



CHAPTER III

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past".

BEST J.W.

CHAPTER III
REVIEW OF RELATED LITERATURE AND STUDIES

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CHAPTER III

REVIEW OF RELATED LITERATURE AND STUDIES

3.1 Introduction

School Appraisal was done mainly by school surveys. Though the school surveys was started in the U.S.A., it spread to other countries too and gained momentum in India.

The Evaluation criteria are the contribution of school surveys. Evaluation studies based on different theories and models are reviewed in this chapter. School Appraisal and school effectiveness studies done both abroad and in India are discussed in brief aspectwise in the following sections.

3.2 Evaluation Studies

Evaluation - mostly relating to programme evaluation had been a very important aspect to research in the U.S.A. and the U.K. Many studies were conducted evaluating programmes. Institutional evaluation or accreditation studies are comparatively very few.

3.2.1. Studies on Evaluation Theory and Models

Many studies were undertaken to study the evaluation theory, models of evaluation, the perceptions of people regarding evaluation. The studies such as: The development of Accreditation at the Elementary school level (Swessen, 1976), A general systems theory of educational organization and Accountability (Clemson, 1976), A model and organisational plan for the Accreditation of Elementary and Secondary Schools (Smith, 1978) etc, reveal that Evaluation was a favourite area of research. The study of Phillips (1979) to assess the relative importance and variability in the evaluation of colleges and Universities by the Regional Accrediting Criteria was a meta evaluation. Engles (1980) made a study on 'Effective Evaluation': as models and criteria for accountability. Rivers, (1980) prepared a proposed model for Accountability for the State of Louisiana School Board; An analysis of the standards for Evaluation and Accreditation of New England Public High Schools was done by Fallon (1981); General Theory of Evaluation was analysed by Platt (1982); and the factors and conditions influencing usefulness of planning, Evaluation and Reporting in schools was studied by Campbell (1983). These studies show that many researches are done still on the theory, and

criteria of evaluation. They throw light on the literature on Evaluation.

3.2.2 - Appraisal Studies - Respondents (Participants)

Unlike Inspection, Appraisal is not a one man show. Even in inspection, a team is used. The persons to be engaged in appraisal of an educational institution are none but those who are concerned with it - the administrators, teachers, students and parents. Many studies in institutional appraisal have taken the perceptions of the above group. Gracia (1983), in a comparative study of the effectiveness of the accreditation process in senior High Schools observes that principals, staff members, parents and students participated in the schools' self-study reports. Campbell (1983) while studying the usefulness of planning, Evaluating and Reporting in school, found among others that the more complete the involvement of key stakeholders, the higher will be the degree of utilisation of the process, and the information it produces. Askew's (1980) study of Catholic Education indicated the need for parents, educators and students to work co-operatively in the development of educational policies and procedures. An appraisal of administration, faculty, student and community perceptions of effectiveness of community service programmes in

community colleges was done by Glock (1975) to determine if these groups differed significantly in their perceptions. Samper (1979) while evaluating the implementation of the stated goals and objectives of The Colombian Comprehensive Secondary School made use of administrators', teachers' and students' perceptions.

3.2.3 - Discussion

To appraise an institution is to have a still of it; to know its aims, needs, strengths and weaknesses so that it can improve itself. Many of the researchers have taken the participation of administrators teachers, parents and students in this process. The significance of involving all interested persons is to ensure diversity, individuality, innovativeness, creativity, motivation and credibility as Rivers (1980) mentions. The persons who administer, teach and spend their life in the institutions, and those who benefit from the services of the institutions are the best judges of the effectiveness of any institution.

3.2.4 - School Appraisal - (Aspects: Criteria)

School surveys have helped to develop the criteria for evaluation or appraisal. The different studies by

researchers have revealed the importance of different aspects in the evaluation of schools and institutions.

Desai (1966) based on Evaluative criteria for Indian Secondary schools (Wood, 1940) selected the aspects: Purpose, Physical facilities in the school, teaching - learning programmes, co-curricular programmes, organisation and administration, pupil welfare and school community relation and curricular programmes in secondary schools. Johari (1965) made a study of the Primary schools based on the aspects: building, equipment, organisation, staff, craft, teaching methods, community living, and teacher pupil relationship. Fatak (1973) evaluated the secondary schools under the same aspects as Desai: Purposes, Physical Facilities, Organisation and Administration, Curricular Programme, Pupil-welfare and School Community Relations.

Glock (1975) in appraising the effectiveness of community services, used the five categories such as-the status, the scope, degree of college; and community interaction (cooperative effort); instructional processes (Planning, and implementation of services); and administration and staff support (Human and material resources). Evaluation of Administration, Instruction and Services of Dalton Junior College by Chapman (1977) was done

in the following areas: administration, instruction, library, curriculum, counselling, academic advancement and student activities.

Askew (1980) made a study of Catholic Education based on organization, general support, instructional quality, management and finance, Catholic values and Parish Community-School relations. In his study on the effectiveness of implementation of goals, Emanuel (1983), covered areas such as: Leadership, quality, community-wide programmes and events, educational resources, distribution of funds, community awareness, information distribution, coordination which are based on educational philosophy, organizational structure and services and programmes of the institution.

Rodrigues (1982) while making a critical study of the educational Institutions, appraised them on: Purpose, institutional planning, leadership, organisation, curricular programmes, co-curricular activities, pupil-welfare services, school-community relations, religious and moral education, system maintenance, system renewal, investment and innovations.

3.2.5 - Discussion

The studies stated above and the factors or areas selected to evaluate, accredit or appraise an institution refer to either the goal or purpose, process and product of the institution. It pertains to the whole of the school system covering every sub-system or aspect of education. The goal, purpose or aim of an institution is evaluated by many: Leadership is a very important aspect studied. Many appraisals have been done on curricular programmes, co-curricular activities, school community relations. The study of the resources, both human and material, planning and organization also are considered by many researchers. Maintenance and Renewal of a system and innovations speak of its improvement. Student Welfare Services, are also appraised in Schools. The above studies reveal the importance of these aspects in the study and appraisal of schools.

3.2.6 - School Appraisal - Related Studies

In all education systems there are mechanisms and structures for evaluating the extent to which schools and colleges are effective, and for using this information when decisions are to be made in relation to these institutions.

Only a small literature on the subject of school evaluation exists. There are many publications on educational evaluation and pupils assessment generally, and a large (generally American) literature on the evaluation of educational programmes exists. A survey of the literature on specifically institutional evaluation suggests, however, that this is a relatively neglected area of study and research by scholars, however important it may be in practice to those who administer educational systems.

Some of the studies that have relevance to the present investigation are reviewed in the following sections of the chapter. The studies reviewed are presented in a summary form indicating the aspects and the authors in the table 3.1 given below. The studies are presented aspectwise in a chronological order.

Table 3.1 Aspects of School Appraisal and the Authors who studied them.

S.No	Aspect	Year	Researcher's Name
1.	Purpose/Aim	1966	Desai
		1973	Fatak
		1979	Samper
		1980	Craig
		1981	Booth, Bernard, Manrique
		1982	Rodrigues
		1983	Emanuel and Reed.
2.	Institutional Planning	1981	Bernard
		1982	Rodrigues.
3.	Leadership/ (administration)	1966	Desai
		1973	Fatak
		1975	Darji, Glock
		1977	Chapman
		1979	Smiley
		1982	Rodrigues
		1983	Emanuel
4.	Organization	1965	Johari
		1966	Desai
		1973	Fatak
		1974	Shelat
		1977	Chapman
		1980	Askew
		1982	Rodrigues
		1983	Emanuel
5.	Curricular Programmes Teaching Methods, Instruction	1965	Johari
		1966	Desai
		1973	Fatak
		1977	Chapman
		1980	Askew
		1982	Rodrigues
6.	Co-curricular activities	1966	Desai
		1982	Rodrigues

S.No	Aspect	Year	Researcher's Name
7.	Pupil Welfare Services	1966	Desai
		1973	Fatak
		1977	Chapman
		1982	Rodrigues
		1983	Emanuel
8.	School Community Relations	1965	Johari
		1966	Desai
		1973	Fatak
		1975	Glock
		1980	Askew
9.	Religious and Moral Education	1980	Askew
		1982	Rodrigues
10.	System Maintenance	1965	Johari
		1966	Desai
		1973	Fatak
		1982	Rodrigues
11.	System Renewal	1982	Rodrigues
12.	Investment/ Management and Finance	1980	Askew
		1982	Rodrigues
		1983	Emanuel
13.	Innovations	1973	Bhagia
		1975	Dargi
		1978	Balasubramanian
		1982	Rodrigues

Hence the aspects mentioned in the table give a comprehensive picture of the school system, covering all its activities.

3.2.6.1 - Related Studies - Abroad

A limited number of studies had been recorded on institution evaluations. They are given below:

- i) Chapman (1977) made a study to evaluate the Administration, Instruction and services of Dalton Junior College (Georgia) based on the satisfaction levels of graduates. A questionnaire was developed by the investigator and mailed to 456 graduates. The analysis of the same made clear that Dalton Junior College was preferred by many graduates for various reasons to the Universities.

- ii) Smiley (1979) in her study was concerned with the development of a Management Appraisal Programme (MAP) model for the non-academic administrative areas of the Autonomous University of Guadelajara (UAG). Specifically the study
 - (1) developed a management appraisal instrument applicable to the non-academic service areas at the UAG,

(2) ascertained from division and department heads and Supervisors, their perceptions employed in each of the non-academic administrative areas and

(3) developed a management appraisal programme model and a proposed plan for its implementation, evaluation and revision.

The analysis of the data revealed that there was higher perception of management effectiveness for top level management and middle management than for supervisory level. The analysis established that it was possible to organise related items into meaningful managerial sections that could form the basis for developing a management appraisal programme.

iii) Samper (1979) made an evaluative study of the Implementation of its stated Goals and Objectives of the Colombian Comprehensive Secondary Schools. The schools, opened in Colombia in 1970 under the name of Institutes Nacionales de Education Media Diversificada (INEM), had specific goals. The purpose of the study was to assess the extent to which those goals and objectives had been

implemented as perceived by their administrators, teachers and students and also to analyse the degree to which INEM system was effective in preparing students from all socio-economic levels. Questionnaires and guided interviews were designed to collect information. The primary implications of the findings of this study was that there was a need to revise and reformulate INEM objectives to more realistic and attainable ones. Major discrepancies were not found in the distribution of socio - economic composition of the local INEM:

- iv) Askew (1980) made an investigation into the Catholic education in a selected Metropolitan area. The main purpose of this study was to examine the perceptions of the Catholic schools held by parents, educators and students.

Three forms of questionnaire which were constructed for the office of school services of the Archdiocese of Denver were utilised to collect data. The questionnaires, which were composed of statements which required the respondents to react to a four point Likert type scale, were designed

to obtain opinions of the respondents in six major areas of concern. These areas or subscales were: organizational alternatives, general support, instructional quality, management and finance, catholic values, and Parish Community - School relations.

Based upon the information which was obtained in this study, significant differences were found, among the parents, educators and students on the subscales of Organizational alternatives, general support, Catholic values and parish community-school relations.

- v) Craig (1980) applied the Discrepancy Evaluation Model in the evaluation of the Caldwell Senior High School Educational system. The main purpose of this study was to apply a systematic procedure, the Discrepancy Evaluation Model (Provus, 1971) as a means of determining the effectiveness of that system, in meeting its stated goals as perceived by its instructional staff, and administration, during the 1978-1979 school year.

The application of the Discrepancy Evaluation Model was used to determine what discrepancies existed within that system and then to specify interventions that could be used to reduce or eliminate these discrepancies. The evaluation was accomplished for the purpose of increasing the entire system's activity level to its most optional level of efficiency to more effectively reach its stated goals and objectives.

- vi) Booth (1981) made an evaluation of the 'Governors school for the Gifted' during the period 1973-80. The purposes of this study were to determine the degree to which Virginia Governor's School for the Gifted has fulfilled its original Goals, which were to provide intellectually challenging and enriching experiences for the participants. A model was provided which was a modification of the Diagnostic and Evaluation Scales for Differential Education for the Gifted (DESDEG) for evaluating the eight decision components of the programme. Data were collected from four sources namely the former participants, parents, faculty and administrators, using the questionnaire and structured interviews and the study is based on a

random sample of these populations for the first 8 years of the program (1973-1980).

On the basis of the finding, the four populations concur that the programme has met its objectives and should be continued. Suggestions for modifications in the existing programmes are proposed, as well as recommendations for future gifted programming, budget request, the participant selection process, and faculty selection and training.

vii) A similar study was made by Manrique (1981) in the 'Analysis and Evaluation of the Institutional Goals of the Institute University Politechnics, Experimental De Guayana, Venezuela. Methodology included the development of an instrument based on the structures and format of the institutional goals inventory developed at the Educational Testing service (1972), which consisted of 16 Goal areas, 10 of which related to outcome goals and six related to process goals. The constituent groups compared were , faculty, students, administrators, alumni and community.

Descriptive and inferential statistical procedure were used to test the research hypothesis. Significant differences were found between 'IS' and 'Should be' categories on all Goal Area. It was concluded from the study that the 16 Goal Areas should be emphasised more. Respondents indicated the need for placing more importance on the process goals than on output Goals; the general mission of the institution has not been made clear to the constituent groups, that there is an evident gap between the attention being given to the proposed goals and the importance the respondent groups think these Goals should receive.

It was recommended that an effort be made to reduce the emphasis on conformity; policy and decision making effort should reflect educational and managerial expertise; there be continuous analysis of institutional goals so that necessary adjustments could be made in the programmes; that the preparation of faculty members to be given special attention and short range goals to be found as a means to long ranged missions.

viii) Bernard (1981) made a system evaluation; A case study of the Thai Department of Non-formal Education.

Through extensive interviews, numerous conversations, participant observations and documentary analysis over a 16 month period, the study presents a portrait of System Evaluation, its policy and operational definitions, the nature and extent of its occurrences and the factors in the system that seemed to serve as incentives and disincentives to its being selected as a worthwhile organizational activity. It examined some cause of apparent inconsistency through an exploratory case study of system evaluation 'in use' within the working style of the Thai Department of Non Formal Education.

The data of the study consist largely of the perceptions and opinions of DNFE officers themselves concerning evaluative activities; Goal formulation and application, programme monitoring and assessment; adaptive planning, feed back and documentation. They consist of the details of several evaluation projects conducted across the

department, and an analysis of the purposes, procedures, problems and outcomes of these projects.

System evaluation of the Thai programme was minimal, a result of its being not so much deliberately avoided as simply ignored. The research suggests that a positive regard for evaluation is necessary for its conduct. In this case policy guidelines concerning evaluation were few and tended not to provide strategies for implementation.

ix) Reed (1983) made a study of the educational Goal priorities based on the perception of parents, students, and educators in a selected Mississippi school district.

The purpose of this study was to determine learner Goal priorities, and to measure the extent to which appropriate learner Goals are being achieved by schools, based on the perception of parents, students and educators. The study was conducted in a selected school district of Mississippi. A total of 450 students, parents and

educators were selected to participate in the study. The data for this study were obtained by using the Learner Goal Opinionnaire developed by Gassner. The correlated 't' test was utilized in order to test some of the hypothesis and one way analysis of variance was utilized for others.

Results indicated that there was a significant difference between what schools should be doing concerning Learner Goal priorities and what schools are now doing as perceived by parents, students and educators. There was a significant difference among parents, students, and educators, in their perceptions of what schools should be doing. A significant difference existed among the groups of what the schools are now doing concerning Learner Goal priorities, in their perceptions. The ranking of Learner Goal Priorities indicated similarities in the top five goal priorities of parents, students and educators concerning actual goal emphasis and desired goal emphasis.

- x) Emanuel (1983) evaluated the effectiveness of implementation of goals of the Bureau of Jewish

Education of San Francisco, Marin County and the Peninsula, in the State of California.

The purpose of this study was to determine how professional educators and board members of the Bureau of Jewish Education of San Francisco, Marin County and the Peninsula in the State of California and its affiliated schools perceive the implementation of the goals of the Bureau of Jewish Education from 1977 to 1982. The study attempted to answer seven questions based on the Bureau's goals. In addition, there were related questions on educational Philosophy, Organizational structure, and services and programmes of the Bureau.

The research design was a descriptive institutional study. This method was utilized to secure necessary data for data analysis and evaluation of the research problem. Together with the necessary data, a survey questionnaire of 150 questions was sent to a population of 150 professional educators and board members of the Bureau and its affiliated schools, selected randomly. The questionnaire covered the following areas; leadership, quality, community-wide programmes and events, educational resources, distribution of funds, community awareness, information distribution, coordination, and the changing role of the

Bureau. the evaluation served to high light significant qualities, strengths and weaknesses of the Bureau's educational goals. The results of the survey were based on the premise that all goals have equally significant value in the Bureau's role of education. Findings and conclusions were presented in terms of frequencies and percentages, measurement of central tendencies and dispersion.

Recommendations included suggestions for increasing pedagogical services, adult education, cultural arts, representation in youth activities and fund distribution.

The final conclusion indicates that the Bureau's educational goals are, for the most part, well implemented, inspite of the need for improvement in some areas.

3.2.6.2 - Related Studies in India

- i) The first real attempt at school evaluation has been done by Desai (1966). He made his study of the 'Evaluation of the Secondary Schools of Gujarat, Saurashtra, and Kutch.' The purpose of his study was to conduct an evaluative survey of Secondary Schools of the Gujarat State and to study the problems connected with them, to offer

suggestions for their better functioning. His instrument consisted of an evaluation tool covering five aspects: Physical facilities in the school, Teaching-learning programmes, Co-curricular programmes, Organizational design and evaluation programmes. He also prepared an interview schedule and supplementary questionnaire for the school. The sample consisted of 127 Secondary schools of Gujarat, Saurashtra and Kutch. Supervisors, teachers and headmasters were interviewed. Grades for each school were computed and inter district comparisons were made.

Results of the study reveal that there was a general lack of awareness of the purpose of education in all teachers. The Community on the whole were ignorant of the usefulness and pruposefulness of education. Physical facilities in the schools were satisfactory and better facilities were available in progressive schools. Departmental rules were followed in majority of the schools. The criteria for the distribution of work load for the teachers were the subjects in the first degree and professional degree; some of the schools had periodic staff meeting and budget

planning. Deficit budget was a common feature, where as missionary and Public Trust schools were economically stable.

Suggestions were made, to give orientation about the values and objectives of education; to set up state level advisory committee with eminent educationists to direct the activities; to organise teacher associations by teacher training colleges and school inspectors to discuss academic and class room functional problems; to have separate accounts staff to audit the school accounts, and recommended institutional evaluation programmes to be taken up earnestly to increase self awareness among all concerned.

ii) Johari (1965) made an evaluation of Primary Schools of Baruch District on the following aspects: Building, equipments, Organization, staff, teaching methods, community living and teacher-pupil relationship.

iii) Fatak (1973) evaluated secondary schools of Broach under the following aspects: Purposes, Physical facilities, organisation and administration,

curricular programmes, pupil welfare and school community relations.

- iv) A major evaluative study was done by Rodrigues (1982). She revised Desai's (1966) tool as its starting point, taking into consideration the recent aims and objectives of secondary schools in general, and of Jesus and Mary schools in particular. The main aims of the study were to prepare an instrument for the appraisal of schools and a questionnaire to collect supporting data and to evaluate the Jesus and Mary schools with special reference to Innovation and Investment in the schools, together with case studies of schools and to suggest a programme for the improvement of the schools. The study was based on the perception of the staff and principals of the Jesus and Mary institutions in India, which included primary, middle, secondary, higher secondary and colleges of teacher training.

Her tools consisted of (1) an appraisal tool on 13 aspects revising Desai's tool, and questionnaires on: (i) General Information, (ii) Investment, (iii) Innovation. The aspects in the

appraisal tool were purposes, institutional planning, leadership, organization, curricular programmes, cocurricular activities, pupil-welfare services, school-community relations, religious and moral education, system maintenance, system renewal, investment and innovations.

Profiles were prepared schoolwise and aspectwise and strengths and weaknesses of the schools were highlighted. Suggestions and recommendation were given for the improvement of the Jesus and Mary schools.

- v) Another related study was done by Shobha (1984) on the 'Techniques of school Evaluation and follow up procedures with a view to improving the Policy, Programme, Personnel and Plant.

The main aims of the study were, to adopt, design or evolve techniques of evaluating the various aspects of a school system, such that these techniques might be applicable to all types of schools; and to work out methods of following up evaluation with procedures that would lead to improvement or change.

Various tools like enquiry forms, questionnaire,

checklists, semi-structured interviews, teacher-evaluation forms, feed back slips etc. were used for collection of data. Case studies were made for indepth study.

The study came out with various types of school evaluation forms given in the appendices and valuable recommendations for the use, follow-up and improvement of the schools.

There are other studies based on the socio-psychological dimensions of a school. CASE has since 1966 undertaken several studies of the criteria that make up School Organization. Sharma (1973) in the investigation into Organizational Climate of Secondary Schools of Rajasthan had measured along with organizational climate teacher satisfaction, principal effectiveness and school effectiveness. Bhagia (1973) made a study of the perception of characteristics of innovations as related to their diffusion in schools of Gujarat.

Shelat (1974) studied the Organizational climate, Teacher Morale and Pupil Motivation towards Institution in Secondary Schools of Baroda district.

Dargi (1975) made a study of leadership behaviour and

its correlates in the secondary schools of Panchmahal's Districts.

Dekhtawala's (1977) study of Morale in secondary schools of Gujarat, Rao's (1977) study of classroom climate in secondary schools of Madras and Shelat's (1978) study of post-doctoral research in school climate and Educational change are worth mentioning. Balasubaramanian (1978) made a critical study of the strategies adopted for the installation of Innovations in High Schools in Vellore. He case studied 4 schools two at each end of the innovativeness continuum. The aspects studied in these researches form part of a school evaluation and are to be included in a questionnaire for a comprehensive school evaluation.

3.3. Discussion

These studies reveal that educational institutions were evaluated using various tools and techniques based on different models and theories either for accreditation or for improvement. The different agencies selected for gathering data or collecting the perceptions from, were usually the persons in close contact with the schools, namely, the administrators: managing committee, principals or headmasters; teachers, students (present or past),

parents and the community. The common tools used were rating scales, questionnaires (open and closed ended), interview, observation etc. The methodology adopted were normative survey and operational research making a comprehensive study of all the (sub systems) elements of the school system. These subsystems called aspects or factors in various studies include almost all the aspects in the school life starting with purposes to process and product.

From the many related studies, it is evident that real attempts were made to evaluate programmes and institutions. There are very few studies reported on Institutional Evaluation or appraisal. There are more studies conducted abroad, compared to those of Indian. These studies reveal that there is no fixed criteria or tool to appraise an institution. They are selected according to the need and nature of the institution. There is a need to appraise the institutions in India, so as to measure their strengths and weaknesses and to find ways and means of improving them and thus increase their effectiveness.

3.4 School Effectiveness Related Studies

An effective school is one which utilises all its resources to the full to develop the pupils' potential. It

refers to an efficient organization of curricular and staff sources to give a meaningful education which fits the children for life. An effective school capitalises on its staff, resources and pupils' abilities to achieve the required outcomes. Appraisal helps to determine the effectiveness and efficiency of the school. The studies conducted by researchers in the various aspects selected to determine the effectiveness of the school are given in the following section.

3.4.1 School Effectiveness and Aim

While studying the school effectiveness, the school management occupies an important place. Goal specific staff development programmes are studied by Venezky and Winfield (1979) and Phi Delta Kappa (1980). Weber (1971) mentions an atmosphere of order, purposefulness and pleasure in learning to make one an effective school. California State Department of Education (1980) makes a general sense of educational purpose an important feature. It mentions that unique features of schools which operate differently within every institution give them a specific nature and purpose. California State Department of Education (CDSE, 1980)

related school effectiveness to a general sense of educational purpose. It gives importance in this aspect to the unique features of schools which operate differently within every institution resulting from the aim of each. The National Institute of Education (NIE, 1978) reports that school effectiveness goes with a strong school spirit. Rutter et al., (1979) is of the opinion that the staff conscious on the values and aims of the school as a whole is of great help in achieving the school effectiveness.

3.4.2 School Effectiveness and Institutional Planning

Institutional planning is like foundation for school effectiveness. Glenn (1981) believes in an efficient, coordinated scheduling and planning of activities, resources and people, which is nothing but Institutional Plan. Even in development programmes of staff, joint planning by teachers is recommended by Glenn (1981). Hunter (1979) suggests clear autonomy of the school from the district/local education authority, which will necessitate - Planning by the Institution, worthwhile and efficient inter departmental meetings and planning exercises, assisted by staff development programmes (Levine and Stark, 1981) are

also conducive to school effectiveness.

3.4.3 School Effectiveness and Leadership

The success of school system depends upon the efficiency, alertness, sagacity, imagination, originality and experience of its leader, the Headmaster. School effectiveness is the fruit of successful and efficient leadership. Research studies reveal that such leadership is associated with - skilled leadership in providing a structural institutional pattern in which teachers can function effectively (Levine and Stark, 1981) and setting a strong administrative example (Weber, 1971; Brookover et al. 1979; CDSE, 1980; Glenn, 1981). Levine and Stark (1981) consider leaders fully supportive of teachers can attain school effectiveness. According to Armor et al., (1976) school effectiveness is wrought by 'Principals who achieve a balance between a strong leadership role for themselves and maximum autonomy for teachers'. 'Strong instructional leadership' contributes much to school effectiveness according to Trisman et al., (1976).

Smith and Purkey (1983) also emphasise on instructional leadership by the Principal or another staff member. Thus these studies reveal the place, leadership plays, in making

a school an effective one.

3.4.4 School Effectiveness and Organisation

For a school to be an effective one, the resources both human and material should be organised efficiently. Many of the studies conducted by National Institute of Education, reinforce this fact. It has emphasised on clearly stated rules that are consistently, fairly and firmly enforced (NIE, 1978). It also believes that there is a link between school's structure of order and academic success; which leads to effectiveness (NIE, 1978) Principals, who recruit their own staff (Austin, 1979, 1981) and who interpret rules in a manner that enhances rather than reduces effectiveness (Levine and Stark, 1981); the maintenance of orderly classrooms (Armor et al, 1976) which create an orderly atmosphere conducive to learning which is a result of an efficient, co-ordinated scheduling and planning of activities, resources and people (Glenn, 1981) are stated to bear good results. While Rutter et al., (1979) and Millham (1982) are of the opinion that schools having organisationally 'tight' regimes that attempt high expressive control of pupils are effective. Reynolds (1982) believes in having a form of balanced control, neither harsh nor weak.

3.4.5 School effectiveness and Curricular Programmes

Related studies in school effectiveness reveal the importance of Curricular programmes, in this field. Rutter et al., (1979) found that class room management that kept students actively engaged in learning activities resulted in making a school an effective one. The California State Department of Education (1980) reported that teacher accountability for student performance increased school effectiveness. Armer et al., (1976) found that teacher's strong sense of efficiency and high expectations from students were helpful. Levine and Stark (1981) found that the co-ordination of curriculum, instruction and testing to focus on specified objectives achieved through careful planning and staff development were contributing towards effectiveness. They also found that the assured availability of materials and resources for teaching was necessary. Researchers like Mc Dill (1969), Brimer and Madaus (1978), Madus et al., (1979), Marjoribanks (1979), Rutter et al., (1979) and Madaus (1980) found that school effectiveness was a result of the academic demands of courses, student's concern for and commitment to academic values, the amount of time spent on study and homework, and in general, a climate of high expectations on the part of student and their teachers alike. Tomlinson (1980) also

found that efficient use of classroom time resulted in effectiveness. Staff commitment to student achievement was thought to be the main factor in school effectiveness according to Brookover et al., (1979), Walberg (1969), Rosenshine (1970), Rosenshine and Furst (1971), Walberg and Anderson (1972), Moos (1979). Frazer (1981) and Fraser and Walberg (1981) found that ensuring a favourable Psychological atmosphere within classrooms brought about school effectiveness.

3.4.6 School Effectiveness and Co-Curricular Activities

Co-curricular activities in any school speak of its nature and reveals the standard of the school. Reynolds et al., (1976) and Rutter et al., (1979) found that encouraging pupils to participate in the running of their schools, would make them fit into the society later on and it would give practice in democracy and organisation. Haertel and Walberg (1981) also found positive learning outcomes in the classroom, achieved through obtaining the right 'mix' of cohesiveness, satisfaction, task difficulty, formality, goal direction and democracy, which can be brought about through the different co-curricular activities. Rutter et al.,

(1979) revealed that giving a high proportion of students, responsibility for personal and school duties and resources would make them capable and efficient.

3.4.7 School Effectiveness and Pupil Welfare Services

Rutter et al., (1979) found demonstrated staff concern for individual and group student welfare a contributing factor to make the school effective. They also found that the treatment of students in ways that emphasise and assure their success and potential for success resulted in their effectiveness. They also believed that the provisions of a clean, comfortable and well maintained physical environment for the students was necessary. The study of Levine and Stark (1981) revealed that a programme which focuses on the needs of low-achieving students was necessary in a good school.

3.4.8 School Effectiveness and School Community Relations

School community Relations were found very necessary for a school to be effective. Armor et al., (1976) found that high levels of parent teacher and parent-principal contact was inevitable. National Institute of Education (1978) found in its students that a strong school spirit;

cohesiveness among teachers; a co-operative atmosphere in the school and teachers who had high job satisfaction levels and who were, in general agreement with the head's educational and procedural style of management, contributed much to make a school effective. Levine and Stark (1981) related coordination of required home work together with improving the quality of home work assignments and improving parental involvement in students' learning with school effectiveness. Tomlinson (1980) believed in the involvement of parents to help keep children on task. Phi Delta Kappa (1980) also insisted on fostering high levels of parental contact and involvement. Reynolds et al., (1976) found that more favourable teacher-pupil relationship in class room resulted in effective schools. Brookover et al., (1979) stated that a good schools' 'social' system was the prominent climate for its effectiveness.

3.4.9 School Effectiveness and Religious and Moral Education

Research Studies in school effectiveness stressed the atmosphere of good morality and discipline which is possible through religious and moral education. National Institute of Education (NIE) (1978) stated that principals who were firm disciplinarians and provide strong behavioural role models for teachers and pupils alike would create an

effective school. Hunter (1979), NIE (1978), Doss and Holley (1982) stressed high teacher morale as the teachers influence the students either for good or bad. Venezky and Winfield (1979) related the school effectiveness to a cooperative atmosphere in the school. Discipline and order in a supportive atmosphere, were considered necessary by Glenn (1981) to create a good climate which are the results of religious and moral education in the school. Rutter et al., (1979) found that the establishment of clearly recognised principles and guidelines for students' behaviour would result in school effectiveness.

3.4.10 School Effectiveness and System Maintenance

Effective schools are linked with the provision of a clean, comfortable and well-maintained physical environment for students (Rutter et al., 1979). Pablant and Baxter (1975) found that schools which take trouble over building upkeep and maintenance of their grounds create the scope for its effectiveness.

3.4.11 School Effectiveness and System Renewal

School effectiveness is related to efficient and effective teaching. California State Department of

Education (CSDE, 1980) stressed on ongoing in-service training related to the instructional programme. Glenn(1981) found that joint planning by teachers in staff development programmes would result in better participation and subsequently in a better and effective school.

3.4.12 School Effectiveness and Investment

According to Phi Delta, Kappa (1980) a low pupil teacher ratio result in school effectiveness which necessitates investment. Levine and Stark (1981) related the school effectiveness to assumed availability of materials and resources necessary for teaching for which investment at the proper time, proper place and proper way is necessary.

3.4.13 School Effectiveness and Innovations

School Effectiveness was the result of the use of competitive team games in instruction according to Brookover et al., (1979). They also found the use of appropriate reinforcement practices helpful. Trisman et al., (1976) stressed on a clear focus on basic skills, small group discussion and evidence of inter change of ideas among staff. National Institute on Education (1978) found class size or school organization calculated to increase the sense

of personal relationships between student and the teacher. Armor et al., (1976) considered teacher flexibility in modifying and adapting instructional approaches innovative enough to result in school effectiveness. Ability grouping procedure (Brookover et al., 1979) and direct instruction to be followed to encourage effectiveness in the school. Any programme which emphasised high order cognitive skills such as reading, comprehension and problem solving were found by Levine and Stark (1981) to cause and increase the outcome of the students and hence the effectiveness of the school.

3.4.14 Discussion

These studies give evidence about the factors of effective schools:

The leadership role of the principal and management team is vital. It is crucial for schools to be well-managed organizations. Happy, and efficient staff is of key importance. So also in-service training is very important. Staff operating on agreed, united policies appear to be the most effective. A favourable school ethos or school climate is necessary for positive outcomes to accrue. Effective schools are orderly at all times, both inside and

outside the classrooms. The quality and morale of the teaching staff plays a very important part. Schools with weak staff will never be as effective as those with a strong staff. Curricular programmes should occupy a very major portion of the school activities, with empathetic pupil care and learning centred approaches in the class room. The high achievers as well as low achievers should find the curriculum useful and important. Regular feed back on performance is to be given to the pupils. Pupils should be involved in the running of the school and welfare services. A well maintained, clean and cared for school building will make the pupils more at home, and they feel as part of it. High professional standards of the staff through in-service programmes and other renewal activities and innovations will prompt the pupils to reciprocate. Good climate, rapport and collaboration between and among the administrator, teachers, students, parents and the community will enhance the achievement, development and effectiveness of the school in all the areas.