

CHAPTER - IV

"Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."

CLAIRE SELTIZ

CHAPTER IV
PLAN AND PROCEDURE

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CHAPTER - IV

PLAN AND PROCEDURE

4.1. The Present Study

Appraisal is one of the important means of assessing the performance of any institution and hence that of the schools. The J.M.J. schools had been established for a specific purpose, keeping in mind the J.M.J. Philosophy of Education, and the National Educational goals and policies. The nation has called for a revamp of the educational system to meet the demands of the times and to make it more effective and meaningful. The church has exhorted its educational agencies to rededicate themselves for the cause of education by becoming more relevant to faith, culture and life. The society of J.M.J. also has called upon its members to achieve the aims of the schools, and meet the needs of the times more dedicatedly and effectively. So far, no systematic appraisal has been done of these schools. Hence the necessity of such study is evident, and the investigator intends making an Appraisal of the Educational Institutions run by the Society of Jesus, Mary and Joseph, hereafter termed as JMJ schools in short.

4.2 Definitions of the key words in the title of the study

The present investigation is, "An Appraisal of the Educational Institutions (Schools) run by the society of Jesus Mary and Joseph, in Andhra Pradesh (India). Appraisal here means, a status study, a stock taking of the situation. "The appraisal of status is usually accompanied by comparing the status of the phenomena with expectancies as expressed in objectives, standards or criteria; or with norms obtained from studies of similar phenomena; the ultimate concern is not the status per se, but with the adequacy of status " (Barr et al., 1953). The appraisal of the schools will be done with reference to the criteria of aspects or "norms obtained from study of similar phenomena", in similar schools. The school Appraisal procedure of Rodrigues (1982) based on the Evaluation of schools of Desai (1966) is adopted in this study. Appraisal is used synonymous with evaluation.

In the appraisal, in contrast to the testing practices, the emphasis is on the broad comprehensive value judgements of the important selected aspects. Monroe (1950) in his Encyclopaedia of Educational Research gives the idea that the school surveys can be included in the concept of appraisal or evaluation.

"As developed so far the school survey is a research procedure applied to a school or school system or to a group of either in whole or in part, the purpose of which is to evaluate the service and to propose and explain alternatives or extensions by which the service may be improved. At the outset emphasis was upon evaluation; this was promptly changed, however, and the survey has been developed as an instrument for improving the schools".

Thus emphasis in appraisal is upon the broad evaluation, on value-judgement of the attribute selected for appraisal. These points of value judgement and of comprehensive evaluation are very important in appraisal. It is not as exact and precise as measurement in education. It is more descriptive and qualitative; quantitative to the extent of the data provided by measurement. Appraisal or Evaluation has been employed in estimating the degree to which a school is achieving the objectives which are implied in a curricular programme. Evaluation instruments have been applied to college, high school and elementary school practices to assess methods and materials of the curriculum organization.

While in the 'Dictionary of Education' the word 'Evaluation' is defined by Good (1959) as under:

"Evaluation: (Institutional): The process of studying and analysing the strengths and weaknesses of an educational institution, often for the purpose of determining whether it shall be accredited....

Evaluation is the process of ascertaining or judging the value or amount of something by careful Appraisal. The process of determining the relative significance of phenomena of some sort in terms of some standards".

From the above descriptions, the following meanings can be attributed to appraisal or evaluation:

- (i) Appraisal is more comprehensive than measurement
- (ii) Appraisal includes integration and interpretation
- (iii) It is an estimation of the degree to which school or schools are achieving the objectives.
- (iv) It is a process of studying and analysing the strengths and weaknesses of educational institutions.
- (v) It is the process of judging the value or amount of something by careful evaluation, in terms of some standard.

The present study includes the following meaning of appraisal:

- (i) The appraisal ^{of} secondary school is to be made in a comprehensive manner. The schools are evaluated in terms of their qualitative aspects.
- (ii) The present evaluation includes interpretation. The data acquired by the appraisal tool is interpreted and at the same time the relationship of different data is observed. The entire school

is divided into thirteen aspects. Each aspect is studied and appraised based on the criteria defined for each and depending upon the conditions existing in the schools under each criterion.

(iii) The present appraisal is an estimation of the degree to which the schools conform to the mission and philosophy of JMJ schools, its aims and objectives; the directives of the church; and the educational aims, recommendations and policies of the Nation. The appraisal tool is adopted to include all the aspects.

(iv) The present appraisal is a process of analysing the strengths and weaknesses of schools in various aspects. The investigator has selected thirteen aspects which are considered to cover the whole school system and with respect to the National aims and policies of Education in India, the recommendations of the church and the goals and aims of JMJ Educational apostolate. The aspects on which the schools are appraised are:

1. Awareness of the Aim

2. Institutional Planning
3. Leadership
4. Organization
5. Curricular Programmes
6. Co-curricular Activities
7. Pupil-Welfare Services
8. School Community Relations
9. Religious and Moral Education
10. System Maintenance
11. System Renewal
12. Investment
13. Innovations

The strengths and weaknesses of the schools, in terms of these thirteen aspects are studied through the school Appraisal Questionnaire (SAQ)

- (v) It is the process of judging the value or amount of something (ie. the present position of schools) by careful appraisal in terms of a definite standard. The standard here is the 'criteria' of a good school divided into separate "conditions". The Appraisal tool(SAQ) is prepared on the basis of a group of conditions which go to make a good school.

The Educational Institutions, in this study refers to schools. Though there are other educational institutions run by the society of (J.M.J.), only schools are taken for this present investigation. In the present study the investigator has followed the definition of a school given by the grant-in-aid Code (1964):

"A secondary school is an institution which follows the syllabus approved by the government for secondary schools and leads to S.S.C. Examination."

In Andhra Pradesh, the existing pattern of school education consists of three types of schools differentiated on the basis of the stage of education imparted. Schools with standards I to V are designated as Elementary (or primary) schools. Upper primary schools are with standards I to VII or VI and VII. Schools with standards I to X or VI to X are known as high schools or secondary schools. For the purpose of the study, high schools are defined as those schools with standards I to X or VI to X that enjoy recognition by the Department of Education of the Andhra Pradesh Government. Elementary schools are those schools with standards I to V which are recognised by the Department of Education of the Andhra Pradesh Government.

Society of Jesus, Mary, Joseph is a private body, registered in India for charitable purposes. It was established in India in 1904, in Guntur, Andhra Pradesh. The society was founded in Holland, Netherlands, by Rev. Fr. Mathias Wolff, S.J. in 1822, mainly for the education of girls. Slowly other charitable works like Medical, Social, Catechetical services were also taken up according to the needs of the time and place. The JMJ society in India at present manages many educational institutions like schools: Elementary, Secondary, Technical and Nursing, and colleges: Junior Colleges, Degree College and College of Education, spread over the whole of India. It has a specific philosophy on Educational apostolate and exhorts its members to dedicate whole heartedly for the cause of education keeping in mind the vision of the founder and the mission, the charism and the spirit of the society. The society has a preferential option for the economically and socially weaker sections, and a special mission for its minority community. The members of the society of Jesus, Mary Joseph are called sisters, who are women dedicated to the service of God by taking the three vows of Poverty, Virginity and Obedience and live in a community approved by the Church.

In this study, the schools chosen for Appraisal are those High schools and Elementary schools established by the

society of Jesus, Mary Joseph at the request of the church; administered and managed by its members in accordance with the regulations of the government and enjoying its recognition.

The JMJ schools in Andhra Pradesh only are taken. Since education in different states differs according to their rules and regulations and set up, the investigator has selected all the JMJ schools of Andhra Pradesh only and it makes it easy for comparison as well as uniform procedure for developmental programmes and follow up.

Andhra Pradesh is one of the constituent states of India in the southern part.

4.3 Aims and Objectives of the Study

The main aim of the present study is to appraise the schools (secondary and elementary) run by the society of J.M.J. in Andhra Pradesh and to determine their effectiveness.

The main objectives of the study, to appraise the J.M.J. Schools are spelt out as follows:-

1. To study the strengths and weaknesses of the JMJ schools with respect to the thirteen aspects of school appraisal are given below:-

- i Awareness of the Aim
- ii Institutional Planning
- iii Leadership
- iv Organization
- v Curricular Programmes
- vi Co-curricular activities
- vii Pupil - Welfare Services
- viii School Community Relations
- ix Religious and Moral Education
- x System Maintenance
- xi System Renewal
- xii Investment and
- xiii Innovations

2. To prepare the profiles of these schools with respect to the thirteen aspects of SAQ.

3. To make a comparative study of the perception of the Headmistresses, teachers, students and parents

of their respective schools with respect to the thirteen aspects of SAQ.

4. To compare the English Medium and Telugu Medium Schools with respect to the thirteen aspects of SAQ.
5. To identify the high effective and low effective schools and compare their profiles.
6. To study the structure of effectiveness variables in High Effective and Low effective schools.
7. To conduct the case studies of the most Effective school and the Least Effective school (both High school and Elementary school)
8. To suggest a programme for the improvement of JMJ schools.

4.4. The Scope of the study

The scope of the study as evident from the title is a study of the JMJ schools to evaluate them by conducting a comprehensive survey based on the thirteen aspects of school

which cover the aim, and objectives, process and product of the school system, namely

- (1) Awareness of the Aim
- (2) Institutional Planning
- (3) Leadership
- (4) Organization
- (5) Curricular programmes
- (6) Co - Curricular Activities
- (7) Pupil - Welfare Services
- (8) School Community Relations
- (9) Religious and Moral Education
- (10) System Maintenance
- (11) System Renewal
- (12) Investment and
- (13) Innovations

It is not only a normative survey, but also an operational research. It is normative because it is survey based on predetermined norms and criteria. The methodology of investigations is operational, for it is concerned with the aspects of immediate concern to the educational administrators and to the policy (decision) makers and has the evaluation criteria too. The aim of the normative

survey is to appraise the students, take stock of the schools, to study their strengths and weaknesses. The appraisal is made, based on the aims and activities of the entire school system as followed in Rodrigues (1982) study. Both the High schools and Elementary schools run by the society of JMJ are selected for appraisal. The effectiveness of these schools are also to be studied basing on the School Appraisal score. The aspects of the school are not studied in depth, but the appraisal of these aspects are done with the conditions existing in the schools. They are not only to be described school wise, but are aimed at studying them medium wise (Telugu and English Media) and responding group wise: Headmistresses, Teachers, Students and Parents.

The study aims at establishing the inter-relationships of these aspects groupwise and in both the media. From the emerging picture of the schools, during appraisal, case studies are proposed to be conducted of the Most Effective and Least Effective Schools both among High Schools and Elementary Schools. Based on the school appraisal scores, the schools are divided into High Effective, average and the Low Effective school and a comparative study is made of the High Effective and Low Effective Schools. The structure of effectiveness variables in these schools are also studied.

4.5 Criteria For Appraisal

Appraisal is based on a definite evaluation criteria. There have been different surveys and school appraisals based on predetermined criteria. The 'Evaluative Criteria' for Junior High Schools (1963) had the following areas: 1) Organization: concerning development of curriculum, continuity of studies in the area; courses provided to develop responsibility and leadership 2) physical facilities; furniture, visual aids, 3) directions of learning, including instructional staff, activities, materials and methods of evaluation, 4) outcomes, assessment of students and special characteristics of program in the area (Travers, 1969). The comprehensive survey conducted in the U.S.A. (Cooper, 1970) covered aspects like: Aims, outcomes, pupils achievement, curriculum, method, instructional aids, administrative problems and procedures of the schools, financial policies and procedures, physical plant, pupil transportation, staff and personnel, school plant and related factors.

An analysis of the standards for Evaluation and Accreditation of New England Public High Schools by Fallon (1981), to classify the principles and practices for measuring school performance, reveals that three standards,

viz, curriculum, Administration and Facilities were the most frequently chosen out of the 11 N E A S C (New England Association of Schools and Colleges) standards.

A study to assess the Regional Accrediting criteria, their relative importance and variability in the evaluation of colleges and Universities in the United States (Phillips, 1979) revealed the following accrediting standards in the order of importance. Faculty, Institutional purpose, Educational Program, Administration and Organization, Evaluation by outcomes, Library, Financial resources, Graduate Program, Research, student services, Governance, Transfer of credit, physical resources, Evaluation of Professional programs by experts, special activities, disclosure of accreditation findings and Non-credit activities.

In India, Evaluative criteria for Indian Secondary Schools was prepared by Prof. H.B. Wood in 1940 and revised in 1950. Desai (1966) developed and tried out these Evaluative criteria for a fairly complete picture of the secondary schools. Desai (1966) evaluated the Secondary Schools in general in Gujarat and his tool consisted of 5 aspects

1. The philosophy and purpose of secondary schools.
2. Physical facilities in the schools.
3. The Organization and Administration of Secondary Schools.
4. The curricular programmes, and Co-curricular activities in schools.
5. Pupil Welfare and the School Community Relationship.

Many evaluations followed using his tool. Fatak (1973) evaluated the secondary schools of Broach using the same criteria.

The evaluation of Secondary schools of Maharashtra State contains two sections A and B. Section A consists of tables and cheklists to be filled out providing information about the general data, objectives of the institution, school plant, staff and management, school programmes both curricular and co-curricular, evaluations, welfare activities, pupils of the school, school budget etc.

Section B consists of an Evaluation Form where each item is to be graded on a five point scale. The items include: Philosophy and purpose of the school. School plant, curriculum, staff, teaching, library administration, pupils

affairs, co-curricular programmes, Home and community, school community relations.

The Questionnaire by the Commission for evaluation of the Educational Apostolate Kerala province, of the Society of Jesus, consists of questions on the following area: Objective of the school, the beneficiaries of the school, content of the school programmes, including facilities, quality of instruction, work-experience, inculcation of moral and spiritual values, campus ministry, social awareness etc., Organization of the school programme, collaboration; Achievement of the School in innovations and change, academic excellence, employment etc.

Rodrigues (1982) appraised the educational institutions run by the Religious of Jesus and Mary (rjm) using an appraisal tool based on the Evaluative criteria of Desai (1966) and modified these to suit the above schools. This tool consisted of thirteen aspects - Purpose, institutional planning, Leadership, Organization, curricular activities, co-curricular programmes, pupils welfare services, school community relations, religious and moral education, system maintenance, system renewal, innovations and investment.

The present investigator, considering the nature of the schools run by the rjm and the comparative nature of the J.M.J. schools, decided to adapt the above appraisal tool to evaluate the schools with modifications wherever necessary in the conditions, keeping with the J.M.J. Philosophy of education, and other changing situations and activities.

4.6 Research Strategy

Appraisal is but the process of assessment of an activity or the outcome of a certain course of action (Krishna Murthy, 1968). According to Moehlman (1951), appraisal attempts to determine:

- 1) The efficiency of an operation of the general and specific activities and
- 2) The worth of the results of the activities in relation to the efficiency and value of instruction, through careful examination and study of the facts and conditions.

For institutional appraisal, which is an organizational analysis, two types of measures are considered. they are

1. Attitudinal (subjective) and
2. Institutional (objective).

The consistent perception of the members of the organization on the aspects of the organization constitutes the attitudinal or subjective measure. The institutional approach is concerned with the measurement of organizational variables through its documents, charters and representatives of the organization. In their organizational analysis, Blair (1972) and Pugh et al., (1968) have employed institutional approach to collect data and some others (Huge and Aiken, 1967, Hall, 1963) have employed attitudinal approach, Desai (1966) and Rodrigues (1982) followed both the approaches and the present investigator proposes to use both.

School surveys are conducted by collections of relevant information; Questionnaires were used by Desai (1966), Fatak (1973), Johari (1965), Rodrigues (1982). Rating Scale was a common tool used by many. Desai (1966), Sharma (1973), Shelat (1974), and Rodrigues (1982), as the perceptions of the people involved were to be collected.

Survey method was used by many researchers while evaluating schools and programmes. Desai (1966) Askew (1980), Samper (1979) Chapman (1977), Glock (1975) and Booth (1981) are such researchers.

Rating is a term applied to expression of opinion or judgement regarding some situation, object or character. Opinions are usually expressed on a scale of values. Rating techniques are devices by which such judgements may be quantified (Barr et al., 1953). Sukhia and others (1963) speak of rating scales as providing for the appraisal of relatively large number of aspects, and its ratings, usually yielding a total weighted score for an overall evaluation.

Askew (1980), Glock (1975), Chapman (1977) and Wilson (1976) made use of rating scales to find the perception of the respondents. Rating scale has been selected as an evaluational tool of appraisal to be administered to all the four groups - Headmistresses, teachers, students and parents with the objective of evaluating the aspects of school, directly from the responses given by the respondents. The questionnaires consist of statements with six point scale to be appraised.

Interview is a direct tool which the investigator found useful to collect the data. Interview schedule is a device consisting of a set of questions which are asked and filled in by the interviewer in a face to face situation with another person (Koul, 1984). It helps the researcher to

explain the nature and purpose of the investigation and to make the meaning of questions and terms clear to the respondents if they misinterpret a question or give incomplete or indefinite responses. "The dynamics of interviewing, involve more than an oral questionnaire" (Good, 1959). A good interview is based on proper motivation provided by the interviewer to the respondent in the form of achieving some practical ends. Interview is useful to motivate and to get cooperation for the work ahead.

The Depth Interview is an intensive searching type of interview with emphasis on such psychological and social factors as attitudes, emotions or convictions (Sukhia et al., 1983). Interview is a commonly used tool to collect data. Samper (1979), Booth (1981), Campbell (1983), and Gracia (1983) had been using interview to collect additional information to collect the perceptions of selected persons and thus to appraise the institutions.

Selected schools were case studied to have an indepth knowledge of certain factors. Balasubramanian (1978) case studied the schools using group interview techniques to study the most innovative schools and the least innovative schools. Rodrigues (1982) made case study of schools of

Jesus and Mary which were found to be the highest and lowest in the appraisal scores.

The strategy of school Appraisal is depicted in the figure 4.1

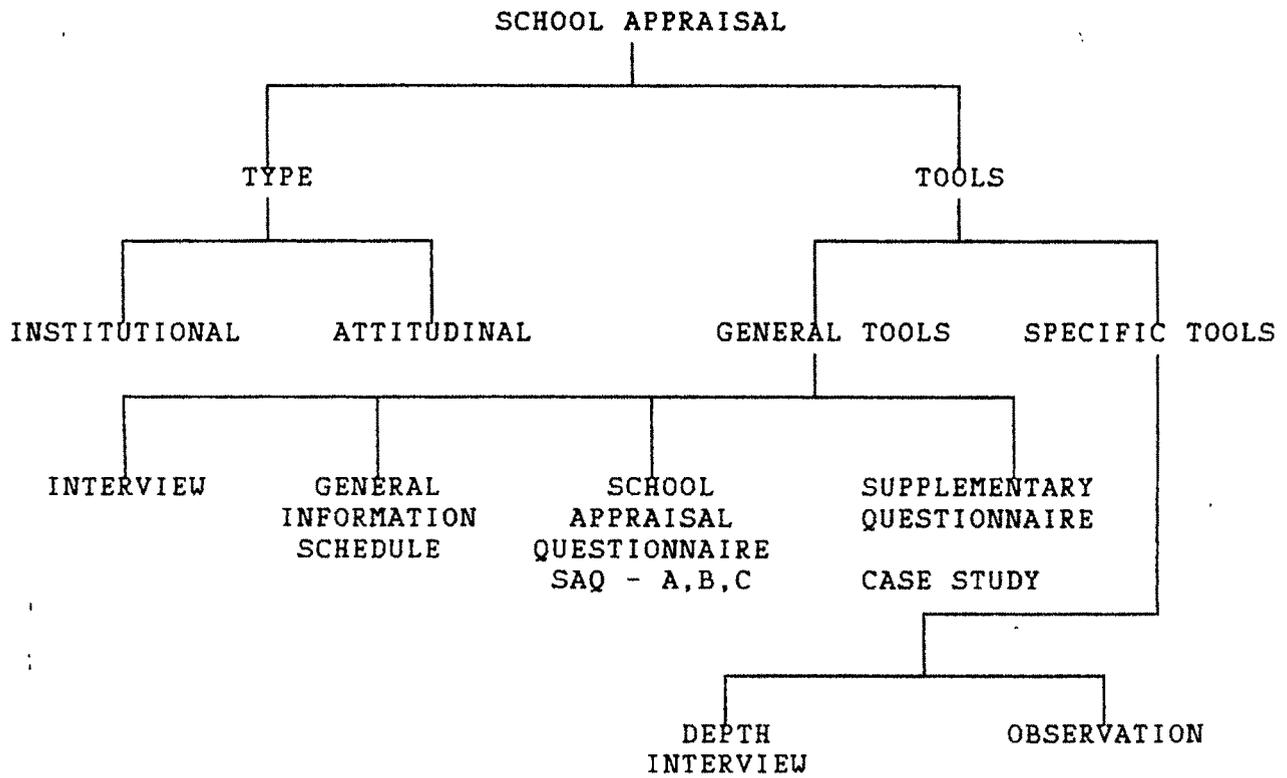


Fig. 4.1 Strategy of School Appraisal

4.7 Tools

The investigator has modified, adopted and constructed different tools to appraise the schools of J.M.J. They are:-

- i) School Appraisal Questionnaire (SAQ) Form A - for the Headmistress and Teachers.
- ii) SAQ - Form B - for the students.
- iii) SAQ - Form C - for the parents.
- iv) Supplementary Questionnaire.
- v) General Information Schedule.
- vi) Case Study Guideline.
- vii) Observation Schedule

Pre-tryout Phase

The Investigator made an extensive review of the related literature and studies in school Appraisal, evaluations, programme evaluation, accreditation studies etc. Formal and informal discussions with experts in the teaching faculty of departments of education who have specialised in evaluation and organization were then made. Discussions with school headmistresses and teachers also gave some information and clarification. The experience of the investigator as a principal of a Junior College with

High School attached, and the responsibility held in J.M.J. Education Committee as its secretary, and as a teacher educator in the college gave the necessary background, to understand the aspects of school life and its activities, in a very practical way. Based on the information collected about the various aspects of school appraisal, the investigator selected the school Appraisal strategy of Rodrigues (1982) to appraise the J.M.J. Schools.

The Appraisal tool was studied thoroughly to see if the items were relevant with regard to the aim; the charism of the Society of J.M.J.; the cultural background of the schools, the co-curricular activities and pupil-welfare activities provided etc. Some of the items were deleted from the original tool, more relevant items applicable to JMJ schools, its philosophy, aims and objectives, keeping with their cultural and organizational background were written and subjected to the judges rating. The modified questionnaire was scrutinised by experts and changes were made, on the basis of the remarks and suggestions offered by them. Some items were reworded and simplified and some were discarded.

Tryout Phase

The investigator interviewed the Headmistresses and teachers of two schools, explained to them the purpose and use of the school appraisal and requested them to co-operate in the attempt towards the renewal of schools in an effective way. The investigator was present when they were answering the questionnaire and clarified their doubts as they arose, explained the terms and words which were not clear. These were taken note of and foot notes were given for terms which could not be avoided and simpler words were put wherever possible in the revised questionnaires.

TOOL FOR HEADMISTRESS AND TEACHERS

4.7.1 School Appraisal Questionnaire - Form A

The investigator intending to appraise the schools run by the society of J.M.J. in Andhra Pradesh, selected the school appraisal tool of Rodrigues (1982). Considering the comparative nature of the institutions and after studying the related literature, and consulting the experts on the subject, the SAQ was found a suitable and effective one. This tool is a rating scale with closed ended statements. The statements were conditions for different criteria in the school, which constitute the various aspects of school appraisal.

The investigator studied the charism and special aim of the society of J.M.J. and its philosophy of education and modified the items wherever necessary and included new ones, and deleted the unsuitable ones. Each aspect of school appraisal was taken as a sub-system of the school system. Each sub-system criteria were 'operationalised' in these descriptive statements. Each statement was to be evaluated on a six point scale. The scale against which the respondents indicated the extent to which each statement

describing a particular condition is to be rated on a six point scale as indicated below:

- i) If the condition is not followed (0)
- ii) If the condition is slightly followed (1)
- iii) If the condition is generally followed (2)
- iv) If the condition is mostly followed (3)
- v) If the condition is (all the time) followed always (4)
- vi) If the condition is not applicable (x)

The respondents were to mark the existence of each condition by putting the relevant number or 'x' against each condition, on the line provided against each item.

This form A was administered to Headmistresses and teachers as it consisted of exhaustive statements covering the various aspects of school Appraisal as given in the following section. (SAQ - A Appendix II)

4.7.1.1 Awareness Of The Aim

Aim or purpose is the consciousness of what an organization has to attain that gives direction to its activities. In the words of Perrow (1970) purposes and goals are hard to observe and measure, and the goal concept

is the most ambiguous in organizational literature. "In fact, to apply the system environmental model to education necessitates defining purposes in relation to the economic, political and social objectives of the country. Education is one of the major subsystem of the social system" (Parsons, 1973).

Aim provides a key to the organization's character and thus to its behaviour. They are so necessary and basic to a school that they influence all its policies; student admission, staff recruitment and training, academic programmes, co-curricular activities and budget priorities. By formulating the aim into specific behavioural terms, they are measurable spurring the schools to achieve not only what it was meant to, but to do so with that added distinctiveness which (Macia, 1978) is experienced as something captivating by teachers and students to the point where it is felt that the school is a special one. The purpose of a J.M.J. school is decided by the philosophy of J.M.J. society, its specifications, and the way it is being communicated to staff, students, parents & community and translated in its activities and ethos. There are 30 conditions under this aspect distributed among its different criteria as shown below.

Table 4.1 Awareness of the Aim : Criteria and Conditions

S.No.	Criteria	Conditions
1.	The J.M.J. Philosophy of Education	: 12 conditions
2.	The specification of Aim	: 4 "
3.	The staff and Aim	: 5 "
4.	The pupils, community and Aim	: 5 "
5.	The Ethos	: 4 "
		----- 30 conditions -----

4.7.1.2 Institutional Planning

Institutional Planning is a function of the aim of the institution. Deciding on the nature of the relationship between the ends to be accomplished and the means available is a part of planning. It is planning to utilise to the full the resources available, both human and material, according to the needs of the schools. Institutional planning then brings about a sense of identification with the institution and its goals and aims.

A programme of development and improvement by an educational institution on the basis of its felt needs and

resources available or likely to be available with a view to improving the school programme and school practices constitute a plan for an institution (Buch, 1966). This encourages freedom, initiative, creativity and total participation of the school community, leading to responsible decision making, sense of identification, mutual communication, team work which creates confidence and trust among the staff. These are factors incident to high morale situations (Likert, 1969).

The institutional planning is measured through different criteria tested through the extent of the 20 conditions existing as given under:

Table 4.2 Institutional planning : Criteria and Conditions

S.No	Criteria	Conditions
1.	Assessment	3
2.	Planning	4
3.	Personnel Involvement	3
4.	Quality	4
5.	Practice	3
6.	Results	3
		20

4.7.1.3 Leadership

Leadership is "the process (act) of influencing the activities of an organised group in its efforts towards goal setting and goal achievement". (Stogdill, 1950). Tannenbaum, Weschler and Massarik (1961) define leadership as "interpersonal influence, exercised in a situation and directed, through the communication process, toward the attainment of a specified goal or goals". Leadership functions are both administrative and supervisory. Davies (1942) defines leadership as "the principal dynamic force that stimulates, motivates, and coordinates the organization in the accomplishment of its objectives".

Leadership implies decision making - a process that demands a knowledge of trends and requirements and the interchange of ideas and views regarding goals and policies. According to Bavelas (1960) leadership is a function of "maintaining the operational effectiveness of decision making system which comprise the management of the organization". Conflict resolution, decision making, taking actions which bring meaningful changes to the school, feedback and recognition to motivate the staff and raise their morale and create an open school climate are functions of

leaderships. The aspect leadership is measured by 40 conditions distributed under different criteria as:

Table 4.3 Leadership : Criteria and Conditions.

S. No.	Criteria	Conditions
1.	The Principal & Functions	4
2.	The Principal & decision making	5
3.	The Principal & Innovations	6
4.	Leadership behaviour	7
5.	Staff motivation	6
6.	Staff morale	6
7.	School climate	6
Total		40

4.7.1.4 Organization

Organization, structurally means "a special kind of group, a social group, whose members are differentiated as to their responsibilities for accomplishing the groups' tasks" (Halpin, 1969). Functionally, organization is the fundamental task in every administration. It is the machine for getting things done. It is chiefly concerned with provisions, arrangement and manpower which enable the administration to carry out its obligations. We organise the human and material resources to maximise production. We

also organise ideas and principles into curriculum, timetable and co-curricular activities etc.

School organization is concerned with a wide variety of tasks relating to various areas like; policy making, planning, provision of money, men and materials, control, direction and co-ordination, maintenance of the system etc.

The effectiveness of this aspect is evaluated under 60 conditions spread over nine criteria as given below:

Table 4.4 Organization : Criteria and Conditions

S.No	Criteria	Conditions
1.	Managing/school committee	4
2.	Staff	5
3.	The Ancillary Staff	10
4.	Service conditions	5
5.	The Office	11
6.	Maintenance	7
7.	Stores	7
8.	The Budget	6
9.	Schedule	5
		60

4.7.1.5 Curricular Programmes

The curriculum in the school is the sum of all the experiences of teaching and learning provided for the pupils. It is based on the National Goals and Policy of Education, and organization and climate of each school. It is an inter-related process of collective and individual learning.

The emphasis now is shifting from the product to the process of learning; from acquisition of skills, from value of training to the attaining of specific skills as "learning how to learn".

Curriculum has three dimensions - the tangible or formal curriculum consisting of all that actually appears to be taking place within the school, - the ideal curriculum, that which gives origin and direction to the formal curriculum and the hidden curriculum or what the pupils learn by the way the school is organised from the people in it and the teaching methods it employs etc.

Lakshmi (1979) states that while all class rooms have certain common components of the "prescribed curriculum" such as syllabus, time table, testing, instruction,

activities and so on, what causes such distinct difference in pupils' development is the climate". Flanders views the climate of the class as the generalised attitude towards teacher and class the pupils share, despite individual differences. An open climate where participation is encouraged makes learning a pleasurable activity.

The criteria to measure curricular programmes in the school are stated below:

Table 4.5 Curricular Programmes: Criteria and Conditions

S.No	Criteria	Conditions
1.	Syllabus	6
2.	Learning process	6
3.	Teaching aids	4
4.	Examination	11
5.	Class room climate	8
6.	Pupil profile	5
		40

4.7.1.6 Co-curricular Activities

Co-curricular activities are now considered to be an integral part of the school programme. The Indian Education Commission (1966) stressed their importance as, "We conceive

the school curriculum as the totality of learning experience that the school provides for the pupils through all the manifold activities, in the school or outside, that are carried on under its supervision".

Education aims at the allround and harmonious development of the child. The development of physical, mental, emotional, aesthetic, social, moral, cultural and spiritual aspects along with intellectual aspect of personality have to be ensured side by side.

Cocurricular activities foster the values like development of friendship, more interest and greater loyalty to the school, learning to win and lose, leisure time activities, friendly relations with teachers, willingness to accept criticism and gaining valuable information (Siddhu, 1982). They contribute to effective school administration, as they foster more effective team-work, between staff and students, integrate more closely several divisions of school system, and help teachers to understand the motivation of the young.

The aspect co-curricular activities are classified under the following criteria.

Table 4.6 Co - Curricular activities : Criteria and Conditions

S.No	Criteria	Conditions
1.	Choice	6
2.	Organization of activities	6
3.	Library	6
4.	Excursion trips	6
5.	SUPW	8
6.	Sports & Games	4
7.	Dramatics	4
		40

4.7.1.7 Pupil-Welfare Services

The learner, the student is the focus of attention in education. The school takes the place of the home for many children in the present day crisis of impoverished family life. It has to take care of children of different calibres, abilities and aptitudes, coming from various backgrounds-social, economic, cultural and religious.

The child is the richest resource we have and what we invest in him today will pay rich dividends tomorrow. It is the gifted child that must be helped to achieve his full

potential and the slow learner to achieve better, by providing the necessary help and services from the teachers and companions.

The students coming from socially and economically backward families need to be cared for better. Chitnis (1974) identifies five main characteristics of educational backwardness of scheduled caste students.

1. Poor enrolment in numbers at different stages in the educational system.
2. Consistently poor performance.
3. Heavy rate of drop out.
4. Clustering in inferior and less prestigious schools.
5. Inability to enter professional and technical courses.

If the schools taking up the challenge of National Policy on Education (1986) which states, "The new policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far", plunge into dedicated service of the women, scheduled castes and scheduled tribes, economically and educationally backward classes, minorities, handicapped and illiterate adults, the future of India will be brighter.

Programmes, activities and services are to be planned for the uplift, of development and welfare of the above categories. They include guidance and counselling, preference in admission, residential facilities, health care, special programmes for the gifted, remedial teaching for the slow learners, campus ministry for the spiritual and moral growth; healthy and hygienic atmosphere in the school hostel etc.

This aspect is evaluated under -

Table 4.7 Pupil - Welfare Services : Criteria and Conditions

S.No	Criteria	Conditions
1.	Guidance	5
2.	Economically & socially backward pupils	5
3.	Exceptionally bright pupils	6
4.	Health & medical care	7
5.	Drinking water & sanitation	5
6.	Hostels	9
7.	Campus ministry	5
8.	Other services	8
		50

4.7.1.8 School Community Relations

School and community are two inseparable agencies of education. The school exists for the communities' development and betterment. Hence in the words of K.G. Saiyaidain (1950), "A people's school must obviously be based on the people's needs and problems. It's curriculum must be an epitome of their lives". Ryburn also views that there must be vital connection between the life of the pupils in the school and the life of the community from which they come. The Report of Secondary Education Commission (1954) ends with a picture of the ideal school of the future: According to its recommendations; "A school, integrated with the environment for which it caters, complimenting and not contradicting the home and the community, a little world by itself composed of teachers and students in close co-operation in a common enterprise, sharing the responsibilities of study, discipline and games and thus preparing for an active share in the larger field outside the school".

In the words of Indian Education Commission (1964-66), "The starting point of educational reform must be the re-linking of the school to life and restoring of intimate relationship between them ". Education is a tool

for such a social transformation for the development and progress of the nation. Social and National Service schemes, work experience and using community expertise bring school and community together. They develop a sense of social responsibility and lead to social commitment.

The school itself is a community, a union of administrators, staff, students and parents. When all these sub-units are knit together, it becomes a powerful institution for the well being of human beings.

The aspect is appraised through the five criteria expressed in the 30 conditions as follows:-

Table 4.8 School Community Relations: Criteria and Conditions

S.No	Criteria	Conditions
1.	School - parents	8
2.	School - community	6
3.	School-Educational Bodies	6
4.	School - Staff	4
5.	School - Pupils	6
		30

4.7.1.9 Religious And Moral Education

Education aims at all-round development of the individual, physical, mental, moral and spiritual and a harmonious development of all his powers. Moral development means the cultivation of right emotions, formation of good moral, physical and mental habits; in short, it means development of character and inculcation of ethical values (Shamsuddin, 1985). The Catholic School (1977) states, "Religion is an effective contribution to the development of other aspects of personality in the measure it is integrated into the general education (C.S. 19). The school shares the responsibility of the family and society in imparting religious education. "The Catholic school has as its specific duty, the complete Christian formation of its pupils"..... (C.S. 45).

The National Policy on Education (1986) while enumerating the aspects of education which need to be re-oriented in content and process, states, "The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for re-adjustments in curriculum in order to make education a forceful tool for the cultivation of social and moral values". It hopes to eliminate obscurantism, religious

fanaticism, violence, superstition and fatalism, fostering universal and external values, oriented towards unity and integration of our people.

This aspect is influenced very much by the hidden curriculum, the teacher and the methods involved. The criteria and conditions to measure this is given as follows:-

Table 4.9 Religious and Moral Education: Criteria and Conditions

S.No.	Criteria	Conditions
1.	Animation	14
2.	The Teacher	11
3.	The Aims	8
4.	The Class	7
		40

4.7.1.10 System Maintenance

School organization deals mainly with three categories - material equipment, human resources and ideas and principles (Siddhu, 1982), to achieve the desired objective. Organization of material equipment involves the organization of and maintenance of building, campus, grounds, accommodation, furniture, fittings, libraries, laboratories

etc. It implies arrangement of each physical facility in such a way that each item can be the most effectively used and no wastage takes place.

Organization of human resources involves the organization of students, teaching and ancillary staff, managing bodies etc; so that each member legitimately concerned with education and school, may contribute his maximum in the joint activity. It ensures the performance of staff and maintains the achievement of pupils by utilising all the possible chances and involving the community. The aims and purpose of the school can best be achieved through meaningful and effective organization of its maintenance and this is appraised by 20 conditions distributed under the five criteria.

Table 4.10 System Maintenance: Criteria and Conditions

S.No	Criteria	Conditions
1.	Maintenance of Material	5
2.	Maintenance of Pupil Achievement	4
3.	Maintenance of Staff Performance	4
4.	Maintenance of Community Relations	3
5.	Organization of Maintenance	4
		20

4.7.1.11 System Renewal

Development and improvement are possible when change takes place. In schools change for better occurs when the system is renewed. Renewal of the system implies progressive integration of the components - material and human. Renewal can take place in the human component. Hence renewal implies renewal of the principal, staff and students.

The Principal or the administrator should first be a leader to bring about change and be convinced of the need. The open climate, necessary for the staff and students to interact, organise and grow, can be created by the recognition of the worth of the individual, provision of opportunities for growth and development, leads to renewal. Inservice programmes and regular staff meetings keep the staff motivated and equipped for this task. Planning to make the best use of the resources both human and material, efficient execution, feed back of the process and the result (product) of the activities will ensure the involvement, utilization of the resources resulting in the renewal of the school.

The criteria which constitute the aspect system Renewal is measured as under:

Table 4.11 System Renewal: Criteria and Conditions

S.No	Criteria	Conditions
1.	Renewal through material	4
2.	Renewal in pupils	3
3.	Renewal in staff	4
4.	Renewal in community	3
5.	Self renewal - Principal	4
6.	Renewal programmes	3
7.	Staff meetings	9
		30

4.7.1.12 Investment

School management is of concern to school heads, planners, policy makers, administrators and those who view an educational institution as part of a system with its own internal sub-systems requiring to be operated and controlled for maximum effect at minimum cost in terms of time, money or energy (Shobha, 1984). The economics of these resources which are the input resulting in maximum output is the main concern (function) of school administration. School must be aware of its efficiency and effectiveness in terms of its

contribution to society. The educational manager is concerned with leading the output to match its goals (effectiveness) and achieving maximum possible output from available resources (efficiency), Rodrigues (1982).

An efficient administrator is cost conscious and concerned about the real resources-teachers and students. Concern for them and full utilisation of their time and potential by knowing and placing people in their proper place is good investment and makes available the talent of human resources for the benefit of all. "Waste of human resources then becomes management immorality." (Killian, 1976). A good budget with planning, choosing, controlling and evaluation fulfills the management functions. This aspect is appraised as under.

Table 4.12 Investment: Criteria and Conditions

S.No	Criteria	Conditions
1.	Investment in personnel	7
2.	Investment of time	8
3.	Investment of materials	5
4.	Investment of finance	5
5.	Perspective planning	5
		30

4.7.1.13 Innovations

To bring about development and growth in any institution we need innovations. According to M. Miles (1964) - "An innovation is a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goals of a system". Since by education a planned change is aimed in the behaviour and life of every child over a period of time, innovations are inevitable for an effective educational system. The Indian Education Commission (1964-66) developed the dismal picture prevailing in schools in India, where, inspite of considerable efforts to introduce innovative programmes particularly in techniques of teaching, in the average school day the instruction still confirms to "a mechanical routine, continues to be dominated by the old besetting evil of verbalism and therefore, remains as dull and uninspiring as before" (P. 397).

The commission demands, "we should learn to delegate authority, to trust our teachers, to encourage the capacity for leadership amongst them, to treat every institution as having a personality of its own, which it should try to develop in an atmosphere of freedom". (P.405)

Innovation is the creative selection, organization and utilisation of human and material resources in new and unique ways which will result in the attainment of higher levels of achievement for the defined goals and objectives

says M. Richland. Rogers, (1962) enumerates the process of innovation as: awareness, interest, evaluation, trial and adoption. According to Rodrigues (1982) the true characteristics of the innovation that influences its adoption are: cost, technological factors, availability of support material, simplicity of implementation and innovation system congruence.

Hence this aspect is appraised under:

Table 4.13 Innovations: Criteria and Conditions

S.No	Criteria	Conditions
1.	Awareness	4
2.	Shaping	5
3.	Trial	4
4.	Evaluation	3
5.	Focussing on strengths	3
6.	Adoption	4
7.	Institutionalisation	4
8.	Dissimination	3
		30

The present school Appraisal Questionnaire (SAQ) consists of the above mentioned thirteen Aspects each of which is based on the criteria measured by the conditions mentioned under each. The emerging Appraisal map of the school is given in fig. 4.2.

APPRAISAL OF THE SCHOOL

I. AWARENESS OF THE AIM (30)

J.M.J. Philosophy of Education	Specification of aim	The staff and aim	The pupils, community & aim	The ethos
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II. INSTITUTIONAL PLANNING (20)

Assessment	Planning	Personnel Involvement	Quality	Practice	Results
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III. LEADERSHIP (40)

The principal & Functions	The principal & decision making	The principal & innovations	Leadership Behaviour	Staff motivation	Staff morale	School climate
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IV. ORGANISATION (60)

Managing/School Committee	The teaching Staff	The Ancillary Staff	Service Conditions	The office	Maintenance	Stores	The Budget	Schedule
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V. CURRICULAR PROGRAMMES (40)

Syllabus	Learning Process	Teaching aids	Examinations	Class room climate	pupil profile
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VI. CO - CURRICULAR ACTIVITIES (40)

Choice	Organization of activities	Library	Excursions and trips	SUPW	Sports & Games	Dramatics, Dance & Music
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VII. PUPIL WELFARE SERVICES (50)

Guidance	Economically backward pupils	Exceptionally Bright pupils	Health and Medical care	Drinking water and sanitation	Hostel/ Boarding Home	Campus ministry	Recreational facilities
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VIII. SCHOOL COMMUNITY RELATIONS (30)

School - Parents	School - community	School - "Educational Bodies"	School - staff	School - Pupils
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IX. RELIGIOUS AND MORAL EDUCATION (40)

Animation	The teacher	The aims	The class
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X. SYSTEM MAINTENANCE (20)

Maintenance of materials	Maintenance of Pupil Achievement	Maintenance of staff performance	Maintenance of community relation	Organization of maintenance
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XI. SYSTEM RENEWAL (30)

Renewal through material	Renewal in pupils	Renewal in staff	Renewal in Community	Self renewal Principal	Renewal programmes	Staff meetings
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XII. INVESTMENT (30)

Investment in Personnel	Investment of time	Investment in materials	Investment of finance	Perspective Planning
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XIII. INNOVATIONS (30)

Awareness	Shaping	Trial	Evaluation	Focussing on strengths	Adoption	Institutionalisation	Dissemination
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Fig. 4.2 Emerging School Appraisal Map

The tool SAQ - Form A consists of 460 items covering 82 criteria spread over thirteen aspects as shown below.

Table:4.14 SAQ A aspects and number of Criteria and Conditions under each aspect.

S.No	Aspect	Number of	
		Criteria	Conditions
1.	Awareness of the Aim	5	30
2.	Institutional Planning	6	20
3.	Leadership	7	40
4.	Organization	9	60
5.	Curricular Programmes	6	40
6.	Co-curricular Activities	7	40
7.	Pupil-Welfare Service	8	50
8.	School-Community Relations	5	30
9.	Religious and Moral Education	4	40
10.	System Maintenance	5	20
11.	System Renewal	7	30
12.	Investment	5	30
13.	Innovations	8	30
		82	460

TOOL FOR STUDENTS

4.7.2 SAQ Form B For Students

The investigator has selected the students also to participate in the school appraisal. According to Rivers (1980) the significance of involving all interested persons is to ensure diversity, individuality, innovativeness, creativity, motivation and credibility". Hence the investigator constructed a shorter form of SAQ which is also a rating scale of six points, on the thirteen aspects of school Appraisal. The scale is as in Form A. Against each condition which is given as a statement, the numbers 0, 1, 2, 3, 4 and 'x' are put. The respondent is to mark one of them which is relevant to their school against the condition mentioned. The total gives the score of each aspect. The items were specially worded with respect to the students awareness of the aim, the belongingness, participation, welfare, relationship and to bring out clearly their perception of the thirteen aspects of the school. Items were scrutinised by the judges and selected according to their effectiveness and relevance. The items were tried out on the 9th class students of the school to make sure of its relevance (SAQ - B Appendix III). The SAQ - B has 160 items under the 13 aspects as stated in table 4.15.

Table 4.15 SAQ-B: Aspects and number of items under each aspect.

S.NO:	ASPECT OF S.A.	NO.OF.STATEMENTS
1.	Awareness of the Aim	30
2.	Institutional Planning	6
3.	Leadership	11
4.	Organization	10
5.	Curricular Programmes	13
6.	Co-curricular Activities	14
7.	Pupil-Welfare Services	24
8.	School-Community Relations	11
9.	Religious and Moral Education	11
10.	System Maintenance	11
11.	System Renewal	8
12.	Investment	8
13.	Innovations	5
	Total	160

TOOL FOR PARENTS

4.7.3 SAQ - C For Parents

The investigator, considering parents as part of the school community and also to get an unbiased appraisal of the school, has prepared an appraisal tool keeping in mind the 13 aspects of SA and the involvement of the parents. This one is similar to the one of the students SAQ-B. The respondents are to encircle the one of the numbers from 0 to 4, relevant to the school regarding the condition or 'X' if the conditions is not relevant to that particular school. The number of items under each aspect is the same as in SAQ-B. The preparation and try out was done in similar way as SAQ-B (SAQ - C: Appendix IV).

Form B & C of SAQ were translated into Telugu the regional language, for the sake of those who do not understand English; so that the respondents understand the statements and meaningfully and objectively appraise the school.

4.7.4. Reliability Of SAQ

Reliability is the consistency with which a tool measures what it measures (Garrett, 1979). It centers on the degree of repeatability and consistency of empirical measurements (Zeller and Carmines, 1980). The reliability can be assessed by analysing the same measure for the same population at more than one point in time. In the present study, the typical test-retest method was used to evaluate the stability of the measurement.

Though SAQ was constructed and used in an earlier study of school evaluation by Rodrigues (1982) no mention of establishing its reliability is made. Hence the investigator wanted to find the reliability of SAQ. During the pilot study SAQ was administered to 40 teachers in the schools. After a period of three months the same teachers were again given the SAQ in printed form and were asked to appraise the school by responding to the rating scale. The scores of these forty teachers were computed and the scores of the first and the second tests were correlated using the product - moment correlation technique.

The following table represents the test-retest coefficients of correlation.

Table 4.16 Reliability of SAQ

S.No.	Aspects of SAQ	Test-Retest Coefficient
1.	Awareness of the Aim	.675
2.	Institutional Planning	.892
3.	Leadership	.748
4.	Organization	.756
5.	Curricular Programme	.849
6.	Co-curricular Activities	.821
7.	Pupil-Welfare Services	.854
8.	School Community Relations	.729
9.	Religious and Moral Education	.702
10.	System Maintenance	.872
11.	System Renewal	.696
12.	Investment	.813
13.	Innovations	.625

The table shows the high reliability of SAQ. Hence it is considered that SAQ is a reliable tool to measure the effectiveness of a school and appraise its aspects.

4.7.5 Validity Of SAQ

To establish the validity of SAQ, both content and factorial validity were employed. To determine whether the SAQ covered a representative sample of aspects of school appraisal, a thorough examination of related literature and studies, and an extensive consultation with the subject matter experts were undertaken. On the basis of previous studies conducted, the tool was constructed and used to appraise similar schools, it was concluded that SAQ has content validity.

Construct validity is the extent to which the test may be said to measure a theoretical construct or trait. "Of particular relevance to construct validity is factor analysis. Essentially it is a refined technique for analysing the inter relationships of behaviour data" (Anastasi, 1976). Once factors are extracted and identified, they could be utilised in describing the factorial composition of a test. Each test is characterised in terms of the major factors determining its scores, together with the loadings of each factor indicating the correlation of the test items with each factor. Anastasi (1976) terms this correlation as the factorial validity.

In the present study, the principal components of SAQ were extracted in decreasing order of importance. It was presumed that, the first few components represented mostly common vector variance, whereas the last minor components were primarily random error in nature. The components that explained most of the variance were retained for further interpretation. The analysis of the components reveals that out of the 13 aspects, 12 have significant loading with the first principal component in English-Medium schools and 11 out of 13 aspects in Telugu Medium schools. These aspects measure significantly the criterion variable and as such the aspects possess factorial validity.

Reliability and validity of SAQ-B; SAQ-C:

Since the reliability and validity of SAQ-A was established, and these are as well applicable to SAQ-B and SAQ-C because they are condensed form of SAQ-A, the reliability and validity of SAQ-B and SAQ-C were not considered again.

4.7.6 Supplementary Questionnaire

A supplementary questionnaire consisting of 30 items was constructed by the investigator. It consisted of a few

questions with four alternatives. The respondents are to tick the relevant answer; or rank them. They are also given choice of adding any other relevant point they think fit. A few items were open ended questions wherein the respondents could state their problems, wishes and suggestions. These 30 items are based on the 13 aspects of school appraisal. Space was provided to record the answers. The main purpose of the Supplementary Questionnaire was to give an opportunity for the respondents to voice their opinions freely and to make them give practical, effective and workable suggestions for the improvement of the school. This also gave an opportunity for the investigator to test the reliability and objectivity of the school appraisal by comparing the quantitative and qualitative evaluation of the respondents.

4.7.7 General Information Schedule

This tool adapted from Rodrigues (1982) was to collect institutional information. It consisted of 50 items to provide information regarding the history, status, schedule, particulars of enrolment, staff, fees, equipment, facilities, co-curricular activities etc. in the school. It was distributed to the heads of the institutions and they with the clerical (non-teaching) staff were to fill in this

schedule. This provided data for in depth study and also for factual information. The format is given in Appendix-V.

4.7.8 Case Study Guideline Schedule

The investigator to make indepth studies of four schools, two most effective schools and two least effective schools one each from High schools and Elementary Schools, at the either end of the effectiveness continuum also prepared a schedule for interview. Information was collected by interviewing the Headmistress, three teachers, three students and three parents. The questions were open-ended and the interview semi-structured. The schedule is given in Appendix VI.

4.7.9 Observation Schedule

The investigator also prepared a list of things and activities which she wished to observe in the schools she chose to case study (Appendix VII)

4.8 Sample of the Study

No sampling is done in this study .

The study is the appraisal of 25 J.M.J. schools in A.P. (both High School and Elementary schools). All the schools established by the society of J.M.J. in Andhra Pradesh and recognised by the Government of Andhra Pradesh before 1986 are taken for appraisal. They are classified according to the level, medium, location, financial assistance and residence and districtwise. The following tables (4.17 to 4.22) reveal the distribution of the universe of appraisal and the particulars of respondents.

Levels: They are 17 High Schools and 8 elementary schools run by J.M.J. Society in Andhra Pradesh, which are recognised by the Government of Adhra Pradesh.

Table 4.17 J.M.J Schools Mediumwise

Medium	High	Elementary	Total
	Schools		
English	6	1	7
Telugu	11	7	18

Table 4.18 J.M.J. Schools; Area Wise

Area [Locations]	High	Elementary	Total
	Schools		
Rural	5	4	9
Urban	12	4	16

Table 4.19 J.M.J. Schools: Financial Assistance wise

Financial [Assistance]	High	Elementary	Total
	Schools		
Aided	8	7	15
Un-aided	9	1	10

Table 4.20 J.M.J. Schools; Residence wise

Residence	High	Elementary	Total
	Schools		
Hostel attached	13	8	21
No Hostel	4	-	4

These 25 schools are spread over the nine districts of Andhra Pradesh, namely, Guntur, Ongole, Nellore, Cuddapah,

Kurnool, Medak, Hyderabad, Nalgonda and Vijayawada (Fig.4.3
Map of Andhra Pradesh: J.M.J Schools in A.P).

Table 4.21 J.M.J Schools: District wise in Andhra Pradesh

Districts	High	Elementary	Total
	Schools		
Guntur	3	1	4
Ongole	2	2	4
Nellore	2	1	3
Cuddapah	2	1	3
Kurnool	2	2	4
Medak	1	-	1
Hyderabad	2	-	2
Nalgonda	2	-	2
Vijayawada	1	1	2
Total	17	8	25

TOTAL SAMPLE OF RESPONDENTS

Table 4.22

Type of Schools	Head- mistress	Teachers	Students	Parents	Total
E.M.H.S.	6	78	122	88	294
T.M.H.S.	11	114	224	188	537
Elementary Schools	8	41	-	-	49
Total	25	233	346	276	880

The Appraisal was done by involving the Headmistress, teachers, students and parents in the High Schools and only the Headmistress and teachers in the Elementary Schools. The total sample of respondents is 880 including 25 Headmistresses, 233 teachers, 346 students and 276 parents. Five percent tenth class students were randomly selected and their parents were also approached to get the data for appraisal. The map of A.P. (fig.4.3) gives the location of the JMJ Educational institutions (Schools) in Andhra Pradesh, the universe of the present study. The names of J.M.J. Schools in A.P. are given in Appendix - VIII.

J.M.J. SCHOOLS

IN ANDHRA PRADESH.

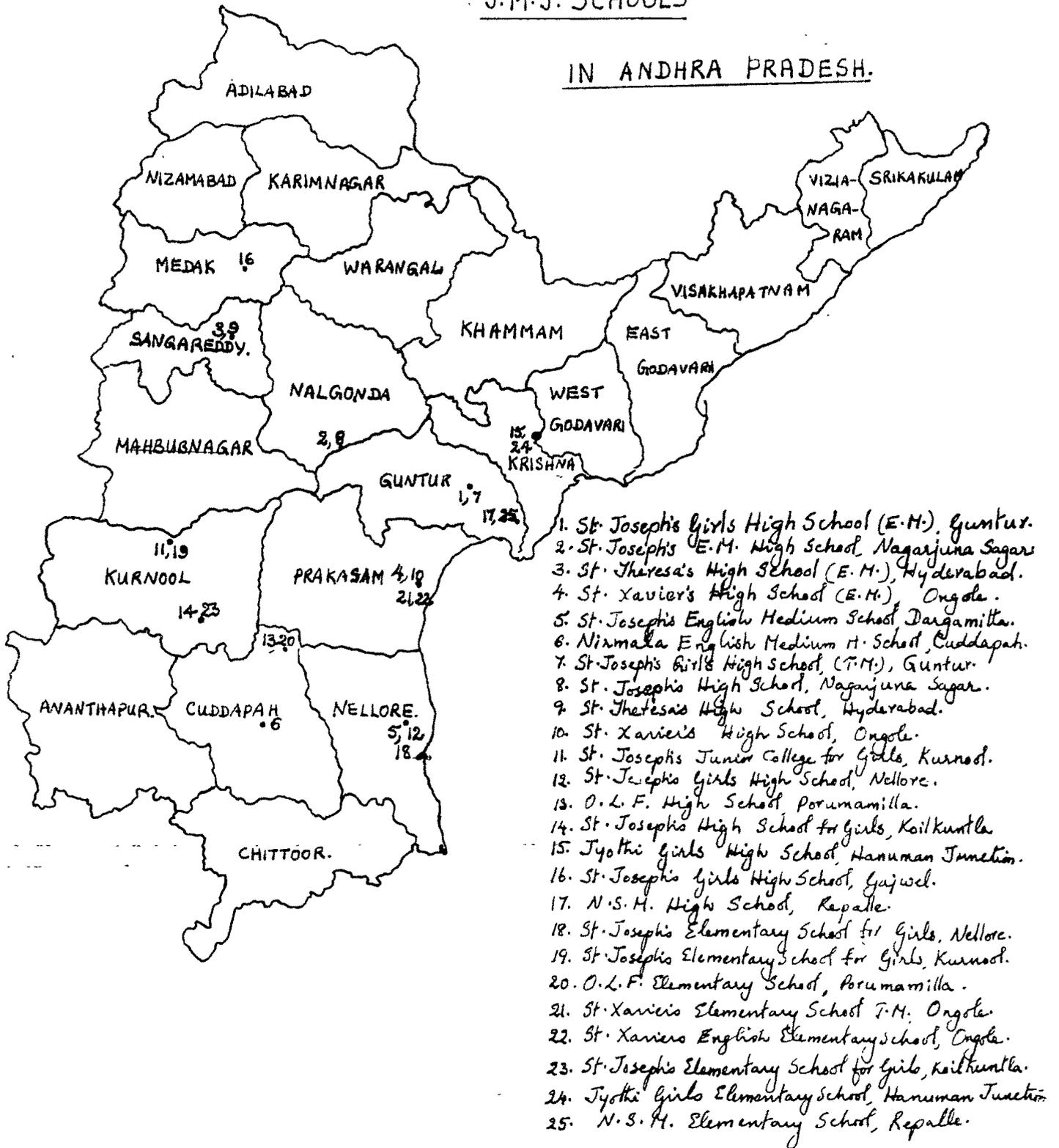


Fig: 4.3

4.9 Limitations of The Study

1. The study is limited to the J.M.J. Schools only. It does not undertake to appraise schools belonging to any other agencies - Government or private or any other religious congregations.
2. It is limited only to the schools. Colleges (JMJ) are exempted from its perview.
3. The JMJ schools in A.P. only are considered and not of other states like Tamil Nadu, Madhya Pradesh, Karnataka or Bihar.
4. It appraises both Elementary and High Schools.
5. The schools have English and Telugu Media.
6. All the schools are not aided - but all are recognised by the Education department.
7. The socio-economic standards of the pupils in the schools vary.

8. For Elementary schools the perception of headmistress and teachers only are taken, where as in High Schools the responding groups are headmistresses, teachers, students and parents.

9. The educational authorities outside the school were not involved in appraisal.

4.10 Data Collection

In the general body meeting of the J.M.J. Education Committee. in which all the headmistresses and sisters engaged in education are members, the investigator announced the purpose of appraisal of schools. They gave convenient dates for the visit of the investigator. The investigator visited each school, met the entire staff along with the headmistress and explained to them the aims of appraisal. The procedure of filling in the School Appraisal questionnaire (SAQ - A) was explained. Members of the staff filled in the questionnaire on their own. The SAQ (A) was collected after three days as it was quite a lengthy one. They were also requested to fill in the supplementary questionnaire to give qualitative data for the evaluation of the schools. They were allowed to discuss and clarify the conditions mentioned, but the appraisal was to be personal

and objective, taking into account the aspect of the school and not any subjective evaluation. 25 Headmistresses & 233 teachers responded to SAQ (A) both from High Schools and Elementary Schools. In order to get a more objective picture of the schools, a representative sample of the tenth class students (5%) and their parents were also asked to fill in the SAQ form B & C respectively. Care was taken to include both residential and day students to collect the data. They were also met personally and the purpose of the study was clearly explained to them. Respondents were assured that their responses would be kept confidential and used only for school appraisal. There were 294 respondents from English Medium and 586 belonging to Telugu Medium. The total population of Elementary schools and High Schools (English & Telugu Media) who responded is 880.

able 4.23 DETAILED PLAN OF SCHOOL APPRAISAL - TIME SCHEDULE

S.No	TOOL OF INVESTIGATION	PURPOSE OF THE TOOL	PERSONS INVOLVED (RESPONDENT)	TIME
1.	Interviews Schedule - A	To acquaint the H.Ms, teachers, Students and parents of the purpose of appraisal, to motivate and solicit the cooperation of all concerned.	HMs, teachers, students and Parents H.M. & Teachers of Elementary Schools	June 1986
2.	School Appraisal Questionnaire SAQ - A	To know the perceptions of the groups concerned regarding the aspects of school appraisal (quantitative data)	Headmasters & Teachers of High Schools and Elementary Schools	June to Sept 1986
3.	SAQ - B	To know the perceptions of the groups concerned regarding the aspects of school appraisal (quantitative data)	X Class students of High Schools	June to Sept 1986
4.	SAQ - C	To know the perceptions of the groups concerned regarding the aspects of school appraisal (quantitative data)	Parents of X Class students of High Schools	June to Sept 1986
5.	Supplementary Questionnaire	To collect opinions and suggestions (qualitative data)	H.M. teachers of High & Ele. schools students & parents of High Schools	June to Sept 1986
6.	General Information schedule	To collect information of general nature about the school.	Headmistress and Non-teaching staff	Sept 1988 July 1990
7.	Depth Interview (case study guide line schedule - B)	To collect additional information for case study the high effective & least effect schools to observe the activities of the school.	H.M., two to three teachers, & and two parents of High effective low effective schools.	Dec to March 1989
8.	Observation Check-list	To observe and verify the information personally	Investigator	Dec to March 1989

4.11 Analysis Of Data

Later, based on the appraisal scores of the teachers and the grand total of the groups, the schools were

classified according to their level of effectiveness. To make an indepth study of the most effective high school and elementary school and the least effective high school and elementary school, the investigator prepared a case study guideline schedule besides the General Information Schedule to collect the data. The investigator made several visits to these four schools, held personal interviews with the headmistress, three selected teachers, students and parents from each school. It was a semi-structural interview. The answers of the interviewees were noted down, clarifications were asked wherever necessary based on their appraisal scores and answers in the supplementary questionnaire. The investigator also observed the conditions of the school, the school plant, organization, different activities, special features, weakness and strengths and potentials for improvement.

The following statistical techniques were used for the presentation, analysis and interpretation of data.

1. Descriptive analysis - to give a picture of the schools regarding the 13 aspects of SAQ
2. 't' tests to find the significance of the difference between means in the 13 aspects among

the Headmistress, teachers students and parents of English Medium and Telugu Medium schools; to find the significance of the difference between mean scores of High Effective and Low Effective, High Schools and Elementary Schools.

3. 'F' test to find the significance of the difference among the groups in the scores of various aspects.
4. Correlational analysis to find if there is any inter-correlation between the aspects of the SAQ of the total sample, groupwise, medium wise and effectiveness wise.
5. Multivariate analysis to find the principal components of High Effective, and Low Effective High schools; to find the components of effectiveness in English and Telugu Medium schools.
6. Graphical representations (Profiles) of each school in terms of its aspects assessed by the responding groups.

7. Graphical representations (Profiles) of each aspect of school appraisal based on the mean percentage of the perceptions of the responding groups.

8. Graphical representation (Profiles) of High Effective and Low effective schools.

4.12 Conclusion

In order to know the state of affairs of the J.M.J. schools and to appraise their effectiveness, they were appraised using the school Appraisal tool including the thirteen aspects of school system. In this chapter, the objectives of the study are stated, the approach followed in this appraisal, evaluative criteria and the research strategy adopted for the study are discussed. The sample of schools, particulars of respondents, and procedure of data collection are also given. The proposed analysis of data is also stated in short. The next chapter deals with the analysis and interpretation of the collected data.