



School Effectiveness: A study of perceptions of secondary school teachers of different types of educational boards

KEYWORDS

Dr. Bhagwan Balani

Assistant Professor, Bomaby Teachers' Training College, Colaba

As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. Improvement in the quality, efficiency, and equity of education, to a considerable extent, depends on the nexus of teaching and learning, which is in turn influenced by the quality of educational practitioners and educational leaders.

(Blau & Presser, 2013) sound that e-leadership system provides extensive support for school principals in managing the organization, delegating responsibilities and promoting e-leadership by teaching staff and, consequently, increases the pedagogical effectiveness of their school. e-Leadership through the school management system changes the entire school culture. It includes making data-based decisions; monitoring curriculum implementation and learning performance; interacting with teachers, students and parents; improving the school climate; and raising the level of student and parental involvement.

(Loeb, Kalogrides, & Beteille, 2012) found that more effective schools are able to attract and hire more effective teachers from other schools when vacancies arise, schools assign novice teachers to students in a more equitable fashion, more effective schools are better able to retain higher-quality teachers. The results pointed to the importance of personnel and, perhaps, school personnel practices for improving student outcomes.

The teacher has been identified as the single most important factor influencing the quality of education by the Indian Education Commission and the National Policy on Education. Consequently, the government of India, like that of many other developing countries, has been trying to meet the challenge of improving the quality of education by improving teacher quality on several fronts—by raising pre-service education requirements, improving teacher training, increasing the diversity of the teaching force and promoting stronger participation by local government and community organizations. This requires trained and committed teachers but they, in turn, need the leadership of highly effective principals. It has been said that Principal is the captain of the ship (School), as he/she possess the various managerial skills as will be the quality of school effectiveness.

Statement of Aim: A comparative study of School Effectiveness of different types of secondary school boards

Conceptual definition

School Effectiveness: An effective school is one that promotes the progress of its students in a broad range of intellectual, social and emotional outcomes, where students

progress further than might be expected from knowledge of their backgrounds.

Operational definition:

School Effectiveness: School Effectiveness is determined by teachers of that school in relation to managerial functions performed by their school leaders' i.e principals, that promotes the progress of its students in a broad range of intellectual, social and emotional outcomes, where students progress further than might be expected from knowledge of their backgrounds.

Objectives of the study:

1. To study the school effectiveness of SSC and CBSE board schools in relation to managerial functions in terms of ..

- a. Planning
- b. Organizing
- c. Directing
- d. Controlling
- e. Evaluating

2. To compare the school effectiveness of SSC and CBSE board schools in relation to managerial functions in terms of ..

- a. Planning
- b. Organizing
- c. Directing
- d. Controlling
- e. Evaluating

3. To suggest the measures to improve the school effectiveness among SSC and CBSE schools.

Hypothesis of the study:

1. There is no significant difference in school effectiveness of SSC and CBSE board schools
2. There is no significant difference in school effectiveness of SSC and CBSE board schools in relation to managerial functions in terms of ..

- a. Planning
- b. Organizing
- c. Directing
- d. Controlling
- e. Evaluating

1.8 Limitations of the Study:

- 1) This study deals with the secondary schools located in Thane City
- 2) This study deals only with the English medium secondary schools affiliated to SSC and CBSE boards.
- 3) The study covers the perceptions of secondary school teachers about the school effectiveness and managerial functions like planning, organizing, directing, con-

trolling and evaluating by their Principals.

- 4) This study discusses the significant difference in the perceptions of secondary school teachers of SSC and CBSE boards of school effectiveness in relation to managerial functions performed by educational administrators.
- 5) This study discusses the significant relationship in the perceptions of secondary school teachers of SSC and CBSE boards of school effectiveness in relation to managerial functions performed by educational administrators.

0.9 Significance of the study:

The study will throw light on the level and differences in managerial functions amongst the schools. However past research studies have indicated that not many researches have been conducted in this field even though its benefits to the individual and the nation at large have been emphasized. This study will enable the researchers to identify the differences in the different aspects of managerial functions and its impact on school effectiveness in different educational boards. This study will help in upgrading the quality of management and school effectiveness. The study will provide directions to be brought about in functioning of secondary schools and various administrative processes to enhance various administrative and managerial skills among the educational administrators and managers. This study will indicate the areas of concern in the managerial and administrative aspects of effective school management.

Research Design: The topic is of descriptive nature. The data is gathered from the school teachers to measure the school effectiveness and managerial functions performed by the secondary school principals and to establish the relation between school effectiveness in relation to managerial functions among different types of school boards of Thane City. For the present study, the population consists of secondary school teachers of SSC and CBSE boards schools of Thane City.

In the present study, stratified random sampling technique has been used at two stages of sampling for the purpose of selection of secondary schools located in Thane City.

Data Analysis:

Comparative analysis of mean scores obtained from SSC and CBSE Board schools teachers in relation to school effectiveness

School Effectiveness	Mean Scores	S.D.
Perceptions of Teachers of SSC Board schools (N=70)	188.20	22.71
Perceptions of Teachers of CBSE Board schools (N=70)	203.94	12.65

Findings of the study:

The mean score of Perceptions of Teachers of CBSE Board schools is 203.94 and mean score of Perceptions of Teachers of SSC Board schools is 188.20. If we compare these two mean scores, it clearly indicates that mean scores of Perceptions of Teachers of CBSE Board schools in relation to school effectiveness of their schools are better than SSC Board schools.

The mean scores and SD of SSC school teachers' perceptions in relation to school effectiveness are 188.20 and 22.71 respectively and for CBSE school teachers' perceptions 203.94 and 12.65. Student's t-test administered on this data shows that the t value is 5.08, as obtained t-value is more than 2.58 table t-value, the t-value is significant at

0.01 level. Therefore the null hypothesis is rejected. Since mean score of CBSE board school teachers is significantly high than SSC board school teachers, we can say that school effectiveness of CBSE boards is better than SSC board schools.

Mean score of CBSE board school teachers was found significantly high than SSC board school teachers, therefore it can be concluded that school effectiveness of CBSE boards is better than SSC board schools.

Comparison of important findings with previous researches:

(Bezirtzoglou, 2004) in his research paper has pointed that much research in the field of school effectiveness was conducted the last two decades (Mortimore, 1991a; Sammons, 1994). The term school effectiveness has been used to describe educational research concerned with exploring differences within and between schools (Goldstein, 1997). It also focuses on pupils progress that might be expected considering their background and initial attainment (Mortimore, 1991a). Nevertheless, school effectiveness research seeks to describe what an effective school looks like. It was described as "one in which pupils progress further than might be expected from consideration of its intake" (Mortimore, 1991a, p.9). An effective school adds extra value to its student's outcomes in comparison with other schools. The *value-added* is the concept that used to describe this procedure (Sammons et al, 1995). In addition, one of the main objectives of school effectiveness research is concerned with the exploration of "explanatory and outcome factors using appropriate models" (Goldstein, 1997, p.369). Therefore, it is of main importance to develop adequate and reliable ways to measure the quality of the school (Mortimore, 1991b). The multi-level modelling was the statistical technique of quantitative research, which was adopted from school effectiveness researchers in order to investigate the various factors that might influence pupils performance (Goldstein, 1987). Whereas outcome of the present clearly suggests that there is positive and significant relationship between all the managerial functions and overall managerial functions performed by school principals affects school effectiveness positively and significantly. From these observations, it can be concluded that school principals play a significant role in effecting the school effectiveness. One more outcome of the study suggests that principals of CBSE schools have shown significant impact than principals of SSC board schools.

Recommendations and Suggestions: Principals of SSC board school need to reflect on their managerial functions and have to use participatory method so that overall functioning of school have significant impact on the school effectiveness. They need to work on all the compartment of the school's managerial functions.

As this research suggests that there is significant relationship between managerial functions performed by school principals on school effectiveness, the principals of both the boards needs to improve their managerial roles so that such improved actions can reflect on the overall effectiveness of schools endeavors.

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