country, Michigan and one public secondary school in Livingston County, Michigan. "Rensis Likerty Associates Profile" of a school was used to determine administrative style ratings for the twenty principals and to obtain school climate ratings for the twenty schools. Correlation and multiple linear regression analyzed the data. The results of these analyses indicated that no significant relationship existed between school size and administrative style, school effectiveness and administrative style, tenure in position and administrative style or school's socio-economic status and administrative style. A strong positive relationship was
found to exist between the principal's administrative style and organizational climate.

Alexander (1994) studied "Teachers' and Principals' Perceptions of the Principal's Leadership Styles Related to Effective Schools". The instruments used in this research were the following: (1) "The Profile of a School" (POS) (Likert, 1986); (2) "Leadership Effectiveness Adaptability Description" (LEAD) (Hersey and Blanchard, 1973); (3) "Demographic Survey". The analysis was divided into two sections: descriptive and inferential. The following conclusions were drawn: (1) Lack of evidence of a relationship between leadership styles of the principals and results on the four sub-scales of the POS. (2) "Teachers and principals who had completed a university course in the past two years had higher scores on the POS. (3) Perceptions of effective schools did not differ relative to the professional experiences of the participants. (4) Principals had different perceptions of their leadership styles than the teacher's perceptions of his/her principal's leadership styles.

Lassiter (1994) made an assessment of "The Relationship Between Student Perceptions of School Effectiveness and Student Achievement and Social Adjustment in Zoned Comprehensive Public High Schools". The purpose of this study was to provide central
office and school-site administrators with data on student perceptions on school effectiveness to be utilized to involve students more effectively in school-improvement efforts, to create a more student-centered operation, and to improve student achievement and social adjustment. The research sample consisted of 490, 9th, 10th, 11th and 12th grade students in three Baltimore City zoned comprehensive high schools (4,753 total population). Data were collected using the 100 item "Connecticut School Effectiveness Project's Student Questionnaire". Responses to survey items were analyzed using stepwise regression procedures and the F-test to determine significant relations. In analysis of data related to GPA, four characteristics were statistically significant in explaining the difference in students’ GPAs—clear mission, safe and orderly environment, high expectations, and consideration. In attendance rate analysis, safe and orderly environment, school and community relations, decision-making, and frequent monitoring were significant in explaining the difference in students’ attendance. Safe and orderly environment was the single characteristic found significant in both GPA and attendance data analysis.

The main objectives of the study were to explore: (1) the relationship amongst the leadership of Head masters, organizational health and students’ academic achievement; (2) the relationship between the leadership of Head masters and organizational health in the context of certain variables, such as, type, size, management, medium and area of school and the experience of Head master, (3) the relationship between the two dimensions of leadership and students’ academic achievement; and (4) the relationship between the ten dimensions of organizational health and students’ academic achievement.

There were 1022 secondary schools in the six districts of Saurashtra region. These schools comprised the population of the study. Seven hundred thirty six (72.01%) schools were selected in the sample using stratified random sampling technique. The stratification was based on the area, type, size, management, and medium of the schools and the experience of the Head masters. Six teachers were randomly selected from each school of the sample. Three tools were used for data collection. These were Leadership Behaviour
Description Questionnaire (LBDQ) originally developed by Halpin and Winner and translated in Gujarati by (Dekhatawala), Institutional Health Description Questionnaire (IHDQ) developed and validated by Dongre and Dekhatawala, and students’ scores of the last three years’ secondary and higher secondary school certificate examinations. The questionnaires were self-reporting 5-point Likert type scales. The investigator established the reliability and validity of the questionnaires in the context of this study. For data analysis, statistical techniques like frequency distribution, mean, standard deviation, and correlation were computed.

Major findings were: (1) The leadership of secondary school Head masters was positively and significantly related to the organizational health of the schools. This relationship was positive and significant for both the task-oriented and consideration-oriented dimensions of leadership and ten dimensions of organizational health, irrespective of type, size, and area of the schools and the experience of the Head masters. But it was positive only in the cases of Gujarati medium and non-government schools. (2) Generally, the leadership of the Head masters was not positively and significantly related to the students’ academic achievement. (3) The organizational health of the schools was positively and significantly related to the
academic achievement of only standard X students and in most of the cases, there was no role of the type, size, management, area, medium of the schools and the experience of the Head masters in this relationship.

Brice (1998) conducted a study on "The Relationship Among School Climate, Teacher Job Satisfaction, and Selected Demographic Variables in Selected High Schools in South Mississippi"

The general purpose of this study was to determine the relationship between school climate and teacher job satisfaction. In addition, the selected demographic variables of gender and race were examined for their predictive relationship with the criterion variables of school climate and teacher job satisfaction. The ultimate goal of this study was to provide educators with the information about the variables related to school climate.

The multiple linear regression technique was used to test for a significant relationship between the criterion variable of school climate and the predictor variables of teacher job satisfaction, gender, and race. The same technique was used to test for a significant independent relationship between school climate and teacher job satisfaction while controlling the remaining individual variables. In
addition, this technique was used to test for a significant interaction between school climate on each of the remaining individual variables.

Farr (1998) undertook a study on “School Climate and Student Achievement during a School Improvement Effort”.

The purpose of this study was to examine two aspects of the school improvement process. Student achievement and school climate perceptions of students and staff were studied over a two year period from 1994-1996. The study was designed to explore the relationship between school climate and student achievement as part of the school improvement process.

The site of this study was the Lexington Public Schools, in Lexington, Nebraska. This K-12 public school district, with a 40 percent minority population was identified as a Nebraska agricultural community with a large beef pacing plant.

A total of 375 (84%) of the Lexington Middle School and Morton Elementary students who attended Lexington Schools from 1994-1996 participated in the study.
Sixty six teachers who were continuously employed by the Lexington Public Schools from 1994-96 participated in the study from Morton Elementary and Lexington Middle School.

Analysis of the school climate survey data revealed the staff school climate total mean score decreased 5.0 percent, and the means of the other four subsections of the school climate survey – general school climate, expectations, curriculum and instruction, and discipline – decreased. The student school climate total mean score increased, and the means of the other four subsections of the school climate survey – general school climate, expectations, curriculum and instruction, and discipline – increased.

No significant difference was indicated between the 1994 and 1996. Normal Curve Equivalent (NCE) language mean scores. The reading and mathematics NCE mean scores decreased significantly from 1994-1996.

A significant relationship was found between 1996 school climate perceptions in four areas – classroom expectation, curriculum and instruction, discipline, and school climate total scores and 1996 student achievement reading, language, and mathematics. A negligible relationship was found between “general”
1996 school climate perceptions and 1996 student achievement in reading, language, or mathematics.


The purpose of this study was to assess the literature on school effectiveness in an effort to identify at theoretical base for the study, to identify factors that would represent the theory, and to locate a secondary national database that could be used to model school effectiveness in urban, suburban and rural urban cities. John Carroll's 1963 model of school learning was identified as the theoretical model of school learning. The wealth of research literature and commentary on school effectiveness provided explanations of variables that could represent the school-related factors in Carroll's model. The National Educational Longitudinal Study of 1988, a longitudinal study of secondary schools, was used as the national database for the study. Principal components analysis and a two level hierarchical linear model were used to analyze the influence of Carroll's school related factors on academic learning. Carroll's model specified five factors that influenced learning. However, only two of
the factors could be impacted by school level activities. These two factors, Opportunity To Learn (OTL), and Quality Of Instruction (QOI), and their impact of mathematics achievement in American secondary schools were the focus of this study. The study found that overall the two factors in Carroll's model when combined with SES and locus of control covariates had a significant impact on mathematics achievement. Contrary to prior research, there were no differences between urban cities. However, this finding could be due to the limitations of the dataset used in the study.


This study examined the relationship between professional support staff (guidance counsellors, librarians, nurses, psychologists, and social workers) collaboration, organizational health, and secondary school effectiveness. Although there has been extensive research related to teacher participation in the decision making process, there is a lack of empirical research examining the role of professional support staff in this regard.
Research on participative decision making indicates that when collaboration is at an optimal level, it results in improvement in school climate and effectiveness. Collaboration is at an optimal level when desired collaboration is equal to actual collaboration. A new instrument, the Survey of Professional Support Staff Collaboration (SPSSC), was used to measure collaboration between professional support staff and teachers and professional support staff and building level administrators. The Organizational Health Inventory (OHI) was selected to measure school health because it is well grounded in theory and has proven useful and reliable in other studies that examined school climate. Effectiveness was established using the Index of Perceived School Effectiveness (IOSE). Based on an instrument developed by Mott (1972), Hoy and Ferguson (1985) established the validity of the IPSE by demonstrating substantial correlation between it and a variety of other measures of effectiveness.

Four hypotheses were tested to determine the relationship between the independent variables of professional support staff collaboration and organizational health and the dependent variable of secondary school effectiveness. The independent variables of collaboration and health were significantly related to each other.
There were also significant positive correlations between the independent variables of collaboration and health, and the dependent variable of secondary school effectiveness. Finally, using school size and expenditure per pupil (an indicator of SES) as controls, organizational health was found to make a unique contribution to secondary school effectiveness.

Theoretical and practical implications of the research are discussed. Suggestions for further study are included.

Andrew (2000) studied on “The Organizational Health of High Schools and Dimensions of Faculty Trust”.

Climate and trust are both important aspects of school environments. An understanding of those aspects of organizational climate that influence faculty trust in specific school groups may help to refine the concept of organizational trust. The major aim of this study is to examine the relationship between dimensions of faculty trust and aspects of health in high schools.

The relationship between faculty trust in students and faculty trust in parents is blurred. The question of whether they are separate or unitary concepts in high schools remains and will be addressed in this study. The general hypothesis of this study is that school climate
will be positively related to faculty trust, however, school climate is viewed from the multi-dimensional perspective and so is faculty trust. Thus, the research addresses what dimensions of organizational health best predict each aspect of faculty trust.

Research collected data from 98 high schools throughout the state of Ohio. Half of each school faculty was administered the Organizational Health Inventory and the other half was administered the Trust Survey. Additional data came from statewide summaries obtained from the Ohio Department of Education. The unit of analysis in this study was the school.

Descriptive statistics were summarized for all variables, correlation co-efficient were computed for each aspect of health with each dimension of faculty trust. Further testing of variables was conducted using multiple regression analysis. In addition, factor analysis was performed on both research instruments.

The general hypothesis that school health would be positively related to faculty trust was supported; however different dimensions of health were more or less important depending on which aspect of faculty trust was targeted. Furthermore, Faculty Trust in Parents and Faculty Trust in Students were found to form a single,
Joseph (2000) studied "The Relationship between Teacher Perceptions of High School Climate and Selected Characteristics of Effective Schools as Defined by the State of Oklahoma".

The purpose of this study was to determine if a definable relationship existed between teacher perceptions of high school climate and selected characteristics of effective schools as defined by the State of Oklahoma.

This study was designed in such a way that research questions served as research hypotheses to be tested utilizing the Pearson r test to establish a correlation coefficient between teacher perceptions of school climate and the primary State of Oklahoma characteristics of effective schools which were standardized test scores, graduation rates, and dropout rates.
It was concluded from the results of this study that teachers’ perceptions of a school’s climate might not have been a factor in certain correlations of effective schools. This study yielded no significant relationships on 51 of the 54 correlations.

Marcelo (2000) conducted a study on “The Instructional Leadership of High School Principals in Successful Hispanic Majority High Schools”.

The purpose of this study was to examine how principals utilize instructional leadership, within the context of Hispanic majority high schools, to enhance the academic success of Hispanic students. The emphasis was on the instructional leadership of high school principals with regard to student academic performance goal development and implementation, school culture, and instructional management.

The research design was a multiple case study that included a cross site analysis. Data from interviews, direct observations, and document reviews were coded and analyzed. Multiple research sites, a pilot study, triangulation of data, and member checks were used to strengthen the trustworthiness of the data.
Findings of the study revealed that principals in success Hispanic majority high schools provided strong leadership in the areas of student academic performance goal development and implementation, school culture, and instructional management. While their approach was varied, several commonalities emerged from the cross site analysis. The principals utilized student performance data to guide their actions, communicated effectively with all school stakeholders, and empowered teachers to share in the leadership of the school. Most importantly, the principals created a school culture that was student centered, data driven, and highly focused on accountability for the academic performance of all students.

The findings of this study are consistent with expanding the literature regarding effective instructional leadership and high levels of student achievement. Specifically, the principal's involvement in framing, conveying, and sustaining school goals represented an important domain of influence on student outcomes (Hallinger and Murphy, 1985; Hallinger and Heck, 1996). Furthermore, the study is congruent with Sergiovanni's (1992) suggestion that the campus principal can shape the school culture to support and ensure educational excellence for all students. However, this study found that effective instructional leadership goes beyond framing school
goals and creating a student centred culture and requires principals to involve and empower their teachers to develop and implement student academic goals, shape the school culture, and monitor the instructional programme. More importantly, principals in successful Hispanic majority high schools sustain a strong emphasis on teacher accountability for the academic performance of all students.

Floyd (2000) undertook “An Investigation of the Leadership Style of Principals and its Relation to Teachers’ Perceptions of School Mission and Student Achievement”.

The purpose of this study was to expand transformational leadership as it relates to the leadership behaviour of school principals. It sought to provide practical recommendations for principals in developing effective leadership styles for achieving a school’s primary mission, improved student achievement.

This study combined relations between perceptions of the principal’s leadership and a shared emphasis on school mission and causal comparative examination of correlations of students performance measures from randomly selected schools. The study used two psychometric instruments, the Leadership Practices Inventory (Kouzes and Posner, 1987), and the Clear School Mission
survey items from the Successful Schools Survey for Instructional Personnel developed by Evers and Bacon (1994). The measures from these two instruments were compared to the level of student performance as measured by the ABCs of Public Education (Public Schools of North Carolina, 1997a).

This study found a significant relationship between the perceived degree of transformational leadership and shared school mission. No relationship was found between the perceived degree of transformational leadership correlation between principal and teacher scores on one of the leadership practices, "Challenging the Process" (p = .0068). There was a significant difference between principals’ scores and teachers’ scores, on another leadership practice, “Enabling Others to Act” (p = .0001). A chi-square analysis of leadership turnover and no turnover by the school's level of achievement yielded no significant difference. (p = 0.360). This study also found that inverse relationship between principals’ perceptions of their own leadership behaviour and teachers’ perceptions of their principals’ leadership behaviour when classified by level of achievement. Principals in high performance schools rated themselves the lowest while the teachers rated their principals the highest. Principals in low performing schools rated themselves
highest while the teachers rated their principals the lowest. This predictor comparison of the perceptions by school performance level seems to support leadership as an important variable in overall school performance. This also suggests that leadership behaviour is an important aspect of professional development for principals.


This study attempted to investigate the principal's leadership style, leadership flexibility, and leadership effectiveness as identified by LBA II Self, and instrument developed by Blanchard Training and Development Incorporated, and to determine their correlation with school effectiveness as measured by student’s academic achievement in HSPT, SAT, graduation rate, and post-graduation plans in selected public secondary schools in New Jersey.

This research project also included the socio-economic status of the school and school size to study the principal's leader behaviour patterns, school effectiveness, and their inter-relationship.

The research findings based on the results of Pearson correlation coefficients, chi-square, t-test, and ANOVA suggested that
the principal's leadership did not have a significant correlation with school effectiveness as measured by student's academic achievement. Moreover, the principal's leadership style, leadership effectiveness, and leadership flexibility were independent of the socio-economic status of the school or school size. A highly significant correlation was found between the socio-economic status of the school and student's academic achievement in SAT \( (r = .7592, p < .001) \), HSPT \( (r = .706, p < .001) \), and post-graduation plans \( (r = .7144, p < .001) \). The school size had some negative effect on student's academic performance in SAT \( (r = -.3772, p < .017) \), HSPT \( (r = -.4137, p < .007) \), and post-graduation plans \( (r = -.3679, p < .017) \), but not on graduation rate \( (r = -.3479, p < .204) \).

James (2000) conducted a study on “The Relationship between Teachers' Perceptions of School Climate, Racial Composition, Socio-Economic Status, and Student Achievement in Reading and Mathematics”.

The purpose of this study was to examine the relationship between teacher’s perceptions of school climate and student achievement. In addition to school climate racial composition and socio-economic status were included as predictors of the student achievement. Data for the school climate variable were taken from
school climate questionnaires completed by 646 teachers in 20 elementary and 10 middle schools in the second largest school district in North Carolina. The questionnaire measured three separate dimensions of school climate: academic emphasis, school discipline, and state policy influence. Correlational analysis revealed significant correlations between: academic emphasis and mathematics achievement (r = -.39, p < .05); state policy influence and reading achievement (r = -.35, p < .05) and mathematics achievement (r = .36, p < .05); racial composition and reading achievement (r = .38, r = -.35, p < .05) socio-economic status and reading achievement (r = -.54, p < .01) and mathematics achievement (r = -.44, p < .01); academic emphasis and racial composition (r = -.36, r = -.40, p < .05); school discipline and racial composition (r = -.39, r = -.40, p < .05); and between racial composition and socio-economic status (r = -.75, r = .72, p < .0001). Achievement and academic emphasis were higher in schools that had higher concentrations of Whites in the student body and lower in schools that had higher concentrations of Blacks in the student body. These findings suggest a need for more causal studies to show that school climate actually causes achievement to increase and more qualitative studies are needed to understand why teachers' perceptions of school climate varies school racial composition and socio-economic status.
Edward (2000) studied “Teachers’ Perceptions of Effective School Correlates: Implications for Educational Leaders”.

The dissertation examined the perceptions of public high school teachers regarding effective school correlates and the implications these perceptions had for educational leaders in Cumberland County Public Schools, North Carolina. To accomplish this study, the More Effective School Assessment Instrument (teacher version) including a teacher characteristics profile was administered to 379 public secondary school teachers. The data were treated using the Statistical Package for Social Science (SPSS). Patterns of perceptions were sought to support the null hypothesis that perceptual differences of public high school teachers in Cumberland County, North Carolina regarding effective school correlates were not significant. Some of the findings in this research were that public high school teachers differ significantly in the areas of ethnicity, certification in major degree areas and years of teaching experience regarding their perceptions of effective school correlates. Over seventy percent of the teachers perceived their schools as being effective. Quality teaching, as measured by teachers’ professional development activities, was related significantly to teachers’ perceptions of effective school correlates. As the data implicated,
there was a consistent progression of perceived effectiveness as the number of teachers' professional development hours increased.


A new theory of school effectiveness and improvement is outlined, based on the master concepts of intellectual capital, social capital and leverage, linked with the conventional concept of institutional outputs. Each master concept is defined in terms of two subsidiary concepts. Twelve specifically educational concepts are set within this framework to provide the theory. It is proposed that, through a simplified model, the range and fertility of the theory can be exemplified and tested in three specific cases - the changing nature of school effectiveness and improvement in knowledge economies, citizenship education and teacher effectiveness.

Johnston (2001) conducted a study on "The Investigation of the Relationship between Middle School Organizational Health, School Size, and School Achievement in the Areas of Reading, Mathematics, and Language".

The purpose of this study is to investigate the relationship between school organizational health, school size, and school
achievement in the areas of reading, mathematics, and language as mediated by socio-economic status (SES) in West Virginia public middle schools during the school year 1999-2000. The study will use the participating schools' free and reduced lunch rate to determine socio-economic status. Once determined, socio-economic status will be assumed as a mediating categorical variable and data analysis will determine its effects.

The population for this study were the 99 West Virginia middle schools that were configured by the county boards of education to separately house the grade configurations of 5, 6, 7, 8; or grades 6, 7, 8; or grades 7, 8. Data were collected through the use of surveys procedure (Kerlinger 1996). A first and second mailing included a letter of intent and invitation to the school principal and teachers, the questionnaire, and a return self-addressed envelope. The usable return rate for this study was 69 middle schools.

There were nine research questions that guided this study. The questions were answered by Analyses of Variance (ANOVAS), which were conducted to determine the significance of the relationship between variables and Pearson's coefficient of correlation that were calculated to determine the statistical relationship between
dependent variables and independent variables. Statistical Package for Social Science (SPSS) was used to analyze the data.

The findings of this study provide evidence that West Virginia middle schools with high socio-economic status show no significant correlation to organizational health and school achievement in reading, mathematics, and language, whereas, West Virginia middle schools with low socio-economic status report a statistically significant correlation between organizational health and school achievement in mathematics, reading and language.

Bobbett (2002) conducted a study on "School Culture, Teacher Efficacy, and Decision-Making in Demonstrably Effective and Ineffective Schools".

The purpose of this study was fourfold. First, a conceptual model was developed to help understand teacher perceptions of the schools' professional culture, teachers' self-efficacy beliefs, participation in decision making and linkages to school effectiveness. Second, an original measure of teachers' self-efficacy beliefs about their own teaching effectiveness was developed and tested. Third, characteristics of the measures (quantitative and qualitative) were reported. Fourth differences in the mediating variables related to
school effectiveness were examined. A stratified sample made up of 1,057 total school faculty in 41 elementary schools representing the uppermost and lower most quartiles of poverty in a southern state was used. Complete and useable data were collected from 555 teachers in 34 schools. Three measures were used for quantitative analysis: the Revised School Culture Elements Questionnaire Short Form, the Teachers' Self-Efficacy Beliefs Scale-Short-Form, and the Teacher Decision-Making Scale. Case study research enhanced the study by providing additional data from twelve teachers in two schools. Data collection tools included the focus group protocol, contextual observation checklist, and existing school improvement plans.

Major findings of this study showed: (1) a statistically significant and strong positive relationship between teacher perceptions of the school's professional culture and school effectiveness, (2) that the strength of teachers' self-efficacy beliefs was linked to the schools' professional culture and to school effectiveness, (3) teacher participation in decision-making was not directly related to school effectiveness, but rather to dimensions of the school's professional culture, and (4) qualitative analyses enhanced for quantitative findings and helped provide meaningful explanations,
supported the trust-worthiness of the study, and clarified the study findings.

The results in this study supported the theoretical framework used to understand the schools' professional culture, teachers' self-efficacy beliefs, and participation in decision making as part of each school's dynamic social system. Collectively, the study variables represent complex process dimensions that can be used to understand how to create a school that demonstrates quality and effectiveness.

Colia (2002) conducted a study on “The Relationship between Culture and Climate and School Effectiveness”.

Business and government leaders have long sought to develop rational systems to manage and control their organizations. Through the years, many diverse management systems and philosophies have been developed to address the social, political, and physical realities of these increasingly complex enterprises. Modern school leaders face many of the same challenges from our rapidly changing society, which has competing, and frequently hostile, elements to contend with. There has been a growing recognition that rational systems are often ill-equipped to deal with the irrational human aspects of

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organizations, and more attention has been directed toward the interpersonal aspects of organizational culture and climate and their relationship to organizational effectiveness.

School researchers have incorporated the concepts of culture and climate into their efforts to improve schools since the late 1950s. There has often been confusion concerning these two terms, however, related to what they actually mean and how they should be applied to provide the best possible education for children. This research study is an attempt to clarify these two concepts and to provide a unified theory for their application in schools.

This thesis reviews a five-year longitudinal study conducted at two middle schools in western Colorado that considered the issues of school culture, climate, and effectiveness. It sought to determine the relationship between the elements of a positive school culture and effectiveness, and also examined the relationship between school climate and school effectiveness. The relationship between school culture and school climate was also explored. The purpose of the study was to provide data and to make recommendations for school leaders for their efforts to develop and maintain productive learning environments for their students.

In this research project the literature on school effectiveness was briefly reviewed in order to determine what factors are involved in school effectiveness. The first part of the project attempted to determine the perceptions of educators about the key components of school effectiveness. To accomplish this, 105 items representative of school culture, school climate, vision, motivational strategies, curriculum, leadership and resources were formulated for inclusion in Section B of a structured questionnaire. Respondents were asked to what extent they agreed or disagreed with the formulated items. The second part of the project (Section C of the questionnaire) asked the respondents to indicate how effective they perceived their school to be relative to other schools in the district. The data obtained from Section C of the questionnaire was analysed using the CHAID-TECHNIQUE (The Chi-squared Automatic Interaction Technique) to verify which of a number of the independent variables (Section A of the questionnaire) were the best predictors of school effectiveness in the Mpumalanga province of South Africa.

Many educators and parents are gravely concerned about disorder and danger in school environments. In addition to school discipline issues, American classrooms are frequently plagued by minor infractions of misbehavior that disrupt the flow of classroom activities and interfere with learning.

The purpose of this qualitative study was to investigate common threads of effective school discipline practices as perceived by administrators, tenured teachers, and parents in 20 schools in East Tennessee. I also attempted to determine if the views of administrators, tenured teachers, and parents are consistent with published research on school discipline practices. Data were collected from administrators tenured teachers, and parents through an open-ended interview form that I designed.

The study offers a number of recommendations regarding components of effective school discipline practices. An effective school discipline practice involves all stakeholders in its design. The principal and the teachers are responsible for carrying out the school
discipline practice to foster appropriate behaviour from the students. However, parents, students, and community members should be equally represented in the design of discipline procedures. Administrators and teachers need to have quality professional development opportunities to acquire strategies for classroom and school discipline practices. Rewarding students for good behaviour and positive contributions to the school community is important. Effective discipline practices are built through consistently and teamwork. Evaluation of school discipline practices should be ongoing, and strategies for reducing school disruptions should be continuously assessed for improvements.

Bonton (2002) conducted a study on “Teachers’ Perceptions of Principals’ Leadership Behaviour”.

The primary purpose of this study was to determine whether or not the teachers’ perceptions of principal’s leadership behaviour were associated with school level, number of hours of professional leadership development, and student performance. Specifically, the researcher was concerned with the independent combined effect of the variables school level, number of hours of professional leadership development, and student performance on the perceptions of
teachers toward three aspects of principals’ leadership behaviour consideration, initiating structure, and total.

A survey descriptive research design was employed to collect and analyse the data for this study. The study consisted of 192 teachers who were randomly selected from an urban school district in Southeast Texas. The Leadership Behaviour Description Questionnaire (LBDQ) was used to gather the data. The Leadership Behaviour Description Questionnaire had split half-reliability coefficients of .83 for the initiating structure aspect and .92 for the consideration aspect. Finally, the data analysis for this study was accomplished through the application of the Three-Way analysis of Variance and the Scheffe test.

Among the conclusions derived from this study were: (1) Elementary and secondary teachers has similar perceptions regarding the consideration, initiating structure, and total aspects of principals’ leadership behaviour; (2) An increased number of professional leadership development hours did influence teachers’ perceptions toward the principals’ leadership behaviour; and (3) Teachers employed at low performing/ acceptable campuses had more favourable perceptions toward principal’s leadership behaviour than teachers employed at exemplary/ recognized campuses.
Langford (2002) studied "The Relationship between Student Academic Achievement and Variables Associated with School Effectiveness in the Mississippi Public School System".

The purpose of this relational research study was to examine through statistical analysis the correlation between student achievement and socio-economic status, student race, per-pupil-expenditure, and school size at the school level and to identify the schools in the State of Mississippi that were performing at a higher-than-expected level based on these variables. Additionally, the researcher used descriptive research to examine common attributes of the above-average schools and compared these characteristics with the results of the existing research on school effectiveness.

Achievement data used in the study was collected by the Mississippi Department of Education over a three-year period. It includes standardized achievement data for fourth-grade students in 452 elementary schools in the public school system of the State of Mississippi. Data on predictor variables at the school level, including free/reduced price lunch statistics, student race, per-pupil-expenditure, and school size, also were collected by the Mississippi Department of Education. All elementary schools in Mississippi that provided fourth grade instruction were included in the study.
Data was analyzed using Pearson correlation and multiple regression to determine relationships among the variables and to identify the combination of independent variables with the highest correlation to student achievement. The regression formula derived from the multiple regression analysis relating these major predictors to the criterion variable was used to compute a predicted performance level for the schools in the study. The difference between each school's predicted and actual performance was then computed and a performance index was developed to compare differences. The index was used to determine which schools were performing at a substantially higher level than the predicted level.

In the second phase of the study, the researcher used observations and interviews to identify common characteristics shared by the above-average schools and compared these characteristics to the correlates of effective schools found in the existing research.

The results of the study demonstrated that for the schools in the study, student socio-economic status was the best indicator of student performance. Although race, per-pupil-expenditure and school size were significantly correlated to academic performance, they accounted for very little of the variation when the researcher
controlled for student socio-economic status. Nonetheless the other variables added some predictive value. Therefore, the researcher did not identify a consistent combination of variables that predicted student achievement.

In the second phase of the study, seventeen common characteristics were identified among the high-performing schools. A comparison of the characteristics with the correlates described in the existing effective schools research indicated that six of the Seven Correlates of Effective Schools were present in the schools in the study, as were several other characteristics that were not found in previous studies.

Finally, the researcher developed six themes of effectiveness based on the data collected. Conclusions were drawn and suggestions for additional study were made.

Lee (2003) studied "How Parents of Utah School Children Judge School Effectiveness".

There is a perceived crisis concerning public education in the United States. This has led to an increase in the use of standardized tests for the purpose of measuring school effectiveness. However, the use of standardized tests for this purpose is problematic. Among
these problems is the concern that standardized tests may not measure what parents believe are the most important attributes of an effective school. Unfortunately, there is little in the way of empirical evidence regarding parent beliefs in this area.

Abdulaziz (2003) conducted a study on “The Relationship between Principal Leadership Style as Perceived by Teachers and School Climate in High Schools in Riyadh City, Saudi Arabia”.

School climate research indicates that teachers' motivation and students' achievement are related to the interpersonal atmosphere of the schools where they teach and learn. One important factor that impacts school climate is principal leadership style.

This study examined how teachers perceive the relationship between principal leadership style and school climate in high schools in Riyadh City, Saudi Arabia. In this research, leadership styles that correlate with open school climates were explored with the intent of learning which leadership style is most effective for producing highly open school climates. Further, the study questioned the effect of teacher and principal demographic variables, as well as several school characteristics, on teachers' perceptions of principal leadership style and school climate.
Quantitative information was gathered from 374 teachers and 25 principals in 25 high schools. Teachers' perceptions of principal leadership style were collected on the Leader Behaviour Description Questionnaire (LBDQ), and their perceptions of school climate were measured on the Organizational Climate Description Questionnaire Revised Secondary (OCDQ-RS), as modified by this researcher. In addition, teachers provided personal demographic information, and principals provided both personal demographic information and data about their school's characteristics.

Six hypotheses and related sub hypotheses were analyzed using the following statistical formulas: (a) cross tabulation, (b) one-way ANOVA modeling, (c) Spearman’s rho, (d) Mann-Whitney U, and (e) Pearson’s phi.

Results showed that teachers who perceived their principals' leadership style to be high on consideration and high on initiating structure tended to perceive their school climates to be open. Teachers who perceived their principals to be low in consideration and low in initiating structure also perceived their school climate to be low. There was no significant correlation between teachers' perceptions of principal leadership style or school climate with respect to the type of school building structure. School size, however,
was correlated with teachers' perceptions of their principal leadership style and with teachers' perceptions of school climate.

This study concluded that it is important for principals to focus on consideration of their teachers without neglecting the tasks to be done. Where teachers have positive perceptions of their relationships with the principal, the teachers feel more supported and engaged in their work. Principals who maintain supportive and considerate relationships with their teachers positively influence healthy, open school climates.

Faye (2003) studied “Teacher Assessment of School Climate and its Relationship to Student Achievement”.

The purpose of this study was to determine if a relationship existed between teachers' assessment of school climate and student achievement. A secondary purpose was to determine if there was a difference between the climate assessments of secondary and elementary teachers and between student achievement at the secondary and the elementary levels.

The Organizational Climate Index was distributed to 25% of the teaching staff in the Sioux Falls, South Dakota School District. Systematic random methods were used to select the sample of
teachers invited to participate in the study. Of the 317 surveys distributed in the study, 250 were returned for a return rate of 78.9%. Student achievement data were obtained from the Stanford Achievement Tests-9 administered to all 5th, 8th, and 11th grade students in the district in March 2002.

Teachers responses on the surveys were tallied based on composite school climate score, as well as the scores received for the following dimensions of climate: collegial leadership, professional teacher behaviour, achievement press, and institutional vulnerability. The survey results were grouped by building, and the building scores became part of a composite score for either the elementary or the secondary level.

Analysis of the data indicated that there was not a significant relationship between teachers' overall assessment of school climate and student achievement at either the elementary or the secondary level. No significance was found between any of the four climate dimensions and student achievement at either the elementary or the secondary level. Additionally, there was no significant difference found between the climate assessments of teachers at the elementary and secondary levels and between student achievement scores at the elementary and secondary levels.
Booker and Garrett (2003) studied “Teachers’ and Principals’ Perceptions of Leadership Styles and their Relation to School Climate”.

This study examined teachers’ and principals’ perception of leadership styles, transformational, transactional, and laissez-faire, and the relation these leadership styles have to school climate. A sample of 36 principals and 1080 middle school teachers from the southwestern and middle regions of the state of Tennessee participated in the study. Subjects completed both the Multifactor Leadership Questionnaire Form 5X (MLQ-Form 5X) and the Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM). Scores from the MLQ 5X-Short examined the leadership style of the principal as perceived by both the principal and teachers. Scores from the OCDQ-RM examined school climate as perceived by the principals and teachers. Leadership variables and school climate variables were examined individually and collectively, comparing principals’ perceptions to teachers’ perceptions. Data were analyzed at the .05 level of significance. A Pearson-r correlation was performed on leadership style (that is transactional, transformation, and laissez-faire) scores and school climate scores. Principals’ leadership style scores were correlated with scores representing teachers’
Perceptions of principals’ leadership style. A separate analysis was then performed examining principals’ school climate scores and the school climate scores of teachers, both individually and collectively. Results of data analysis revealed 5 significant relationships between teachers and principals perceptions of transformational leadership and aspects of school climate: principal-directed behaviour, openness of principal behaviour, teacher collegial behaviour, teacher-committed behaviour, and openness of teacher behaviour. There were four significant relationships between teachers and principals’ perceptions of laissez-faire leadership and aspects of school climate: principal-directed behaviour, teacher-collegial behaviour, teacher-committed behaviour, and openness of teacher behaviour (3 of which were negative). There were 6 significant relationships found relative to teachers’ and principals’ perceptions of school climate: principal-directive behaviour, teacher-collegial behaviour, teacher-committed behaviour, openness of teacher behaviour, openness of principal behaviour, teachers’ perceptions of openness of teacher behaviour, and principals’ perceptions of openness of principal behaviour.
Todd (2003) conducted a study on "How Effective Schools Use Data to Improve Student Achievement".

The primary purpose of this study was to investigate how good schools and districts use data to improve student achievement. This study also sought to find out how schools and districts use data to assess learning and inform instruction across the organization.

The research methods for this study were qualitative in nature. The use of three types of instruments - teacher surveys, self-reports, and interview guides, produced triangulation of data, strengthening the validity of the data findings, thus eliminating biases. District and school archival data such as SAT 9 test results, benchmark tests, the district strategic plan, and the school site action plan supported the primary instruments.

The study was guided by three research questions - What is the district's design for using data, to what extent is the design being implemented at the district, school, and teacher level, and to what extent is the district design a good one? The study found that the district design for using data is rated low. There is no systematic design for data use, which would include how data is distributed to schools, articulated expectation for data use, staff development
training to ensure competency, and funding to ensure that the above was adequately implemented and maintained. Furthermore, the study rated low the district's systemic implementation of the data design, as there was no structured plan to implement. Finally, regarding the question of adequacy, the study found that the district needed to develop a process that would be uniform across all schools.

Marcelo (2003) conducted a study on “School Effectiveness: The Role of the Principal in a Leading Public Secondary School in Santa Fe Province, Argentina”.

The principal's leadership is a key component in the 'school effectiveness' equation. This study attempts to identify the behaviours of the principal that contribute to achieving school effectiveness in a leading public secondary school in Santa Fe province, Argentina. It begins with a literature review that identifies some of the key concepts and issues involved in school effectiveness in developed and developing countries, and the role that principals play. Using a protocol based on the Critical Incident Technique (CIT), 45 participants drawn from a wide range of school stakeholders (the entire school staff, the principal's supervisor, other administrators, members of the parent association, community members and alumni) were interviewed. From the 495 incidents collected, a taxonomy
containing 12 major behavior categories and 96 discrete behaviors was developed. The reliability and validity of the study was checked at different stages with outside sorters. This taxonomy was compared with the behaviors identified through the literature review. A second taxonomy, regarding the characteristics of effectiveness of the school was also developed and compared with the characteristics identified in the literature review. The findings of the study indicate that the most frequent behaviors of the principal contributing to the effectiveness of the school are placed in the category "exhibits administrative leadership/governance." This category includes incidents relating to the discipline, the use of school resources, the principal's leadership style, and the building of links with stakeholders. The study concludes with implication for the design of administrative training/development programs for teachers and principal, and recommendations for empirical research on principals. It also includes a sample rubric to evaluate the work of principals based on their behaviors.

The study of the relationship between the leadership style of superintendents and the organizational climate of the school district should assist in providing data that can improve the educational process. Review of the literature indicates that transformational leadership is critical to the success of the school superintendent and that the climate of a school is relative to its success. However, the relationship between teachers' perceptions of the leadership style of school superintendents and the organizational climate of their school districts is limited.

A survey study was conducted using the Multifactor Leadership Questionnaire (MLQ), which measures leadership style, and the Organizational Climate Description Questionnaire (OCDQ), which measures school climate. One hundred and eighty-three teachers in small rural school districts in Western Pennsylvania participated in the study.

The findings of this study indicate that a correlation does exist between school superintendents' transformational leadership style and school climate. The study also found that factors such as; (a) school type, (b) size of the school district, (c) the number of years a teacher knew their school superintendent, and (d) how well the teachers knew their school superintendent, had a significant
relationship with both school climate and the school superintendents' transformational leadership styles. The relationship between school climate and transformational leadership suggests that a school superintendent can have an impact on the learning environment of the school buildings in his/her district.

Lou (2003) studied "The Principal's Role in Changing School Climate"

The study describes efforts to implement an effective student portfolio assessment programme in an urban middle school and identifies, describes, and analyzes the strategies used by the principal to influence and support the faculty's implementation of the programme. Strategies used by leaders of change provided the framework of the study. Authentic assessment of students as an educational reform was the catalyst for intervention. The study focused on two areas: student portfolio assessment and leadership strategies.

The study design included both action research and ethnographic research case study. The action research documented how the problem of implementing an effective student portfolio assessment programme was identified, understood, and solved by the
practitioners. The ethnographic research was a case study of the culture of the school and the strategies used by the principal to influence and support the implementation of the programme. Data collection consisted of questionnaires, surveys, notes, interviews, observations, and document reviews.

In surveys completed by parents, teachers, and students, at least 75% of all respondents agreed that portfolios accurately assess growth, learning, progress, and achievement. In the teacher survey, 87% of the teachers agreed that portfolios provided information about whether or not their teaching goals had been achieved and 91% agreed that portfolios helped them make decisions about subsequent teaching techniques. The teachers further reported that 100% of the eighth grade students had completed and presented their portfolios and 85% of the sixth and seventh grade students had started their portfolios.

The teachers identified the following characteristics as the strategies used by the principal to influence them to implement portfolios: providing information, leading by example, encouraging risk taking, and empowering teachers. The teachers also identified the following characteristics as the strategies that supported them in
the implementation of portfolios: listening, giving recognition, having high expectations, and providing resources.

The results of the study indicate that an effective student portfolio assessment programme was implemented and that eight strategies used by the principal emerged as the main factors of influencing and supporting teachers in the implementation of student portfolios.

Margaret (2003) undertook “Investigating the Relationship between Leadership, Gender and Organizational Culture in Intensive English Centres (IECs) in the NSW Government School System”.

This study investigates the relationship between leadership, gender and organizational culture in the NSW government school system. Its focus is on the ‘micro’ context of the Intensive English Centre (IEC), which provides full time academic English language programmes for newly arrived immigrant secondary students. The study is based on data from in-depth individual and group interviews with bilingual ancillary staff, TESOL (Teaching of English to Speakers of Other Languages) teachers, head teachers (HTs) in IECs and their host high school principals. The key themes identified in the
interview transcripts and used to analyze the data were 'welfare', 'responsibility', 'power' and 'equity'.

In documenting the informed opinion of interviews, a series of stories emerged about the nature of the gendered cultures of IECs and their host high schools. Gendered discourse and gendered organizational structures were found to position men and women teachers in ways that constrained their professional skills and, by extension, beneficial outcomes for their students. These limitations could be overcome by HTs who used leadership strategies of mentoring self-referencing and self-advocacy skills with their IEC staff. The HT was nevertheless restricted by entrenched systemic inequity through inadequate executive and structural support, unequal access to classrooms and a high percentage of long-term casual IEC teachers.

The qualitative research into the relationship between gender and 'power' in organizational cultures produced theoretical principal ways of working towards gender equity and a more productive leadership and culture in IECs. It focuses on the value of satisfying staff and student 'welfare' needs, without limiting academic rigour, along with a gender equitable division of labour and job rotation. In such a gender inclusive culture men and women can assume full
professional 'responsibility' unencumbered by traditional gender roles. Effective structures, such as democratic open forums where 'equity' is fostered, allow all staff members to contribute to decision-making regardless of formal status. The fundamental principles underpinning the framework of understanding need now to be examined in other educational settings. This exploratory investigation might also stimulate research into IECs and their host high schools as a critical yet neglected aspect of education.

Kevin (2004) conducted a study on "Relationships Among Parent Involvement, Organizational Health and Student Achievement in Middle Schools".

The primary purpose of this study is to bring the 2 constructs, parent involvement and organizational health, together by analyzing the relationship between them, as well as their combined effects on student achievement. An examination of these two constructs necessarily includes a study of the relationships of various types of parent involvement and dimensions of organizational health.

Within 5 suburban school districts in Georgia, 44 middle schools in metro-Atlanta participated in the study. With the school as the unit of analysis, over 2000 teachers and administrators...
completed either the Organizational Health Inventory for Middle Schools developed by Hoy and Sabo (1998), or the Measure of School, Family, and Community Partnerships, based on Joyce Epstein's 6-part typology of parent involvement and developed by Salinas et al. (1999). The Criterion-Referenced Competency Test provides a measure of student achievement.

Parent involvement and organizational health had a direct relationship \( p < .001 \), and parent involvement Types 2 (communicating), 3 (volunteering), and 5 (decision-making) had significant positive correlations with organizational health components of teacher affiliation, academic emphasis, principal influence, and resource support, even after controlling alpha at .05 using the Holm-Bonferroni technique. Further, parent involvement Types 2 and 5 predicted 45% \( p < .001 \) of the variance in organizational health. Finally, while organizational health dimensions of academic emphasis and institutional integrity combined with parent volunteering, and parent decision-making to predict 71% \( p < .001 \) of the variance in student achievement, they also added significantly to the variance in achievement explained by SES alone.
The study takes an initial step in more clearly defining the relationships among parent involvement, organizational health, and student achievement. Such an understanding opens the door to multiple lines of research, with the potential to provide practitioners new insight into how various types of parent involvement may enable schools to survive and develop no matter how complex and unstable their environments.

Candice (2004) studied “Organizational Effectiveness: Its Relationship to Teacher Efficacy and School Climate”.

The focus of this researcher is an examination of the relationship between school climate, teacher efficacy, and school effectiveness in New York City middle schools. For the purpose of this researcher, personal teaching efficacy is distinguished from collective teaching efficacy. In empirical studies, researchers have examined these variables in pairs, and they have determined that significant relationships exist between two variables. However, these researchers do not examine the relationship between all three variables. This is the reason for the present study.
Thirty-nine New York City public middle schools representing a wide variety of socio-economic status throughout the five boroughs were surveyed using the parsimonious version of the Organizational Health Inventory and the Organizational Climate Descriptive Questionnaire, the Index of Perceived Organizational Effectiveness, the Teacher Efficacy Scale and the Collective Efficacy Scale. A teacher distributed the instruments at Faculty Conferences, and completed surveys were given to the school secretary for collection by the researchers. In total, 1450 teachers responded to the survey. All respondents participated knowingly and voluntarily.

The three hypotheses tested were: H1: The more positive the school climate, the greater the teacher efficacy. H2: The more positive the school climate, the greater the collective efficacy. H3: As climate and collective efficacy increase, school effectiveness increases.

The resulting data correlations indicate that teacher efficacy: teacher professionalism academic efficacy. Only environmental press and collective efficacy were related to teacher efficacy. The elements of school climate included teacher professionalism, academic press, collegial leadership, and environmental press. The results of the multiple regression of school effectiveness on school climate, collective efficacy, and teacher efficacy showed that only academic
press was a significant predictor of positive school effectiveness. This validates what one would consider to be a logical prerequisite for an effective school. However, the combined variables of efficacy and school climate did not predict school effectiveness as originally hypothesized. It is possible that collective efficacy is not actually as influential as school climate, and therefore, the combined variables do not predict school effectiveness.


This study examined the perceptions of school climate by parents, students and teachers from selected elementary, middle and high schools in one large urban school district. For the purposes of this study the components of school climate which were examined were administrative leadership, high expectations, essential or basic skills, monitoring of pupil progress, allocation of resources and school environment.

The schools included in this study had each been given an academic accountability rating by the Alabama State Department of Education. These ratings were based upon student performance on a
standardized, nationally normed assessment of student academic achievement. "Academic Clear" indicated schools where academic achievement of the majority of students was considered acceptable. "Academic Alert" and "Academic Caution" were accountability ratings which indicated schools considered in need of improvement.

Some significant differences were found between the various respondent groups on some of the components of school climate. However, results indicated no consistent differences in perceptions of school climate by any respondent group based upon school accountability ratings.

Hans (2004) conducted a study on "A Qualitative Study of Alternative School Leadership Perspectives for Organizational Change".

Alternative schools have had to content with tremendous change over the past two decades. This change provided a continual set of challenges for educators in alternative school settings to performing their duties. The purpose of this study was to discover alternative school principals’ perspectives on the educational change process and the variables that affect those perspectives. The research was conducted with three principals leading alternative schools in a
The study utilized a qualitative cross-case analysis research design. Individual case studies were constructed that drew on the data gathered from each participant. The case studies provided an opportunity to gain an in-depth appreciation of the perception, thoughts, and opinions of each participant. Data analysis continued using a cross-case analysis that compared the experiences of the participants. Narrative descriptions were developed from data collected at the alternative schools, through elite interviews, observations, and document analysis. The results identified recurring patterns of themes. The transformational leadership model as proposed by Bennis and Nanus (1997) served as the conceptual framework for this study. Findings are presented using each of the four competencies that these researchers identified as transformational and that contributed to the educational change process in the alternative schools. The overall findings of this study demonstrated that alternative school principals facilitate changes in their schools utilizing the aspects of transformational leadership identified by Bennis and Nanus (1997) as competencies of vision, communication, trust, and self-development. The data also identified several strategies for the implementation of change as utilized by
three alternative school principals. Recommendations for further research and practices are proposed.

Moye (2004) studied "Organizational Citizenship Behaviours of Middle School Teachers: A Study of their Relationship to School Climate and Student Achievement".

In response to accountability issues mandated by federal and state legislation, educators are looking at various aspects within schools to identify relationships between school variables and student performance. This study addressed this issue by investigating the relationship between organizational citizenship behaviours of middle school teachers and student achievement, and organizational citizenship behaviours of middle school teachers and school climate within 82 middle schools throughout the state of Virginia. This study also explored the relative effects of student socio-economic status (SES) and organizational citizenship behaviours on student achievement. The Organizational Citizenship Behaviour in School Scale (OCBS) was used to measure teacher organizational citizenship behaviour. The School Climate Index (SCI) was used to measure school climate. The eighth grade Virginia Standards of Learning math and English Tests were the measurement tools for student achievement.
A significant relationship was found between organizational citizenship behaviour (OCB) and student achievement in both English and Math. There was also a significant relationship between OCB and school climate. Additional correlational analysis found significance between organizational citizenship behaviours and each of the four dimensions of school climate: collegial leadership, teacher professionalism, academic press, and community engagement. Further stepwise regression analysis indicated that SES had a significant independent effect on student achievement in both Math and English. Organizational citizenship behaviours had a significant independent effect on student achievement in English when controlling for SES.

Mendez (2005) studied "Organizational Climate and Organizational Learning in Schools".

Organizational climate, the unique interactions among teachers, principals, and students, was operationalized by four variables: Collegial Leadership, Teacher Professionalism, Academic Press, and Environmental Press. Organizational learning, the capacity to do something new, embeds, and share it school wide, was measured on three levels: individual, team, and school wide. In
spring 2001, teachers from 41 NYC public middle schools responded to climate and learning surveys during faculty meetings.

It was hypothesized that climate variables would predict organizational learning and Academic and Environmental Press would contribute the most. First, a simple correlation was conducted to verify a positive relationship between climate and organizational variables. Then, a multiple regression was conducted to see whether Academic and Environmental press would make the greatest contribution to organizational learning.

Overall, the bivariate correlations affirmed a positive relationship among climate and learning variables at significant levels (p < .05), with the exception of Environmental press and Individual Organizational Learning. Moreover, a multiple regression rejected the hypothesis that Academic Press and Environmental Press would make the greatest contribution to organizational learning. Finally, a review of the beta scores shows Collegial leadership to significantly influence Organizational Learning School wide.
Margaret (2005) conducted a study on "Principal Leadership and Effective Schooling for ESL Students".

Three purposes guided this study. One specific purpose was to identify the extent to which leadership styles and management differ among principals in elementary schools with different percentages of English as a second language students.

The second purpose of the study was to identify differences in principals' responses explained by self-reported levels of formal educational training in second language acquisition in elementary schools with different percentages of ESL student enrolment. The third purpose of the study was to identify differences in frame utilization and management goals explained by demographic differences in schools with different percentages of ESL student enrollment.

The Principal's Survey on English Language Learning, designed by the researcher, and the Bolman and Deal Leadership Orientation (Self) Survey were used to identify differences in frame utilization among the 103 elementary principals. The conceptual framework of leadership orientation was based on Bolman and Deal's (1997) book, Refraining Organizations.
Data collection was conducted in the spring of 2004. The combined survey also provided demographic descriptors on the sample of principals who responded. Ninety-three of the 103 principals sampled responded to the survey, a response rate of 90%.

The data analysis indicated that there were no statistically significant differences based on the four frames of the Principal's Survey on English Language Learning. Second, there were no statistically significant differences based on the four frames of the Bolman and Deal leadership Orientation (Self) Survey. The third research question was based on self-reported levels of formal educational training in four areas of educating ELL students. The data collected indicate that none of the 93 principals had any training in the area of bilingual education.

Additional statistical analysis was computed based on the number of years in the principalship, race, age, level of education, and gender. With one exception, there were no statistically significant differences for any of the variables. There were statistically significant differences based on level of education for programme management and instructional goals on the Principal's Survey. The differences indicated that the higher the degree held by the principal, the more frequently the principal used those two leadership behaviours.

Schools strive for excellence and the notion of an elusive set of correlates that can measurably account for the improved results shows by a particular school is one that is attractive to both politicians and school leaders alike. Since the pessimism of Colman (1966) and Jencks (1972) in the 1960s, researchers (Levine and Lezotte, 1990; Reynolds et al, 1996; Creemers, 1966; Sammons et al, 1999) have been seeking to identify ways in which lessons learnt in effective schools can lead to an improvement within the wider school community. This paper seeks to examine the extent to which the findings of school effectiveness research have permeated the ideas and aspirations of a unique school community in Karachi, Pakistan. While the school itself should not be considered a model of education within Pakistan, it is a useful starting point for a discussion centred upon the dangers of globalization of a homogenized theory of education.
The study details the increased levels of political influence that effectiveness research has experienced within the UK and globally through the activities, political and economic, of transnational organizations. Considering criticisms of its lack of sociological awareness and narrow functionalist outcome measurements, the study challenges its transfer across national and cultural boundaries, particularly in the light of studies being completed in developing countries. Ferting cautions against the danger of accepting 'the assumption that the secrets of school effectiveness could be identified in the developed world and then transferred into school systems operating within a different cultural framework'.

The paper draws upon emergent literature on education in Pakistan, documentation and policies from the Pakistan government, and the school an current research in the field of school effectiveness globally. This was combined with the findings of a series of interviews with members of the school community who identified their own opinions about priorities in good schooling and the extent to which these agreed with the received canon of effectiveness as identified by Sammons (1999). Similarities are discussed and trends in new ideas are identified to form the creation of a new paradigm of effectiveness for the school that reveals the emergence of sociological aspect to
schooling. The study seeks to contribute towards a dialogue on effectiveness that encourages leaders within education to be both reflective and reflective in providing a culturally relevant, socially just and equitable education.

Hernandes (2007) undertook "A Study of Teachers' Personal Development Effectiveness".

Considering school reform programs being implemented at large, teachers are the actors that most need some kind of support in order to improve their practices and to accomplish the goals of such programs. It is already acknowledged a need for teachers' professional development in order to support and implement successfully school reform projects. However, the kind of training that teachers are getting are focused mostly to enhance their teaching and technological skills, and very few or none focused to their personal development supported for instance by self-knowledge.

This study looks for evidences in how personal development programs may support teachers to improve their teaching practice and to enhance their level of critical consciousness based on self-knowledge.
Christopher et al (2008) studied "What Do We Know About School Effectiveness? Academic Gains in Public and Private Schools"

Recent reforms play on the widespread assumption that private schools are more effective than public schools at boosting student achievement. Recent studies have challenged this assumption, igniting a debate that couldn't be settled with one-time tests of student achievement. This new study examines school effectiveness by measuring student gains over time in public and different types of private schools, using data from the Early Childhood Longitudinal Study. The results show public school students keeping pace with private school students in general and out-gaining students in Catholic schools, refuting claims that private schools are more effective.

Critics have challenged previous studies' use of NAEP data to refute the widely held belief that private schools are inherently better than public schools. To answer the critics, the authors conducted a new study, based on a rich longitudinal dataset. The results deliver another blow to the assumption of private school superiority.
Ainuson (2008) studied "Effectiveness of Personal Response Systems as a Classroom Technology Tool at Clemson University"

Recent studies have shown that as university enrollment has risen coupled with decreasing financial resources, the size of classes has increased markedly. This increase in class size has negatively affected student participation and teacher effectiveness in class. Personal response systems, popularly known as clickers have in recent times gained popularity in the classroom as a way of increasing the interaction between students and faculty. The introduction of clickers in the classroom has been with the view to increase class participation and teacher effectiveness. Over the last five years, a lot of studies have concluded that students who interact with one another and the instructor in the classroom learn subjects better, have a high retention rate and are able to apply materials effectively than passive students. Like all technologies, there have been some doubting people as well.

This paper seeks to make two contributions by adding greater clarity to the subject area. It seeks to test the usefulness or otherwise of clickers as a classroom technology tool by measuring the perception of students and faculty who use clickers. First, based on a survey of 370 student and faculty, conclusions are made on the use
of clickers in classrooms at Clemson University. Secondly, using a logistic regression analysis, this paper analyses how clickers affect class attendance and exam performance.

Lubienski (2009) examined “What Do We Know About School Effectiveness? Academic Gains in Public and Private Schools”

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new study, based on a rich longitudinal dataset. The results deliver another blow to the assumption of private school superiority.


This narrative and case study of several principals in the Pittsburgh Public Schools will examine effective leadership styles in urban school districts. This research intends to prove that there are different qualities and characteristics necessary to promote change within an urban school setting. Data from a survey, school observations, and interviews were analyzed using qualitative research methods. The interviews consisted of questioning on leadership, management styles, effectiveness of strategies and qualities and characteristics that are imperative in relation to the role as an urban school administrator. The responses were measured against the existing data presented by various theorists on leadership in an extensive literature review. Observations entailed interactions between the administrator (subject) and students, and administrator (subject) and staff. The study determined that the establishment of school wide norms, a positive relationship with students and staff, visibility, and trust play an integral role in the success of an urban school. Aligned with the literature review, the subjects stated that in
comparison to other school districts in which they were employed, the urban setting has a higher rate of mental illness, staff and student absenteeism, and environmental issues. A qualitative design methodology was employed to examine the process through a naturalistic inquiry approach. There were four administrator (principal) subjects and four non administrator subjects.

Two semi-structured interviews and two non participatory interviews were conducted with the administrator (principal) subjects. One semi-structured interview with the non administrator subjects was conducted. All subjects completed the Leadership Practices Inventory.

The results showed that the administrative subjects first established functional leadership teams comprised of various staff members allowing them to facilitate and take leadership roles in the development of the team. All eight subjects concurred that the Five Practices of Exemplary Leadership by Kouzes and Posner (2003) are most effective when exerted in concert with each other. Although they identified areas that were stronger than others, they agreed that their style is a blend of all of the areas. The administrative subjects stated concluded that their success is due to their ability to establish relationships.
The non administrative subjects expect administrators to provide clear expectations, provide opportunities for shared decision making and an administrator that is consistent and models the behaviors that they expect. The data collected from this dissertation study is intended to serve as a resource for current urban practitioners as well as those that have an interest in pursuing the urban principalship.


Unformatted Document Text: Student Outcomes: Examining School Effectiveness Using Multiple Indicators of Performance Considering the well known negative consequences that await students who drop out of high school, increasing graduation rates should be a top priority for educators and policymakers. One way to do this is to identify which schools are most effective and look for ways to improve the performance of low-achieving schools. The recent No Child Left Behind Act of 2001 assesses effectiveness through “adequate yearly progress” on state assessment measurements (U.S. Department of Education, 2003b). However, this narrow definition of school effectiveness omits several other important indicators of school performance. The use of multiple indicators may be more
appropriate as there is evidence to suggest that schools which perform well on one indicator may not be effective when evaluated using another indicator of performance (Rumberger and Palardy, 2005). Research has shown that characteristics of schools, such as size (small, medium, or large) and location (urban, suburban, or rural) can affect student performance (Lee and Smith, 1995, 1997; Lee, Smith and Croninger, 1997; Rumberger and Palardy, 2005; Thirunarayanan, 2004; Witte and Walsh, 1990). It is important to note that, if school structure can affect student performance, it can also theoretically affect student dropout rates. Research on dropout rates supports the theory of a relationship between academic performance and the likelihood of a student dropping out. Student Characteristics The effect of individual student characteristics on student outcomes has been well researched (Goldschmidt and Wang, 1999; Lee and Burkam, 2003; McNeal, 1997; Rumberger and Thomas, 2000). These characteristics - which have been shown to influence a number of student outcomes such as dropout rates, transfer rates, and achievement scores - include: demographic qualities, like gender and ethnicity; and family characteristics, including socioeconomic status (SES). Gender. Several studies examining gender and its relationship to dropping out have found that males and females generally have similar dropout rates once
other factors such as SES are taken into account (Lee and Burkam, 2003; McNeal, 1997; Zvoch, 2006). Other research in gender differences has examined academic achievement and intellectual ability. Unfortunately, research results have been largely inconsistent. The results of a recent meta-analysis (Hyde and McKinley, 1997) which investigated gender differences in cognitive ability found that gender differences were virtually nonexistent.

Ethnicity. Several studies have found evidence to indicate that race is related to dropping out of high school, with African American and Hispanic students being more likely to drop out than their Caucasian peers (Lee and Burkam, 2003; Rumberger and Larson, 1998; Rumberger and Thomas, 2000). Differing patterns of achievement by race are also found in National Assessment of Education Progress scores where Caucasian fourth and eighth grade students scored significantly higher than African American or Hispanic students in reading and mathematics (U.S. Department of Education, 2003b). Socioeconomic Status. A meta-analytic review conducted by Sirin (2005), sought to measure the magnitude of the relationship between SES and academic achievement. Overall, the study found a moderate effect size (ES) between SES and academic achievement at the student level and a large ES between SES and academic achievement at the school level. The race of students played a role as well; the
correlation between SES and academic achievement was stronger for Caucasian students than it was for minority students.

The purpose of this study was to examine high school effectiveness through the use of multiple indicators of performance. Student outcomes measured included: academic achievement as measured by state assessment scores and dropout rates as evidenced by the number of students who left school during the school year. This research study addressed three basic questions: (a) Are schools that are effective in terms of student achievement also effective in terms of student dropout rates? (b) Does school effectiveness vary according to the structural characteristics of school size and location? and (c) Do the results of this study support the differentiated or the common view of the schooling process? Hypotheses The research hypotheses for this study were: 1. Large schools (greater than 1200 students) have higher rates of student dropout than small-sized or medium-sized schools. 2. Schools located in urban school districts have higher rates of student dropout than schools located in suburban or rural school districts. 3. Schools of medium size (between 600 and 1200 students) have higher rates of student achievement in math and reading than small-sized or large-sized schools. The purpose of this study was to compare schools of
different size and location to determine which schools are most effective. Student achievement and student dropout rates were the variables used to measure school effectiveness.

This study used school level data from the population of all Kansas public high schools. According to the Kansas State Department of Education (KSDE, 2007b) there were 463,840 students enrolled in Kansas public schools during the 2005-2006 school year. The student population was classified as 73.7% Caucasian, 8.3% African American, 11.6% Hispanic, and 6.4% Other. Males constituted 51.7% of the sample and females 48.3%. Students with disabilities made up 13.9% of the population and 38.6% of the population was classified as economically disadvantaged. Students who were English language learners made up 5.8% of the Kansas student population. Variables Student achievement was measured by Kansas state math assessment scores for 10th grade students and reading assessment scores for 11th grade students. Data were reported as the percentage of students whose scores met standards, exceeded standards or were exemplary. Dropout rates used were those reported on the KSDE website for grades 7 through 12. According to the KSDE (2007) "dropout rates are calculated using dropouts reported for the year for Grades 7 through 12 and dividing
the total enrollment for the year for the same grades' structural characteristics. Data were reported according to structural characteristics of size and location. Buildings which enrolled less than 600 students were classified as small schools, buildings which enrolled between 600 and 1200 students were classified as medium schools and buildings which enrolled more than 1200 students were classified as large schools. There are 300 school districts in the state of Kansas (KSDE, 2007). School district location was determined using one of three classifications based upon population. School districts located within cities that have a population greater than 35,000 were considered urban school districts; there were 25 such school districts in Kansas. Suburban school districts were defined as those located within a large town having a population greater than 3,500 but less than 35,000; 57 school districts in Kansas met these criteria. Rural school districts were those located within a small town with a population less than 3,500; there were 218 school districts in Kansas which met these criteria (see Table 1). Student characteristics. Data were recorded according to student characteristics of gender, percent of low SES, and ethnicity. Not all high schools disaggregated data according to these student characteristics, but the data were recorded when they were available. Percent of low SES students was identified as the percentage of
students receiving free and reduced lunches. Schools did not consistently report their minority achievement data; therefore, it was difficult to disaggregate by different minority groups. Also, the achievement scores for the different minority groups were usually similar. Therefore, the most feasible way to utilize minority data was to combine minority groups and report them as one variable.

Procedures All data were collected from the Kansas State Department of Education (KSDE). The data on student assessments were taken from the KSDE's public website. From the Building Report Card, the researcher accessed each district and then went to each individual high school for relevant data. Schools reported their data generally by math achievement, reading achievement, low SES and by minority status and dropout rates. Data for the 2005-2006 school year were used. Results Analyses of Variance The first hypothesis stated that large schools have higher rates of student dropout than small or medium-sized schools. A significant difference was found, F(2, 243) = 6.05, p < .05 indicating significant differences exist in student dropout rates based on school size. A second one-way ANOVA was calculated to address the hypothesis of whether or not there were significant differences in student dropout rates based on school location. A significant difference was found F(2, 243) = 7.86, p < .05. The third hypothesis investigated whether or not there were
significant differences in student math and reading achievement based on school size. A one-way ANOVA was calculated and significant differences were found by school size for math achievement \((F[2, 242] = 3.62, p=.03)\), but not for reading \((F[2, 244] = 2.49, p =.09)\) .

Zero-Order Correlational Analysis A zero-order correlational analysis was run to investigate the relationships among student characteristics, like gender, ethnicity and SES and school characteristics like size and location. The purpose was to see how these variables interact to affect student achievement. Several significant relationships were found. Male reading achievement was significantly negatively related to school size \((r = -.26, p<.01)\), school location \((r = -.25, p<.01)\) and dropout rates \((r = -.24, p<.01)\). Female reading achievement was significantly negatively related to school location \((r = -.16, p<.05)\) and dropout rates \((r = -.21, p<.01)\). There were significant negative relationships between low SES reading achievement and school size \((r = -.20, p<.01)\), school location \((r = -.23, p<.01)\) and dropout rates \((r = -.26, p<.01)\). Minority reading achievement was significantly negatively related to dropout rates \((r = -.46, p<.01)\). Male math achievement was significantly negatively related to dropout rates \((r = -.28, p<.01)\). Female math achievement was also significantly negatively related to dropout rates \((r = -.27, p<.01)\). There were significant negative relationships between low SES
math achievement and school size (r = -.22, p<.01), school location (r = -.24, p<.01) and dropout rates (r = -.187, p<.01.) Minority math achievement was significantly negatively related to dropout rates (r = -.49, p<.01). Table 5 shows the results of the zero-order correlational analysis. Discussion This study sought to answer three basic questions concerning school effectiveness using student outcomes of achievement and dropout rates. This study found that the schools with the highest achievement also had the lowest dropout rates, which answers the first question affirmatively. The results of the one-way analysis of variance indicated that small schools and rural schools had the highest mean achievement scores and the lowest mean dropout rates. Results also indicated that the most effective schools in Kansas enrolled fewer than 600 students and were located in rural school districts. This may be due to the fact that rural schools in Kansas have very low minority populations. However, many of the rural schools in this study enrolled significant numbers of economically disadvantaged students. According to this study, school effectiveness does vary according to school size and location. The last question asked if the results of this study supported the differentiated view or the common view of the schooling process. The common view proposes that all aspects of student outcomes are similarly influenced by school characteristics. The differentiated view
suggests that different student outcomes are affected by different school characteristics. This question is difficult to answer due to the fact that this study was only able to compare two indicators of school effectiveness. However, the two indicators which were examined supported the common view of the schooling process as both indicators appeared to be similarly influenced by school characteristics of size and location. Studies on school effectiveness have traditionally followed the common view of the schooling process, believing that all student outcomes are similarly influenced by school characteristics. Rumberger and Palardy's study (2005) was the first to look at a differentiated view of the schooling process when they researched school effectiveness using multiple indicators of student performance. This study measured the effectiveness of Kansas schools through the variables of student achievement and student dropout rates but did not find support for the differentiated view of the schooling process. More research is needed to determine which measures of student performance should be studied and which theoretical viewpoint is more appropriate when researching school effectiveness.
Lesaux (2010) studied "The Effectiveness and Ease of Implementation of an Academic Vocabulary Intervention for Linguistically Diverse Students in Urban Middle Schools"

The present study aims to advance the extant research base by evaluating the implementation and effectiveness of an academic vocabulary program designed for use in mainstream middle school classrooms with high proportions of language minority learners. The quasi-experimental, mixed-methods study was conducted in 21 classes (13 treatment matched to 8 control) in seven middle schools in a large district, with 476 sixth-grade students (346 language minority learners, 130 native English speakers). Classroom observations and teacher logs indicated the 18-week program was implemented with good fidelity and that the approach contrasted sharply with the standard district English language arts (ELA) curriculum. Multilevel modeling indicated that the program resulted in significant effects on several aspects of vocabulary knowledge, including meanings of taught words (d = 0.39; p < .0001), morphological awareness (d = 0.20; p = .0003), and the word meanings as presented in expository text (d = 0.20; p = .0227). The program also yielded marginally significant, but promising effects on a depth of word knowledge measure (d = 0.15; p = 0.0830) and a
norm-referenced measure of reading comprehension ($d = 0.15; p = 0.0568$). No effects were found on a norm-referenced vocabulary measure. These effects were comparable for language minority learners and their native-English-speaking classmates. Data from teachers shed light on the challenges of meeting students' diverse instructional needs and the roles of curriculum and professional networks in building instructional capacity. The findings show promise in developing effective multifaceted vocabulary instruction for implementation by ELA teachers in middle school classrooms with high numbers of language minority learners.

Zembat (2010) studied "The Relationship between the Effectiveness of Preschools and Leadership Styles of School Managers"

This study aimed to analyze the relationship between the effectiveness of preschools and their managers' leadership styles, according to the opinions of teachers and managers from the preschool year of elementary schools and from independent kindergartens.

The study had a descriptive nature. The study population included teacher and managers working in Istanbul. The sample
consisted of 198 teachers and 67 managers chosen with random sampling from the districts of Kadıköy, Ümraniye, Maltepe, Fatih, and Kartal in Istanbul. The “Effective School Survey” was utilized to measure the effectiveness of schools and the “Multifactor Leadership Questionnaire-Evaluation Form” to evaluate the leadership styles of managers. The results indicated a positive meaningful relationship (p < .01 and p < .05) between the subdimensions of the effective school survey and the multifactor leadership styles questionnaire. This finding is indicative of a parallel relationship between the effectiveness of schools and high leadership skills possessed by managers.


Studies on school effectiveness have dominated the literature of education management and administration for some time. According to the literature, these studies have two distinct aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools. The choice and use of uniformed outcome measures has, however, been open to debate in many areas of education research. One of the touchstones for effective schools is the impact on learners’
(scholars or students) education outcomes. Researchers into school effectiveness, however, continuously aim to clarify the dilemma with regard to learners' education outcomes. In parallel with this has been a call for schools to be more accountable, which in many cases leads to school effectiveness being judged on academic results, while other contributing factors are ignored. Apart from these studies, the uniform assessment of effectiveness in the school context has recently also received attention. This article, descriptive and narrative in nature and based on a literature study, offers a dynamic perspective on the assessment of school effectiveness and concludes with conceptualisation and analysis of three different, divergent approaches to measuring or assessing effectiveness of schools.


In the light of the introduction of the NPE in 2000 and the subsequent rapid developments in education in Malaysia, there was a need for fresh SCHOOL EFFECTIVENESS research. This research focused on the synthesis of current and key characteristics of school effectiveness as well as a current definition of an effective school. The
sample consisted of 120 respondents consisting principals, Heads of Department and teachers from 40 national secondary schools in Kuala Lumpur. The selection was by random stratified sampling with pre-set criteria. The response rate was 84%. The instrument used was a questionnaire triangulated by interviews with respondents from two randomly selected schools. The five current characteristics selected were effective teaching and learning, principals' leadership skills, student self-discipline, good behavior among students and greater cooperation between principal and teacher and among teachers. Five main qualities of an effective principal were also synthesized. The five key characteristics of school effectiveness selected are: A principal who is strong, purposeful and involved; effective teaching and learning; greater cooperation between principal and teacher and among teachers; greater collegiality between principal and teacher and among teachers and effective parental involvement. 22 additional characteristics of school effectiveness were suggested.

The definition of an effective school synthesized in this research had one descriptor in line with the NPI and other descriptors in line with the selected current and key characteristics of school effectiveness. Records with the FIS indicated that currently majority of the national secondary schools in Kuala Lumpur were effective.
The interview with the respondents from two schools indicated that their item responses had a significant ($p<0.05$) convergent validity, test-retest and parallel-form reliability in responses and that the definition of an effective school synthesized was reliable.

Orr (2011) studied “How Graduate-Level Preparation Influences the Effectiveness of School Leaders: A Comparison of the Outcomes of Exemplary and Conventional Leadership Preparation Programs for Principals”

This study attempted to determine the influence of exemplary leadership preparation on what principals learn about leadership, their use of effective leadership practices, and how their practices influence school improvement and the school’s learning climate. The authors also investigated how the frequency of effective leadership practices related to the strength of district support and the extent of school problems and student poverty. Finally, the authors examined the contribution of exemplary leadership preparation to variations in school improvement progress and school effectiveness climate. The study, using survey research conducted in 2005, compared 65 principals who had graduated from one of four selected exemplary leadership preparation programs to a national sample of 111 principals. The authors used structural equation modeling to find the
best fit. Participation in an exemplary leadership preparation program was significantly associated with learning about effective leadership and engaging in these practices, particularly where stronger preparation program and internship quality existed. Frequent use of effective leadership practices was positively associated with school improvement progress and school effectiveness climate. Taken together, exemplary leadership preparation had a positive but mediated influence on variations in school improvement progress and school effectiveness climate; the relationship was even stronger when focusing on preparation program and internship quality measures. Faculty investments in preparation program and internship quality will positively contribute to the leadership knowledge of graduates and their leadership practices and school improvement progress. These results yield significant implications for policy makers, universities, and other providers of leadership preparation.

3.4 Conclusion

The findings of school effectiveness research consistently demonstrate that schools can make a difference on their students' education outcomes and that the difference can be substantial. They provide a guide to what factors about students and about schools
help to make that difference. In other words, it is possible to begin to explain why some schools are more effective than others.

In India there are few studies on school effectiveness indirectly on academic achievement as an indicator in relation to students' behavioural adjustment to schools, students' personal effectiveness, teachers' involvement in school activities, teachers' job satisfaction in schools, leadership qualities of Heads of schools, time management of Heads of schools, organizational culture, organizational health and so on. Hence the present study has been undertaken to throw light on dark areas.