

CHAPTER - V

"The discovery of order in the phenomena of nature, not withstanding their complexity and apparent confusion is rendered possible by the processes of analysis and synthesis which are the foundation stone of all scientific methods."

WOLFE.

## CHAPTER V

### DATA ANALYSIS

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CHAPTER - V  
DATA ANALYSIS

5.1 Scheme of Data Analysis

The data collected from various groups had been analysed keeping in mind the different variables, groups and factors involved, to draw out conclusions. The thirteen aspects in the school appraisal, namely, Awareness of the aim, Institutional Planning, Leadership, Organization, Curricular Programmes, Co-curricular Activities, Pupil-welfare Services, School Community Relations, Religious and Moral Education, System Maintenance, System Renewal, Investment, and Innovations were conceptualised, operationalised and measured using relevant tools. The data were collected from the four participatory groups - heads of the institutions (Headmistresses), teachers, students and parents. The data thus collected were analysed at various levels - descriptive, differential, correlational and multivariate and profile analyses. The entire data were computerised and analysed in the Indian Statistical Institute, Madras. The analysis is presented for School Appraisal and School Effectiveness separately. The analyses are tabulated and presented along with interpretations.

## 5.2 School Appraisal

School Appraisal is done by studying the strengths and weakness of the thirteen aspects of the school selected for the study. These aspects are measured using the tool SAQ. There are three forms SAQ - A, for Headmistress and Teachers, SAQ - B for Students and SAQ - C for Parents. The scores of these respondents are found for each aspect and their means are calculated for every school. The scores are analysed at various levels - descriptive, differential, correlational and multivariate analyses. The results of the descriptive and differential analyses are tabulated, and along with interpretations are presented in this section.

### 5.2.1 Descriptive Analysis

Descriptive analysis of the data regarding high schools and elementary schools giving a picture of the thirteen aspects of the school are outlined below, aspect wise for each grade of schools.

#### 5.2.1.1 High Schools

The high schools are appraised using the tools SAQ - A, SAQ - B and SAQ - C by collecting the perceptions and

ratings of Headmistresses and teachers, students and parents respectively.

#### Scoring of SAQ - A.

This tool was administered to the headmistresses and teachers along with a hand out on the short history of the J.M.J. Society and its Philosophy of Education, with Aims and Objectives of J.M.J. Educational Institutions. They are asked to respond to the items by indicating whether the condition mentioned under each criteria exists or not. If the condition is existing, they are asked to rate it on a six point scale.

- X if the condition is not applicable,
- 0 if the condition is not followed
- 1 if the condition is slightly followed
- 2 if the condition is generally followed
- 3 if the condition is mostly followed
- 4 if the condition is all the time followed.

The scores are added for each aspect and the total score is found for each respondent. The score of the Headmistresses and mean score of the teachers were found for each school under each aspect along with the standard deviation of the scores of the teachers.

### Scoring of SAQ - B.

The students were given the form B which is also a rating scale, with 160 statements which are conditions expected in a good and effective school under the thirteen aspects. They are asked to rate the conditions in the school by putting any of the numbers 0, 1, 2, 3, 4<sup>and X</sup> as follows.

- 0 if the condition is not followed
- 1 if the condition is slightly followed
- 2 if the condition is generally followed
- 3 if the condition is mostly followed
- 4 if the condition is all the time followed
- X if the condition is not applicable.

The scores for each aspect were found by adding the ratings and the mean scores and standard deviations for each aspect are found. This tool was used only in High Schools.

### Scoring of SAQ - C.

This tool was used to collect the ratings of the parents of the High School. Similar procedure was followed with an exception that they were asked to encircle one of the numbers 0, 1, 2, 3, 4, or X, marked against each condition, according to the extent of its existence in the school. The mean and standard deviations are calculated for each aspect.

Scores for the thirteen aspects of School Appraisal are calculated for each school. This is done group wise and the score of the headmistress, the mean scores and standard deviations of the teachers, students and partents are tabulated for each aspect.

#### 5.2.1.1.1 Awareness Of The Aim

The perceptions of the headmistresses, teachers, students and parents had been collected regarding the Awareness of the aim of the school by the SAQ and the Means and S.D. are presented in the table 5.1

TABLE 5.1 Showing the mean and S.D. of the aspect Awareness of the aim by the responding groups of each schools

Sch. No	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	120	116	120.2	10.67	120	74.2	15.75	66.0	16.01
2		111	54.6	16.45		67.6	14.34	55.2	25.67
3		84	84.8	18.50		47.4	16.53	55.4	15.65
4		75	78.4	18.53		58.8	7.03	59.6	26.33
5		74	86.8	7.76		56.6	16.95	65.4	6.12
6		91	96.2	17.79		76.4	15.36	76.6	20.92
7		116	96.4	13.87		75.2	13.14	62.2	15.12
8		111	75.0	21.26		61.8	9.11	58.2	16.86
9		84	55.8	19.62		37.8	5.71	62.8	24.56
10		75	67.4	15.32		67.7	7.14	65.0	19.25
11		104	102.0	11.17		72.4	27.73	65.2	21.67
12		109	91.2	8.35		76.2	18.56	70.8	19.28
13		96	115.2	9.30		84.0	8.94	88.4	24.58
14		88	89.8	7.93		86.2	16.73	79.0	20.71
15		77	90.6	1.20		63.0	4.56	70.8	12.98
16		22	86.2	9.24		72.4	14.42	62.6	15.32
17		105	83.8	13.95		65.2	15.69	82.4	21.54
Average(77%)		91.65	22.31(71%)	85.41	22.52	(56%) 67.39	20.00	(55%) 66.41	22.12

The maximum score for the aspect awareness of the aim is 120 for all the four groups.

**Headmistresses:** The table 5.1 illustrates that, of the 17 schools, except one (16th) all other Headmistresses have the score, for the aspect, above the mid value 60. The scores range from 22 to 116. There are seven schools which have the score above 100; This shows that the Headmistresses think the schools are very well aware of the purpose. Five of the schools have the scores between 80 and 100 which also shows good awareness of the aim. In almost all schools except one, the headmistresses perceive that they are aware of the aim to a great extent.

**Teachers:** According to the perception of the teachers, fifteen schools have the mean, above the mid value 60. Two schools have the mean below 60. Three schools have the mean above 100. Nine of the schools have their teachers' mean score between 80 and 100; which shows very high awareness of the aim.

**Students:** Thirteen schools have the students mean score for the awareness of the aim above the mid value 60. Four schools have their students' mean below it. Two of the schools have the means 47.4 and 37.8 which are the lowest among the means. The maximum mean score of the student is 86.2. This indicates that according to the students'

perception, they are not very much aware of the purpose or aim of the school.

Parents: Regarding the parents' perception of the schools awareness of the aim, 13 schools have their mean scores above the mid value and 4 of them below it. The least mean is 55.2 and the highest is 88.4. Here the parents too feel that the schools are not very much aware of their purpose unlike headmistresses and the teachers perceive.

#### 5.2.1.1.2 Institutional Planning

The ratings of the Headmistresses, teachers, students and parents, in the second aspect of the School Appraisal, Institutional Planning, is quantified and the means and S.D. are presented in the table 5.2.

TABLE 5.2

Sch No	Max Score	Headmistress Scores	Teachers		Max Score	Students		Parents		
			Mean	S.D.		Mean	S.D.	Mean	S.D.	
1	80	80	76.4	5.28	24	19.8	3.76	19.0	2.83	
2		76	37.8	15.64		17.4	5.75	15.0	6.57	
3		48	54.0	8.02		16.4	4.76	10.4	6.05	
4		36	52.2	13.47		17.6	1.74	12.0	7.62	
5		40	59.4	5.53		18.6	2.73	15.8	2.14	
6		58	61.4	12.94		20.6	2.80	19.0	3.52	
7		80	70.8	9.70		19.0	3.95	15.4	4.80	
8		76	50.4	13.85		17.6	4.03	17.6	3.93	
9		48	18.4	13.34		12.8	3.49	16.8	3.82	
10		36	46.2	7.68		19.2	2.71	15.6	1.62	
11		57	70.2	5.64		20.4	4.45	16.4	5.43	
12		73	59.2	4.66		22.6	1.20	17.47	3.83	
13		57	76.4	6.25		21.4	2.15	20.6	3.32	
14		46	51.6	4.72		19.8	1.72	18.2	5.42	
15		56	61.2	1.47		16.4	3.26	15.6	5.82	
16		37	46.6	20.38		21.0	2.10	16.6	5.24	
17		74	31.6	14.50		17.6	5.64	15.0	4.98	
Average		57.63 (72%)	15.7	56 (70)	18.4	18.8	78%	4.21	17.41 (73%)	10.21

The maximum score for the headmistresses and teachers is 80, and for the students and parents is 24.

Headmistresses: Of the 17 schools, two of the schools' headmistress perceive perfect or maximum possible institutional planning, the score being 80. Six of the schools' score is above 70, showing very good planning at the institution level. Three schools have below 40, the midvalue.

Teachers: The maximum score is 80. Four Schools' teachers perceive that there is very good institutional planning as their mean is above 70. Eight of the schols' teachers' mean falls between 50 and 70 indicating average to good institutional planning. Three schools have their teachers' mean below 40, the midvalue, showing very poor institutional planning.

Students: The maximum score for the students for the aspect Institutional Planning is 24. All the schools have their mean score above 12, the midvalue. Sixteen schools have their mean students above 16. Five of them above 20, which shows existence of very high institutional planning. The least mean score is 12.8, which is just average in planning.

Parents: The maximum score is 24; In two schools the parents perceive very high institutional planning their mean

score being above 20; Nine schools have mean above 16. All, except one school have the mean score above the midvalue 12. The least mean score is 10.4, showing poor planning in that institution.

#### 5.2.1.1.3 Leadership

The aspect 'Leadership' in the School Appraisal is measured by the SAQ by obtaining the ratings of the four groups: Headmistresses, teachers, students and parents. Their mean and S.D. are presented in the table 5.3.

Table 5.3

Sch No	Max Score	Headmistress Scores	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1.	160	160	157.6	3.20	44	38.6	3.98	33.2	9.0
2.		147	98.6	29.2		36.2	5.3	29.2	10.4
3.		105	117.2	25.3		22.0	5.5	16.6	7.8
4.		104	103.4	39.9		26.8	4.2	29.4	12.0
5.		105	125.0	15.3		33.2	6.1	31.0	7.8
6.		113	126.4	25.7		38.8	2.9	36.6	5.6
7.		160	133.4	14.7		35.4	3.4	25.8	11.5
8.		147	120.6	23.3		35.0	3.2	26.8	8.9
9.		105	52.2	23.6		19.8	3.8	27.0	2.8
10.		104	82.4	18.8		31.2	3.7	27.0	7.1
11.		60	145.0	17.2		34.4	7.7	25.0	10.1
12.		143	128.2	9.2		37.2	1.5	30.4	7.8
13.		81	140.8	17.8		38.0	4.7	35.4	4.4
14.		126	125.6	18.2		35.0	5.1	34.0	10.3
15.		127	142.6	1.4		28.2	6.1	32.8	6.7
16.		122	109.0	14.7		34.8	6.1	31.8	6.4
17.		149	63.6	23.7		25.0	7.0	30.8	5.2
Average		121(76%) 27.1	118.31(74%)34.0			32.9(75%)7.49		29.1(66%)9.94	

Leadership: Leadership aspect of the school Appraisal is seen from the point of view of the four groups as follows

Headmistress: Two schools have the maximum score 160. Nine schools have scores above 120. Sixteen schools have the score above the average 80. Only one school scores 60, which is rather low. On the whole, as headmistress perceives there is average to good leadership in the schools.

Teachers: One school's teachers perceive maximum leadership in the headmistress scoring 157.6. Ten of the schools have means above 120; which also show a rather high leadership. Fifteen schools have mean above average 80, and only two schools' means are below the average, viz, 63.6 and 52.2. The teachers also perceive average to good leadership in the schools.

Students: The maximum score of the students is 44. Of the 17 schools, twelve have mean above 30, which shows high leadership. Sixteen schools have mean above 22 the average and only one school mean is 19.8, below the average. Hence the schools' students perceive average to high leadership in their headmistresses.

Parents: Nine out of seventeen schools' mean are above 30 out of a maximum of 44; which shows high leadership. Sixteen schools means are above 22, the average and only one

school, has scored below the average 16.6, showing below average leadership in the perception of the parents of that school.

#### 5.2.1.1.4 Organization

The aspect Organization is quantified by the four groups of School Appraisal and their means and S.D. are represented in the table 5.4. along with their maximum scores.

TABLE 5.4

Sch. No	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	240	234	220.2	10.26	40	34.2	4.96	24.8	2.64
2		207	143.4	45.26		30.8	3.87	21.8	6.01
3		172	134.2	31.15		23.6	2.50	14.6	9.62
4		120	141.0	33.93		21.2	3.70	18.6	9.39
5		78	175.8	22.86		31.4	6.31	21.0	4.82
6		149	181.4	36.21		34.8	3.19	28.0	6.60
7		234	200.2	17.75		28.8	5.84	18.4	7.03
8		207	170.0	32.82		29.0	2.61	22.2	4.66
9		172	113.2	36.72		24.6	6.31	20.0	6.10
10		120	129.8	46.65		30.4	5.24	23.4	4.50
11		219	203.4	20.42		33.6	6.71	23.2	7.25
12		220	186.4	13.60		29.8	7.83	23.2	7.92
13		180	221.2	10.46		32.4	2.87	22.2	5.71
14		194	160.6	14.76		32.6	5.31	26.8	6.11
15		181	192.8	5.23		19.6	2.58	23.2	6.43
16		161	164.6	13.44		30.8	5.49	31.2	8.33
17		231	130.0	19.80		30.0	5.59	24.8	4.87
AVERAGE	181 (76%)	43.47	170.1 (71%)	44.17		29.83 (75%)	6.47	22 (55%)	7.18

**Headmistress:** The maximum score is 240. Two schools have scored 234 as the highest score. Seven out of seventeen schools have scored above 200 which shows high

organizational ability. Sixteen schools have the score above 120, the average, which reveals average to good organization in the schools. Only one school has score 78 out of 240, which is an indication of poor organization.

Teachers: The maximum score being 240, the highest mean is 221.2. Four schools have high organization power as their mean is above 200. Sixteen schools have means above 120 the average; and only one school's mean is below it, 113.2. Hence according to the perception of the teachers, the organization is average to high in all the schools except one.

Students: The highest mean score in Organization out of 40, is 34.8 followed by 34.2. Ten schools have mean scores above 30, which shows high to very high organization score and sixteen schools have mean scores above 20, only one school's mean is 19.6, which is very near to the average, which shows that almost all the students perceive average to high organization in schools.

Parents: 31.2 is the highest mean score, 40 being the maximum score. Only one school has mean score above 30. Fourteen schools have mean above 20, the average score, and three of the schools below 20. 14.6 is the least mean for

the schools. Which show the parents perceive the Organization factor as average in the schools.

#### 5.2.1.1.5 Curricular Programme

The scores of the schools in Curricular Programme is obtained from the four groups by the SAQ and their mean and S.D. are presented in the table 5.5.

TABLE 5.5

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	160	150	157.0	6.00	52	43.8	4.21	41.8	4.53
2		145	101.6	22.37		32.8	3.82	32.0	11.37
3		98	129.8	11.51		26.4	5.39	26.2	10.46
4		79	116.2	25.64		30.4	2.25	27.4	14.88
5		68	119.2	23.42		28.2	2.79	32.6	4.13
6		122	135.4	20.04		44.6	6.09	35.0	6.36
7		150	136.2	20.70		38.8	6.14	33.8	8.21
8		145	124.8	20.11		32.0	3.29	28.0	7.13
9		98	93.4	18.02		26.0	4.93	32.4	6.95
10		79	114.2	15.28		30.4	4.45	28.4	10.15
11		125	141.4	10.87		40.2	10.51	32.8	11.02
12		157	124.4	12.01		37.2	5.42	33.0	7.13
13		88	145.0	18.92		43.2	3.49	33.8	1.33
14		123	114.6	11.77		38.8	4.45	43.8	2.79
15		124	122.8	0.40		25.4	5.08	35.0	9.30
16		117	105.4	9.60		33.4	8.64	29.8	6.11
17		158	133.8	13.33		31.8	9.57	32.2	6.18
AVERAGE		119.18(74)28.67	125.23(78)24.29			35.25(68)8.2		32.93(63)9.69	

Headmistress: The maximum score for the Curricular Programme is 160. The highest score obtained is 158, and the next is 157 which are very high index of effectiveness

of Curricular Programme. Four schools scored 150 and above, and ten schools scored above 120 which indicates high occurrence of Curricular Programme. Fourteen schools have scores above 80, the average and three schools scored 79, 79 and 68 respectively. The index of Curricular Programme thus depicts average to very high in the schools.

Teachers: Of the maximum score 160, the highest mean obtained is 157. Ten schools have scored means above 120, which is an indication of high Curricular Programme. The least mean is 93.4, which is also above the average 80; which shows that in the perception of teachers all the schools are very high in curricular programme.

Students: The total score is 52. The highest is 44.6. Four schools have mean scores above 40, which shows very high curricular programmes. Thirteen schools have mean scores above 30 which is high. All the schools have means above 26, the average which indicates that according to the perception of students, all the schools are above average to very high in the factor Curricular Programmes.

Parents: Like the students, the parents' maximum score is also 52. 43.8 is the highest mean obtained. Two schools have mean scores above 40. Twelve schools' means are 30,

which is above average and all the schools have mean score above 26, which shows that the parents perceive average to high curricular Programmes in the schools.

#### 5.2.1.1.6 Co-curricular Activities

The perception of the Headmistresses, teachers, students and parents of the High Schools expressed through the SAQ in the aspect Co-curricular activities is presented in the tabular form 5.6.

TABLE 5.6

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	160	156	146.6	16.87	56	43.8	4.71	40.0	7.82
2		152	89.0	24.61		25.2	6.40	24.6	14.15
3		101	122.0	25.36		25.4	2.58	27.0	12.17
4		049	121.6	24.60		19.4	5.57	31.6	18.91
5		052	123.6	13.94		37.6	7.28	34.6	8.94
6		112	125.6	24.84		31.4	11.94	34.6	10.05
7		156	127.6	17.76		41.8	7.08	33.2	10.48
8		152	116.2	30.79		32.2	4.35	21.4	5.61
9		101	78.6	17.26		24.8	4.79	30.4	10.21
10		049	117.0	23.22		28.2	5.91	27.2	9.95
11		128	142.8	14.13		47.2	8.82	28.4	12.40
12		144	142.2	24.14		45.8	6.49	32.8	13.23
13		102	139.4	18.04		42.4	8.87	31.2	12.64
14		116	111.6	11.99		31.6	13.26	43.2	6.65
15		114	115.2	3.12		23.6	4.96	27.0	9.27
16		116	107.6	15.98		36.4	11.74	32.6	14.44
17		160	112.0	14.52		34.4	7.61	37.8	9.45
Average	115.29(72)	136.29	121.70(76)	28.33		34.14(61)	11.56	31.44(56)	12.71

**Headmistresses:** The maximum score under this aspect is 160. There is a lot of variation for the different schools

depicting the existence of co-curricular activities. One school has the maximum score 160. Two schools have scores 156. Five schools score are above 150, showing very good participation in Co-curricular activities. Three schools scores show very low occurrence of Co-curricular activities.

**Teachers:** The maximum score for the teachers for this aspect is 160. The highest Mean Score is 146.6 and the least is 78.6. 10 schools have means above 120 and only one school below 80. The perception of teachers regarding the aspect co-curricular activities is rather high in the schools.

**Students:** The maximum score is 56. Four schools mean scores are above 42 and 5 schools have means below 28, which show rather low score from the part of the students.

**Parents:** The maximum score is 56 for the parents' group. Only one school's mean is above 43.2 and five schools mean below 28. The rest of the schools score average to above average scores.

#### 5.2.1.1.7 Pupil Welfare Services

The aspect - Pupils Welfare Services is appraised by quantifying the perception of the four groups by the SAQ and is presented in the table 5.7.

TABLE 5.7

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	200	180	170.00	20.00	96	44.8	25.46	43.6	8.45
2		167	96.6	34.27		57.4	5.57	40.0	16.37
3		69	89.0	17.23		19.2	6.43	27.6	13.87
4		73	117.4	34.62		46.0	10.49	41.2	24.05
5		46	116.6	33.27		44.2	7.98	52.4	13.95
6		76	100.2	19.30		41.2	8.03	51.2	11.65
7		180	148.0	11.63		66.8	9.50	60.2	19.99
8		167	124.8	33.50		56.0	4.82	41.4	10.44
9		69	80.0	28.45		27.0	3.46	46.4	15.54
10		73	105.0	30.80		44.8	4.96	48.2	18.90
11		142	165.6	25.18		48.8	26.99	53.6	24.78
12		170	139.6	13.23		62.4	10.65	52.2	26.31
13		100	167.2	22.42		67.2	14.46	60.6	15.86
14		115	101.0	19.88		51.2	29.36	65.8	17.60
15		127	155.4	11.20		34.4	12.19	53.6	16.67
16		155	126.0	15.86		55.6	25.05	59.8	17.22
17		178	122.6	36.29		38.4	16.56	61.2	15.52
Average	122.76(61)	146.38	122.93(61)	38.96	48.19(50)	19.86	48.89(51)	20.18	

**Headmistresses:** The maximum score is 200. Two of the schools' score is 180 showing existence of very good pupil welfare services. Seven schools have scores above 150, six of the schools Headmistresses score is below 100; which shows that they perceive not enough of pupil welfare services existing in their schools.

**Teachers:** The maximum score for the teachers is also 200. Four of the schools' teachers mean score is above 150, which shows that the teachers feel rather good about the services for the pupils' welfare existing in their schools. Three schools' mean is below 100 and hence these teacher's perception of the pupil welfare services seems to be very unsatisfactory.

**Students:** The maximum score is 96. None of the schools' students mean score is above 72. Nine of the schools' mean score is below 48 which show that the pupil are not very happy with the existing welfare services in the schools. The other eight schools mean score are above average.

**Parents:** Of the maximum score 96, eleven schools have mean scores above 48 and six of them below 48; which shows

the parents also perceive below average to average welfare services only, for the students.

#### 5.2.1.1.8 School Community Relations

The aspect of school-community relations existing in the schools, appraised by the four groups through the SAQ is presented by their means and S.D. in the table 5.8.

TABLE 5.8

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	120	115	113.6	10.33	44	33.4	9.95	21.0	11.08
2		99	58.4	20.33		21.6	6.41	23.2	9.28
3		78	74.2	26.87		13.0	1.67	20.0	13.81
4		37	76.4	23.40		22.8	4.45	30.6	13.59
5		36	82.2	8.16		23.0	5.18	20.8	10.38
6		79	84.4	19.52		27.4	2.65	31.4	5.96
7		115	95.2	15.17		31.0	2.61	32.4	4.36
8		99	68.8	21.78		27.6	4.22	24.8	8.66
9		78	47.4	19.60		14.2	3.71	22.0	5.37
10		37	76.2	16.99		20.8	4.71	22.0	11.58
11		85	90.8	14.96		26.0	15.68	22.6	12.14
12		97	82.8	11.58		26.4	6.09	22.2	11.75
13		44	100.0	20.57		33.8	9.91	22.6	11.25
14		67	64.6	12.61		31.0	5.40	25.6	12.74
15		78	91.6	11.30		18.2	1.72	22.8	10.30
16		64	51.6	20.91		20.0	10.22	22.8	5.71
17		114	83.2	14.44		22.8	7.60	32.8	6.49
Average	77.76(65)	26.48	79.64(66)	24.52		25.04(57)	9.27	24.37(55)	11.28

Headmistresses: The maximum score is 120 both for the headmistresses, and teachers. Six of the schools have scores

above 90; of them, three scoring 114, 115, 115, showing very good relationship between the school and community. Four of the schools score is below 60 showing poor relationship between these schools and the community. The others have average scores.

Teachers: Five of the schools mean scores are above 90 the highest being 113.6, showing very good relationship between the school and community. Three schools mean scores are below 50% which indicates no good rapport with the community.

Students: The maximum score is 44 both for students and parents. Two schools mean scores are above 33 and 11 schools' means are above 22; six schools means are below 22, which shows poor relationship existing between the school and the community in the perception of the students.

Parents: The highest mean score given by the parents for this aspect is 32.8 out of 44 showing 74.5%. Except three schools whose mean scores are below 22, the rest of the schools have scores 22 and above, which indicates average to above average relationship existing between the school and community.

#### 5.2.1.1.9 Religious And Moral Education

The aspect Religious and Moral Education in schools has also been appraised by getting the perception of the headmistresses, teachers, students and parents. They were quantified and the mean and S.D. are presented in the table 5.9.

TABLE 5.9

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	160	148	144.6	30.80	44	28.2	4.26	22.4	9.26
2		145	74.0	24.77		15.8	4.53	11.4	8.25
3		83	103.4	33.18		18.8	3.31	15.4	9.35
4		45	101.6	31.37		18.0	2.61	20.4	11.62
5		29	102.6	11.15		23.2	7.22	20.0	6.36
6		100	114.0	24.32		22.2	8.40	23.0	3.85
7		148	39.4	22.72		28.4	3.01	25.0	10.62
8		145	95.8	31.95		20.6	5.20	10.8	2.79
9		83	59.6	29.20		19.2	2.79	22.8	6.31
10		45	86.8	15.50		21.6	4.03	19.6	4.22
11		110	116.6	33.23		24.2	9.83	20.0	7.97
12		134	121.0	4.50		24.8	3.18	19.6	8.21
13		80	132.8	20.03		31.4	6.47	27.2	7.25
14		89	102.6	10.05		24.0	5.37	20.4	7.61
15		82	122.8	15.92		21.8	6.24	20.8	6.31
16		98	91.6	20.14		20.8	8.26	19.4	5.95
17		156	107.2	16.61		19.6	9.95	24.4	7.61
Average	101.18(63)	38.76	106.77(67)	33.98		22.93(52)	6.95	19.86(45)	8.99

**Headmistresses:** The headmistresses' maximum score is 160. Six schools have scores 120 above. Three schools have

scores below 80. Thus fourteen schools have above average score, showing the existence of religious and moral education to a satisfactory degree in those schools.

Teachers: The teachers' maximum score is also 160. Five of the schools' teachers' mean score in this aspect is above 120. Two schools have mean scores below 80, which does not give a satisfactory picture of the schools. Between 80-120, there are 10 schools showing average to above average existence of religious and moral education.

Students: Their maximum score is 44. The highest mean score is 31.4, which shows not one schools' students', score on religious and moral education is above 71.4%. Nine of the schools' score is below 22, which indicates that the students are not satisfied with the existing religious and moral education in the schools as compared with the headmistresses and teachers.

Parents: Like the students, the maximum score for parents is 44. The highest mean score is 27.2. Eleven schools mean score are below 22 and the others i.e. between 22 and 27, showing not very satisfactory picture on the part of the parents.

#### 5.2.1.1.10 System Maintenance

The system maintenance existing in the schools appraised by the four groups are presented in their mean and S.D. in the table 5.10.

TABLE 5.10

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	80	80	77.6	4.80	44	38.8	4.66	33.2	1.33
2		80	56.8	6.76		33.4	4.41	26.4	7.28
3		61	69.6	9.77		28.8	8.97	21.0	11.97
4		52	59.6	10.01		35.6	2.06	24.2	10.03
5		37	68.2	3.97		37.2	5.56	29.6	3.72
6		63	75.0	5.33		37.2	6.43	32.2	4.32
7		80	67.4	12.21		36.8	4.12	23.4	5.61
8		80	60.2	11.60		39.8	3.49	27.2	3.54
9		61	48.4	8.19		41.4	3.38	29.4	6.62
10		52	61.4	5.39		40.0	2.83	25.2	3.82
11		76	71.6	8.45		35.4	1.74	21.4	8.36
12		75	69.6	4.50		36.4	4.50	27.4	2.94
13		47	72.4	6.71		40.2	2.22	28.8	3.49
14		64	61.6	2.87		41.4	10.13	30.8	4.26
15		58	71.2	15.60		40.8	5.42	25.6	6.18
16		72	63.2	7.44		34.2	2.14	26.6	6.56
17		78	60.4	8.24		36.4	4.32	27.0	5.62
Average	65.65(82)	12.98	65.67(82)	10.9		37.26(85)	6.18	27.16(62)	7.22

The maximum score for this aspect is 80.

**Headmistresses:** Four of the headmistresses scores for this aspect is the maximum 80. Twelve schools have scores

above 60, showing very good maintenance of the system. Five of the schools have below 60, of which only one has below 40. On the whole the system is maintained very well.

Teachers: The maximum score is 80. Fourteen schools have teachers' mean scores above 60 and not even one school below 40. Three schools mean scores are between 40 and 60. Hence the teachers too regard the system maintenance very high in the schools.

Students: The maximum score of the students and parents is 44. 16 schools have mean score above 33 and only one school below it, scoring 28.8 which depicts very good system maintenance in the perception of the students.

Parents: Maximum score is 44, only one school has mean score above 33. The highest score is 33.2 out of 44. Fourteen of the schools have mean scores between 22-33 and two schools mean scores are below 22. Parents on the whole find average to above average system maintenance in the schools.

#### 5.2.1.1.11 System Renewal

The table 5.11 represents the mean and S.D. of the aspect system renewal in the schools appraised by the four groups.

TABLE 5.11

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	120	120	112.6	12.89	24	20.2	1.72	13.0	5.40
2		120	67.2	14.63		14.6	3.93	12.0	6.87
3		66	85.4	21.78		10.6	2.24	12.2	6.52
4		27	83.0	21.95		11.6	2.06	16.2	6.76
5		40	96.8	7.08		15.6	4.63	13.6	4.59
6		85	107.4	15.17		17.4	4.02	16.6	3.26
7		120	102.0	15.63		18.2	2.71	16.0	2.76
8		120	78.6	19.60		19.0	1.67	10.6	2.87
9		66	34.0	13.02		14.0	3.35	15.0	5.29
10		27	77.6	13.54		13.4	2.65	13.6	4.50
11		92	95.4	14.69		15.6	6.37	14.4	7.36
12		98	98.0	10.16		17.8	2.04	12.6	6.28
13		64	99.4	10.82		21.2	1.33	15.4	4.96
14		79	73.4	6.89		17.6	3.26	17.4	2.50
15		85	94.8	15.57		13.2	5.67	14.6	4.84
16		86	74.8	12.01		13.6	6.71	14.2	5.74
17		115	84.6	12.14		16.8	4.02	17.8	8.63
Average	82.88(69)	30.58	86.49(72)	24.47	16.19(67)	4.49	14.19(59)	5.59	

**Headmistresses:** The maximum score of the headmistresses is 120. Four of the schools' Headmistress have rated their schools with maximum score for system renewal 120. A fifth school also has score 115. But three schools which have very low scores on this aspect. The remaining 14 schools are above the score 60. There is a lot of variation in the scores of Headmistresses, in this aspect.

**Teachers:** 120 being the maximum score of teachers, three schools' mean score is above 100, which shows high system renewal. Eight of the schools score are above 90. Only one school's mean score is 34. The rest all have above 60.

**Students:** The maximum score of the students and parents is 24. Two school's score are above 20 which is very high. Four schools' mean score above 18 fifteen schools' mean score above 12. Only two schools score is below 12.

**Parents:** Unlike the above groups, the parents score of system renewal did not exceed 18 in any case. Only one school's score falls below 12, all the rest lie between 12 and 18.

#### 5.2.1.1.12 Investment

The mean and S.D. of the aspect 'Investment' of the SAQ done by the four groups are represented in the table 5.12.

TABLE 5.12

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	120	112	106.4	11.20	32	28.4	1.02	27.0	3.95
2		111	66.2	18.03		20.4	4.08	18.0	6.72
3		61	82.2	29.20		16.0	3.35	21.4	9.39
4		57	86.2	19.30		16.6	1.62	20.8	9.62
5		36	94.0	7.97		18.6	7.96	24.2	4.66
6		88	105.2	14.52		28.2	4.26	27.2	2.71
7		112	104.6	18.37		22.6	3.83	25.6	3.14
8		111	81.8	22.60		21.0	4.82	15.8	5.31
9		61	41.0	14.74		19.8	4.35	22.4	6.56
10		57	69.2	18.86		18.6	1.50	16.8	2.04
11		87	93.0	19.32		21.8	7.11	19.0	11.02
12		91	91.2	5.27		21.4	6.47	21.6	8.01
13		60	111.2	11.70		27.4	3.93	23.2	6.55
14		94	83.6	5.89		20.2	5.71	26.4	5.95
15		85	86.2	15.14		16.8	1.94	21.0	6.23
16		89	71.0	14.60		21.6	9.95	25.2	5.64
17		114	70.4	13.76		19.4	5.00	24.2	6.68
Average	83.88(70)	23.67	86.84(72)	24.75		21.46(67)	6.12	22.1(69)	7.57

**Headmistresses:** Five schools' headmistresses have scored their schools investment to be very high; above 110

out of the maximum 120. On the whole, seven schools score lie above 90, and fourteen school have scores between 60 and 90. Three schools score lie below 60.

**Teachers:** The maximum score for the teachers is also 120, in this aspect. Only four schools' have mean scores above 100. Seven schools mean falls below 60.

**Students:** The maximum score is 32. Three schools' students rate their schools above 24. All the school's mean scores are above 16, which shows the students consider the schools' to be investing quite well.

**Parents:** Seven of the schools' parents have rated the schools' investment above 24, out of the maximum score 32. Sixteen schools mean scores are above 16 and only one school's score is below 16, showing the parents too considering the schools investing in a very high way.

#### 5.2.1.1.13 Innovations

The efforts of the schools in introducing innovations and throwing away old unpractical customs and observations, encouraging change for growth and development are measured by the SAQ, and presented in the tabular form 5.13.

TABLE 5.13

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	120	116	109.0	18.09	20	17.6	1.12	10.6	6.18
2		109	67.8	17.16		12.2	1.60	9.4	4.92
3		34	77.8	30.93		8.6	1.96	10.2	4.12
4		75	84.8	31.43		9.6	1.20	13.8	5.31
5		26	81.6	8.93		14.8	3.54	12.8	8.06
6		83	98.6	19.44		15.8	3.12	15.4	3.44
7		116	102.0	18.08		16.0	2.00	15.2	1.47
8		109	81.6	17.62		15.2	3.19	13.0	1.20
9		34	23.4	11.81		11.0	2.61	11.6	5.46
10		75	66.2	17.47		11.0	1.79	11.0	2.10
11		90	93.4	18.38		16.0	5.02	13.0	7.01
12		73	92.6	12.04		13.0	5.62	11.4	5.58
13		64	103.0	19.70		19.2	1.47	10.4	6.18
14		82	68.8	15.34		16.4	3.50	12.6	3.83
15		85	81.6	10.80		14.2	3.49	12.8	3.06
16		97	66.0	17.81		14.6	6.25	11.8	5.23
17		109	83.4	10.91		14.8	4.35	13.8	3.82
Average	81(68)	27.68	82.18(68)	28.52	13.96(70)	4.27	12.17(61)	5.47	

Headmistresses: Of 120, the maximum score, five schools' headmistresses have rated their schools high above

100 in innovation, seven schools scored above 90, fourteen schools score between 60-90. Only three schools score below 60, the mid value.

Teachers: The maximum score is 120. Six of the schools' teachers' rate their schools above 90. Except one schools score, which is below 60, all the sixteen schools score is above 60, the average.

Students: The maximum score students and parents is 20. Seven schools scores are above 15. Fifteen schools score are between 10 and 15. Only two schools below 10, the mid value.

Parents: Only two schools' parents rate the Innovations of the school above 15 (in 75%). Except one school, 16 schools rate it between 10 and 15. Only one has below 10, the average score.

#### 5.2.1.1.14 Total Score

The total mean scores of SAQ for each school from the four groups Headmistresses, Teachers, Students and Parents were found by taking the sum of the scores of thirteen aspects for headmistresses and the sum of the mean scores

for the other groups. The Mean and S.D. are presented in the table 5.14.

TABLE 5.14

Sch. No.	Max Score	Headmistress Score	Teachers		Max Score	Students		Parents	
			Mean	S.D.		Mean	S.D.	Mean	S.D.
1	1840	1767	1693.8	155.53	640	465.8	29.96	395.6	57.12
2		1669	1012.0	263.14		385.4	42.87	318.2	122.53
3		1060	1223.6	250.54		276.2	50.31	278.0	121.50
4		829	1221.8	289.23		334.4	10.48	345.8	143.13
5		667	1331.8	138.06		382.2	59.48	373.8	73.54
6		1219	1411.2	233.89		436.4	60.69	426.8	50.22
7		1767	1523.2	201.73		458.8	43.48	386.6	82.17
8		1669	1248.6	270.80		406.8	39.73	317.8	43.29
9		1060	745.4	241.88		292.4	17.30	359.0	91.14
10		829	1099.4	168.70		377.2	18.48	343.0	85.55
11		1375	1531.2	174.03		436.0	128.06	355.0	105.52
12		1584	1426.4	30.28		451.0	48.32	389.2	119.95
13		1063	1624.0	189.20		501.8	46.46	419.8	85.70
14		1283	1209.4	72.67		445.8	55.20	444.0	94.72
15		1299	1428.8	100.59		335.6	28.51	375.6	87.44
16		1239	1163.6	127.40		409.2	107.35	384.4	66.72
17		1741	1166.6	141.10		372.2	86.28	424.2	82.33
Average	1301(70.7)		1297.7(70.5)	230.0		398.07(62.2)	60.74	372.75(58.2)	42.75

The maximum score for all the 13 aspects is 1840, both for the headmistresses and Teachers.

**Headmistresses:** From the appraisal of the headmistresses, six schools' scores is above 1380 (75% of total scores 1840) and fourteen schools between 920 and 1380 and three schools below 920.

**Teachers:** The maximum total score both for Headmistresses and Teachers is 1840. Seven schools' total mean scores are above 1380, sixteen schools teachers' total mean scores lie between 920 and 1380. Only one school's score is 745.4, below 50%.

**Students:** The maximum score of the students and parents is 640. The highest mean score is 501.8. Fifteen schools mean scores are between 320 and 480. Only two schools scores lie below 50%. The least mean score is 276.2 (43%).

**Parents:** Of the maximum total score 640, no schools mean score is above 480. Fourteen schools scores lie between 320 & 480, and three schools scores are below 320, (50%).

Conclusion: Except for two to three schools, the schools total appraisal scores are above 50% of the total score, which shows the schools are above average.

#### 5.2.1.1.15 Total Sample - Groupwise - High Schools

The SAQ was administered to four subgroups Headmistresses, teachers, students and parents of the 17 High Schools and their responses in each aspect were quantified and presented for the total sample. Groupwise scores for the 13 aspects of SAQ and the total scores are given and described in this section.

#### 5.2.1.1.16 Total Sample - Headmistress

The table 5.15 represents the mean, S.D. and percentage of mean with maximum scores in each aspect of the SAQ along with the total SAQ score. The table 5.15 gives a comparative view of the different aspects of school appraisal from the point of view of the Headmistress.

Table 5.15: Showing the Mean S.D. and percentage of the School Appraisal of Headmistresses of total sample.

S.NO	Aspects	Max. Score	Mean Score	S.D	%
1	Awareness of the Aim	120	91.65	22.31	76.38
2	Institutional Planning	80	57.63	15.67	71.91
3	Leadership	160	121.06	27.07	75.66
4	Organization	240	181.29	43.47	75.53
5	Curricular Programme	160	119.18	28.67	74.49
6	Co-Curricular Activities	160	115.29	36.29	72.06
7	Pupil Welfare Services	200	122.76	46.38	61.38
8	School Community Relations	120	77.76	26.48	64.80
9	Religious and Moral Education	160	101.18	38.76	63.24
10	System Maintenance	80	65.65	12.98	82.06
11	System Renewal	120	82.88	30.58	69.07
12	Investment	120	83.88	23.67	69.90
13	Innovations	120	81.00	27.68	67.50
14	Total SAQ Score	1840	1301.12	344.32	70.71

The scores of all the headmistresses of the total sample are taken and mean score and S.D. calculated for each aspect of the School Appraisal and the total score. The percentage column shows that in the view of the headmistresses, all the aspects score above 61%, and hence it can be concluded that they consider their schools as

effective schools. The total score percentage shows it to be 70.71% which is a high one.

#### 5.2.1.1.17 Teachers - Total Sample

The teachers as one of the most and best associated group, have appraised the schools on all the thirteen aspects. The maximum score, mean, S.D. and percentage (Mean) in each aspect are depicted in Table 5.16

Table 5.16 Showing the Mean S.D. and of percentage the School Appraisal of Teachers of Total Sample.

S.NO	Aspects	Max. Score	Mean Score	S.D	%
1	Awareness of the Aim	120	85.41	22.52	71.18
2	Institutional Planning	80	56.03	18.06	70.04
3	Leadership	160	118.31	34.03	73.94
4	Organization	240	170.06	44.17	70.86
5	Curricular Programme	160	125.23	24.29	78.27
6	Co-Curricular Activities	160	121.70	28.33	76.06
7	Pupil Welfare Services	200	122.93	38.96	61.47
8	School Community Relations	120	79.64	24.52	66.37
9	Religious and Moral Education	160	106.77	33.98	66.73
10	System Maintenance	80	65.67	10.90	82.09
11	System Renewal	120	86.49	24.47	72.08
12	Investment	120	86.84	24.75	72.37
13	Innovations	120	82.18	28.52	68.48
14	Total SAQ Score	1840	1307.27	29.52	71.05

The perception of the teachers regarding each aspect of the school appraisal and the total score is depicted in the above table. In their perception too, the schools appear to be rather effective ones as the percentage column shows 61.47% as the least score, and highest 82.09%. The total score percentage is 71.03 which is also high. There is

compatiability of the perception of the headmistresses and teachers for most of the aspects.

#### 5.2.1.1.18 Students - Total Sample

The perception of the 346 students of the 17 High Schools is taken and the maximum score, mean S.D. and the percentage of mean is presented in the table 5.19 for the thirteen aspects of School Appraisal and also of the total score.

**Table 5.17 Showing the Max. score, Mean, S.D. and percentage of the Students of 17 High Schools on the School Appraisal aspects.**

S.NO	Aspects	Max. Score	Mean Score	S.D	%
1	Awareness of the Aim	120	67.39	20.00	56.16
2	Institutional Planning	24	18.80	4.21	78.33
3	Leadership	44	32.90	7.49	74.77
4	Organization	40	29.83	6.47	74.57
5	Curricular Programme	52	35.25	8.20	67.78
6	Co-Curricular Activities	56	34.14	11.56	60.96
7	Pupil Welfare Services	96	48.19	19.86	50.20
8	School Community Relations	44	25.04	9.29	56.91
9	Religious and Moral Education	44	22.93	6.95	52.11
10	System Maintenance	44	37.26	6.18	84.68
11	System Renewal	24	16.19	4.49	67.45
12	Investment	32	21.46	6.12	67.06
13	Innovations	20	13.96	4.27	69.80
14	Total SAQ Score	640	403.96	84.35	63.02

The mean percentage score lies between 50% to 85%. The pupil welfare services mean percentage score is the least of all scores (50.20%) indicating the pupils' verdict that they need more welfare services; so also for religious and moral education (52.11) in which they desire improvement. School-Community Relations (56.91) and Awareness of the Aim

(51.16) also score below 60% calling for improvement. System Maintenance scores 84.68% which is very high. Institutional Planning Leadership and Organization are also considered to be very high in the schools by this group.

#### 5.2.1.1.19 Parents - Total Sample

Parents have appraised the schools by giving the ratings of the different aspects of the SAQ, and their maximum score, mean, S.D. and percentage of mean are presented in the table 5.20 for the total sample, for each aspect and also for the total score.

Table 5.18 Showing the Max. Score, Mean S.D. and mean of the parents of 17 High Schools in the School Appraisal aspects.

S.NO	Aspects	Max. Score	Mean Score	S.D	%
1	Awareness of the Aim	120	66.41	22.12	55.34
2	Institutional Planning	24	17.41	10.21	72.54
3	Leadership	44	29.10	9.94	66.13
4	Organization	40	22.01	7.18	55.02
5	Curricular Programme	52	32.93	9.69	63.32
6	Co-Curricular Activities	56	31.44	12.71	56.14
7	Pupil Welfare Services	96	48.89	20.18	50.92
8	School Community Relations	44	24.37	11.28	55.38
9	Religious and Moral Education	44	19.86	8.99	45.13
10	System Maintenance	44	27.16	7.22	61.73
11	System Renewal	24	14.19	5.59	59.12
12	Investment	32	22.10	7.57	69.06
13	Innovations	20	12.17	5.47	60.85
14	Total SAQ Score	640	368.04	105.40	57.50

The perception of the parents of the total sample is depicted in the above table. The Mean score percentage reveals that highest score is 72.54% for institutional planning, and then for investment (69.06%). Leadership curricular programmes, system maintenance and Innovations also score above 60%. But the other aspects score only below 60%. The least scored aspect is religious and moral

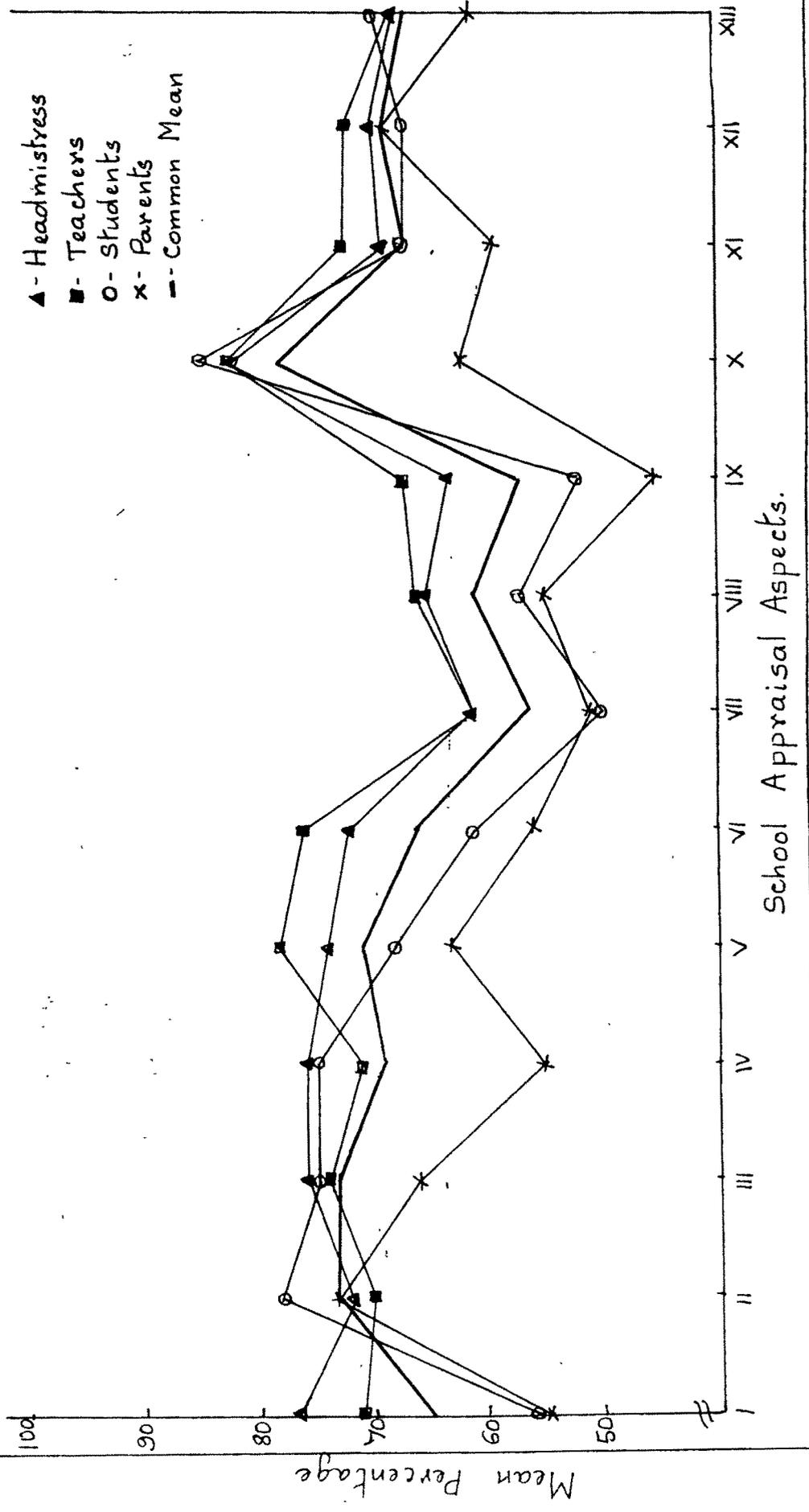
education indicating the desire of the parents for better religious and moral education and their eagerness for the spiritual growth of their wards. Pupil Welfare Services score only 50.9276 which also is a clear sign of their desire for better amenities and welfare schemes. The total score is only 57.5% which is rather low compared to the other groups score. Fig.5.1 gives the profiles of the J.M.J. High Schools according to the preception of the responding groups.

#### 5.2.1.1.20 Findings And Observatons

Following findings are drawn from the perceptions of the headmistresses, teachers, students and parents, of the High Schools.

1. The four groups rate the aspect Awareness of the Aim above average. The mean scores show that the headmistresses and teachers rate it high (77% and 71%) where as the students and parents rate it rather low (56% and 55%) (Table 5.1)
2. For the aspect Institutional Planning, all the four groups mean percentage is above 70% 72%,70%,78% and 73% respectively (Table 5.2)

Fig: 5.1 Profiles of J.M. J. High Schools.



3. The three groups headmistress, teachers and students score the Leadership aspect of the school above 70% (76%, 74% and 75% respectively) and the parents 66% which shows rather good leadership in the schools. (Table 5.3)
4. For the aspect Organization also, the first three groups scored 76%, 71% and 75% on an average. But the parents rated it only as 55% which shows rather average organization (Table 5.4)
5. The Curricular Programmes is observed to be good as the teachers rate it highest (78%) and then headmistresses 74%. The students and parents also see it above average, 68% and 63% respectively (Table 5.5)
6. The same is the case with Co-Curricular Activities. The teachers (76%) and headmistresses (72%) rate it rather high, but students and parents find it average (61% and 58%) (Table 5.6)
7. Pupil Welfare Services are found to be at a low ebb by the four groups. 61%, 61%, 50% and 51% respectively. There is lot of consensus in the rating of this aspect. (Table 5.7)

8. Schools Community Relations are also just around average level in the schools according to the four groups (65%, 66%, 57% and 55%). (Table 5.8)
9. Religious and Moral Education is rated still at a lower level. 63%, 67% by headmistresses, and teachers and 52% and 45% by students and parents, which is very poor.
10. System Maintenance is very high according to the perceptions of the three groups, headmistresses, teachers and students 82%, 82% and 85% respectively and average according to the parents 62%. (Table 5.10)
11. The three groups headmistresses, teachers, and students do consider System Renewal above average (69% , 72% and 67%) and parents consider it to be average (59%)(Table 5.11)
12. Investment is rated above average to high by all the four groups with mean percentages 70,72,67 and 69 respectively (Table 5.12)
13. Innovations is also seen to be above average by first three groups and average by parents (61%) (Table 5.13)

14. On the whole the total appraisal score reveals that there is consensus in the ratings of headmistress and teachers and not much difference in the perception of students and parents

To summarise, the aspects Institutional Planning, Leadership, Organization and System maintenance are very high in JMJ schools. The aspects Pupil Welfare Services, School Community Relations and Religious and Moral Education are rather low and the rest of the aspects are average in the schools.

Comparing the total appraisal scores of the four groups, the headmistresses of school no's 4, 5 and 10 have rated the schools very low. The school no.9 is rated by the teachers very low. For school no. 14 there is a lot of consensus regarding the ratings among the four groups.(table 5.14)

When the aspects are seen groupwise, the headmistresses and teachers have rated all the aspects above 60% (Table 5.15 & 5.16)

The following aspects are scored above 60% by all the four groups.

- Institutional Planning
- Leadership
- Curricular Programmes
- System Maintenance
- Investment and Innovations

The low rated aspects by the groups are the following

- Pupil Welfare services
- Religious and moral education
- School Community Relations.

System Maintenance and Institutional Planning are the highest rated aspects. (Table 5.15 & 5.18)

The school profiles fig. 5.1 shows that the headmistresses and teachers have rated the schools rather high and the profiles lie above the common mean profile. The profiles according to the mean percentage ratings of the students and parents show an average to low ratings. The profile of parents rating is the lowest. For the aspects Institutional Planning, Leadership, Organizations, System maintenance, System Renewal, Investments, Innovations, three groups seem to have consensus to a great extent.

#### 5.2.1.2 Elementary Schools

There are 8 Elementary Schools which were appraised using the SAQ. In the Elementary Schools only the

Headmistresses and teachers were taken to collect their perception of the schools. Since the students are very young and not able to appraise the school, they and the parents were not involved. But the students and parents were interviewed to know their view of the schools.

#### 5.2.1.2.1 Awareness of the Aim

The ratings of the Headmistresses and teachers of the Elementary Schools were quantified, scored and their mean and S.D. are given in the table 5.19.

**Table 5.19** Showing the score of the Headmistress mean and S.D. of the teachers with maximum score and mean % for the aspect Awareness of the Aim

S.No of School	Headmistresses			Max Score	Teachers		Aspects Awereness of the Mean %
	Score	S.D.	%		Mean	S.D.	
18	114	-	95.00	120	85.75	15.97	71.46
19	99	-	82.50		76.20	19.34	63.50
20	110	-	91.67		104.75	1.26	87.29
21	48	-	40.00		73.50	28.45	61.25
22	76	-	63.33		102.80	5.40	85.67
23	79	-	65.83		93.75	16.91	78.12
24	105	-	87.50		95.25	4.27	79.38
25	73	-	60.83		38.75	3.20	32.29
C.Mean	88	22.74	73.00		101.25	15.23	84.38

The maximum score for the aspect both for Headmistresses and teachers is 120.

**Headmistresses:** The seven headmistresses consider their schools as above average, where as the 21st school's headmistress, considers the school not very much aware of the aim of the school. Three of the schools' score is above 100, which is very high showing the Headmistresses are sure of the schools' awareness of the aim. Three schools are just above average showing scope for betterment.

Teachers: Except the last schools' mean score, all the rest are above average. Two of the mean scores are above 100, showing that the teachers perceive that those schools are aware of the aim of the school. Three schools are just above average. This shows that effort has to be made to make the aim of the school known to all concerned.

#### 5.2.1.2.2. Institutional Planning

The Headmistresses and teachers have expressed their ratings of the aspect Institutional Planning of their respective schools. The score of H.M., mean & SD. of the teachers are expressed in Table 5.20

**Table 5.20** Showing the Mean and S.D. of the Headmistress and teachers of Elementary schools for the aspect Institutional Planning.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	66	-	82.50	80	53.00	16.14	66.25
19	68	-	85.00		55.80	24.17	69.75
20	75	-	93.75		74.75	1.71	93.44
21	37	-	41.25		53.20	15.52	66.50
22	45	-	56.25		60.60	5.50	75.75
23	46	-	57.50		57.00	7.43	71.25
24	67	-	83.75		57.50	4.12	71.88
25	42	-	52.50		21.75	13.17	27.18
C.Mean	55.25	14.65	69.69		54.23	8.26	67.78

**Headmistresses:** The Maximum score for the aspect Institutional Planning is 80. Seven of the schools Headmistresses have considered their schools institutional planning above the mid value. Four schools scores are high, (82.5% above). One school score is only 37 showing that planning at the institutional level is very poor in that school.

**Teachers:** Teacher's preception of the planning at the institutional level is also given in the table 5.20. One

school (No.20) is having very good planning as it scored 74.75 (93.44%) as also rated by the Headmistress. Six of the schools are above average in planning and one school has very low score, 21.75, where as the headmistress has rated it just above average.

#### 5.2.1.2.3 Leadership

The scores of the Headmistress, Mean & SD of the teachers' score of appraisal of the aspect Leadership with the % are given in the table 5.21.

Table 5.21 Showing the Mean & SD of the aspect Leadership of SAQ by Headmistresses & Teachers of Elementary Schools.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	136	-	85.00	160	120.75	21.87	75.47
19	128	-	80.00		84.60	54.90	52.88
20	153	-	95.60		154.00	1.83	96.25
21	72	-	45.00		98.75	36.00	61.72
22	103	-	64.40		119.00	25.31	74.38
23	143	-	89.40		125.75	34.18	78.59
24	134	-	83.80		133.25	12.39	83.28
25	100	-	62.50		45.33	0.58	28.33
C.Mean	121.13	27.00	75.71		118.47	36.14	74.04

**Headmistress:** Of the maximum score 160, the headmistress have rated their schools for Leadership as given in the table-5.21. Five of the schools leadership is very high above 80%. Two schools score lie between 60-65% and only one school has 72 (i.e. 45%). This aspect is considered high in themselves by the Headmistresses except one.

**Teachers:** The teachers maximum score is also 160. The school No.20 has the highest score 154 (96.25%).

School 24 also has a high score 133.25 (83.25%). Four schools score lie between 60-80% and two of the schools below it. One of the schools has 45.33 score (28-33) showing very low leadership. There is disparity between the rating of the headmistresses and the teachers.

#### 5.2.1.2.4 Organization;

Table 5.22 Showing the Mean & S.D. of the aspect - Organization of school Appraisal by Headmistresses and Teachers of Elementary Schools.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	215	-	89.58	240	175.25	12.76	73.02
19	216	-	90.00		144.60	37.47	60.25
20	218	-	90.83		213.50	1.00	88.96
21	122	-	15.83		160.50	28.82	66.88
22	190	-	79.17		174.75	18.30	72.81
23	176	-	73.33		185.25	15.17	77.18
24	173	-	72.08		166.50	10.91	69.38
25	123	-	51.25		74.33	2.08	30.97
C.Mean	179.13	39.16	74.64		176.32	23.46	73.47

**Headmistresses:** The maximum score for the aspect Organization is 240. The headmistresses perceive very good organization in three schools(80-90%). Three schools are

having organization scoring 70-80%, and two schools just around the mid value scoring 50% above. On the whole it is good, but there is room for improvement in this aspect as perceived by the Headmistresses.

Teachers: The maximum score for this aspect for the teachers is also 240. There is only one school (20) which has scored more than 80% (88.96%). Three schools scores are between 70% - 80%. Three schools are above average, which show on the whole teachers too perceive that there is good organization in their schools. Only one School (25) has rated it very low 30.97% showing very poor organization.

### 5.2.1.2.5 Curricular Programmes

Table 5.23 Showing the mean & SD of the aspect curricular programmes of Headmistress & Teachers of Elementary Schools.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18.	143	-	89.38	160	116.75	33.08	72.97
19	138	-	86.25		101.00	31.85	63.13
20	151	-	94.38		153.25	00.96	95.78
21	71	-	44.38		75.00	18.22	46.88
22	107	-	66.88		131.50	9.20	82.19
23	124	-	77.50		146.75	5.73	91.72
24	118	-	73.75		146.00	5.74	91.25
25	109	-	68.13		62.25	4.19	38.91
C.Mean	120.13	25.42	75.08		152.87	27.43	95.54

**Headmistresses:** The maximum score is 160. The school No.20 is rated very high in curricular programme (151). Except one school scoring 71 (44.38%) all the other schools score above average to very high in curricular programmes which shows, good attention is given to the academic progress of the pupils. Only one school (No.21) has scored very low 71, necessitating special care.

Teachers: The maximum score for the aspect is 160. Teachers also rate school No.20 very high scoring 153.25 (96%). Six of the schools have high to very high mean score in curricular programmes. Only two schools have fallen below 50%. The teachers of No.21 also rate the school low 75 (46.88%) No.25 is also rated very low 62.25 (38.91%) both of which need special efforts to shoot up the academic life and curricular programmes.

#### 5.2.1.2.6 Co-curricular Activities:

Table 5.24 Showing the Mean & SD of the aspect co-curricular activities of S.A. by the Headmistresses and Teachers.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	140	-	87.50	160	106.25	27.87	66.41
19	149	-	93.13		90.80	26.50	56.75
20	155	-	96.88		146.00	1.41	91.25
21	66	-	41.25		77.50	20.51	48.44
22	96	-	60.00		116.75	3.30	72.97
23	38	-	23.75		121.25	7.88	75.78
24	109	-	68.13		111.25	41.50	69.53
25	99	-	61.88		42.75	8.05	26.72
C.Mean	106.13	40.60	66.33		117.63	32.24	73.52

Headmistresses: The maximum score for the aspect co-curricular activities is 160. Three schools score very high in this aspect scoring above 140 (87.50%) one scoring as high as 155 (96.88%). Three schools score above average (i.e. 60%). Two have very low score 38 and 66 scoring only 23.75% and 41.25% respectively. They pay less attention to the cocurricular activities of the students.

Teachers: The teachers rate the 20th school as very high 146 (91.25%). Four other schools score of teachers are between 106 -121 (60% - 88%); which also show that co-curricular activities are taken care of and encouraged and participated by the students. Two schools are below average scoring 77.5 (48.4%) and 42.72 (26.7%) respectively. They do not have much care for cocurricular activities. School No.21 is rated below average both by headmistress and teachers.

### 5.2.1.2.7 Pupil Welfare Services:

Table 5.25 Showing the score, of H.M., Mean & SD of the teachers of Elementary Schools in the aspect pupil welfare Services in their schools.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	185	-	92.50	200	122.50	46.79	61.25
19	180	-	90.00		104.80	35.80	52.40
20	171	-	85.50		160.00	2.71	80.00
21	107	-	53.50		106.00	33.40	53.00
22	126	-	63.00		112.20	17.69	56.10
23	64	-	32.00		96.75	23.66	48.38
24	130	-	65.00		135.25	8.26	67.62
25	98	-	49.00		44.25	9.94	22.12
C.Mean	132.63	43.22	66.31		102.26	24.86	51.13

**Headmistresses:** The maximum score is 200. Pupil Welfare Services scores range from 64 to 185 ie 32% to 92.5%. This being the appraisal of the headmistresses, it shows that a lot more is to be done in this aspect. Three of the schools are above average. But two schools are below average scoring 98 and 64 is 49% and 32%. These schools are to be taken care to provide better facilities and services for the welfare of the pupils.

Teachers: The teacher's maximum score is also 200. In the perception of the teachers, the maximum mean score for pupil welfare services is 160 (80%) which is very good. Two more schools have mean scores above 60% which shows rather good care, facilities and services for the students welfare. Three schools have just average scores and two of them below 50%, one 96.75 ie 48.38% and the least mean score is 44.25 (22.12%), which clearly needs the attention for betterment.

### 5.2.1.2.8 School Community Relations

Table 5.26 Showing the score, Mean & SD of the Headmistress and teachers of Elementary Schools for the aspect school Community Relations.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	114	-	95.00	120	72.50	17.82	60.42
19	105	-	87.50		65.20	18.08	54.33
20	106	-	88.33		99.75	0.95	83.13
21	44	-	36.67		67.50	10.67	56.25
22	79	-	65.83		87.80	8.14	73.17
23	57	-	47.50		102.66	25.10	85.55
24	83	-	69.17		78.25	5.50	65.21
25	82	-	68.33		32.00	6.22	26.67
C.Mean	83.75	24.45	69.79		74.26	19.43	61.88

**Headmistresses:** The maximum score is 120. The first three schools score on School Community Relations is very high above 105 (87.5%). Three other schools scores are above 60%, showing good relationship between the school and community. But two schools' score is very low 57 and 44 (47.5% and 36.67%) respectively indicating only very poor rapport and understanding and cooperation between the school and community.

Teachers: Teachers maximum score is 120. Only one school has mean score above 100. But 4 other schools have high mean scores ranging from 72.5 to 99.75 all coming in the range 60% - 83%. Two schools have just average mean scores. Only one school has a very low mean score 32 (26.67%), indicating very poor relationship and collaboration between the school and the community. There is very much need for improvement.

#### 5.2.1.2.9 Religious And Moral Education

Table 5.27 Showing the score of H.M., mean & S.D. of the teachers of Elementary Schools for the aspect - Religious and Moral Education.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	144	-	90.00	160	98.50	16.34	61.56
19	122	-	76.25		90.16	40.03	56.35
20	151	-	94.38		148.50	0.58	92.81
21	68	-	42.50		87.25	39.09	54.53
22	88	-	55.00		94.20	8.92	58.88
23	52	-	32.50		113.25	4.35	70.78
24	118	-	73.75		100.50	13.07	62.81
25	105	-	65.63		39.50	22.76	24.69
C.Mean	106	34.55	66.25		84.62	28.56	52.80

**Headmistresses:** Out of the maximum score 160, two schools have scored 151 and 144 respectively, which shows that maximum care is taken to ensure good religious and moral education. Three more schools have good scores securing above 60%. One school has just average 88 (55%). Two of the schools have scored very low 68 (42.5%) and 52 (32.5%) which is a rather poor index, showing that much more is needed to be done in this connection.

Teachers: The maximum for the teachers is also 160. One school has mean score 148.5 (92.8%) which is very high. Two more schools have mean scores above 100 and a few others around it. Thus seven schools have mean scores above 50% and one school's mean score is low 39.5 (24.69%), showing that there is lot of difference in the schools regarding this aspect and that great care is to be taken to improve this aspect.

#### 5.2.1.2.10 System Maintenance

Table 5.28 Showing the score of H.M., Mean & S.D. of the teachers of Elementary schools for the aspect system maintenance.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	76	-	95.00	80	50.00	25.39	62.50
19	71	-	88.75		65.80	11.16	82.25
20	75	-	93.75		76.00	2.45	95.00
21	68	-	85.00		65.25	14.88	81.50
22	56	-	70.00		61.50	6.55	76.88
23	59	-	73.75		59.00	5.29	73.75
24	68	-	85.00		65.67	2.31	82.09
25	57	-	71.25		37.25	10.72	46.56
C.Mean	62.62	13.66	78.28		59.80	12.23	74.75

Headmistresses: The maximum score is 80. All the eight schools score on system maintenance is very good, above 56 (70%) which shows very good care is taken to maintain the system.

Teachers: Except one school, all other seven schools teachers' have rated their schools for system maintenance above 60 (50%), which is very good. Only one schools mean score is 37.25 (46.56%) which needs more care towards maintenance of the school in its different criteria.

### 5.2.1.2.11 System Renewal

Table 5.29 Showing score of the H.M. Mean & S.D. of the teachers of Elementary schools for the aspect system renewal.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	110	-	91.67	120	65.00	36.09	54.17
19	90	-	75.00		70.88	30.10	59.00
20	114	-	95.00		112.50	3.69	93.75
21	72	-	60.00		73.25	24.17	61.04
22	75	-	62.55		77.20	7.59	64.33
23	88	-	56.67		81.75	31.08	68.13
24	93	-	77.50		82.25	6.18	68.54
25	60	-	50.00		47.75	11.17	39.79
C.Mean	85.25	19.77	71.04		76.40	14.87	63.67

**Headmistresses:** The maximum score for the aspect, System Renewal for the Headmistresses is 120. Two of the headmistresses have rated their schools very high 110 & 114 (91.67% & 95%) respectively which shows a lot of effort is being put up towards renewal. Four other schools scores are above average and two are just average in system renewal.

**Teachers:** The teachers maximum score is also 120. One school (20th) has rated very high 112.5 (93.75%) the system

renewal which also tallies with that of the headmistress. Four schools are just above average scoring above 73.25 to 82.25 (60% - 70%) and two are just above average. One of the schools is very low in system renewal as indicated by the mean score 47.75 (39.79%).

#### 5.2.1.2.12 Investment

Table 5.30 Showing the score of the Headmistresses, Mean, S.D. of the teaching with the % and Maximum for the aspect - Investment.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	106	-	88.33	120	57.00	30.47	47.50
19	88	-	73.33		63.40	16.48	52.83
20	112	-	93.33		112.00	0.00	93.33
21	80	-	66.67		70.00	14.94	58.33
22	73	-	60.83		82.80	18.68	69.00
23	28	-	23.33		90.00	25.12	75.00
24	97	-	80.83		86.00	3.36	71.67
25	71	-	59.17		39.00	16.46	32.50
C.Mean	81.88	26.34	68.23		74.26	21.65	61.88

Headmistresses: Of the maximum score 120, two of the schools score, as rated by the Headmistresses are 112 and 106, above 100. Three schools have scores above 60 (50%)

which shows very good investment in the schools. Four schools have above average 59% above. Only one school has very low score 28 (23.33%), which needs to be taken better care of.

Teachers: The maximum score is 120. One school has very high mean score 112 (93.33%). Two more schools have mean scores above 70%. Of the rest, three are above 69% and two are just average. But two schools are rated very low by the teachers unlike the headmistresses. The mean scores being 57 (47.5%) and 39 (32.5%). They see the investment neither very encouraging nor sufficient. \_\_\_\_\_

5.2.1.2.13 Innovations.

Table 5.31 Showing the score of the Headmistresses, mean scores, S.D. and mean % of the teachers of Ele. school for the aspect Innovations.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	120	-	100.00	120	57.50	37.44	47.92
19	90	-	75.00		57.60	26.84	48.00
20	120	-	100.00		120.00	0.00	100.00
21	72	-	60.00		45.50	5.19	37.92
22	58	-	48.33		57.20	21.67	47.67
23	21	-	17.50		85.50	24.56	71.25
24	94	-	78.33		84.75	2.50	70.63
25	84	-	70.00		39.50	11.90	32.90
C.Mean	83.62	34.51	69.68		79.65	13.36	66.38

**Headmistresses:** Of the eight schools two scored maximum which is 120 in innovations, showing that in the perception of the headmistresses, these schools are very much innovative. Four other schools score is also high scoring 72 to 94 and above (60% above). Only two schools are having scoring 58 (48.33%) and 21 (17.5%). This reveals the perception of the headmistresses that most of the schools are very good at innovations, and two are poor innovators.

Teachers: The maximum score for this aspect for the teachers is 120. One school's mean score is the maximum 120. The headmistress also has rated the school similarly. Two schools mean scores are above 70%. The rest are below 50%, the least mean score being 39.5 (32.92%). There is difference in the perception of headmistresses and teachers and more can be done in the innovative aspect of the teachers in each school.

#### 5.2.1.2.14 Appraisal Total Scores

The total scores of all the 13 aspects of the school Appraisal of the Headmistresses is found. Also the total mean scores and S.D. of the teachers mean scores for the 13 aspects of the school appraisal is found and is given in Table 5.32

Table 5.32 Showing the total score of the H.M. & Total Mean score & S.D. of the Teachers for the School Appraisal.

S.No of School	Headmistresses			Max Score	Teachers		
	Score	S.D.	%		Mean	S.D.	%
18	1679	-	91.25	1840	1180.75	278.64	64.17
19	1544	-	83.91		1070.76	172.34	58.19
20	1711	-	92.99		1675.00	347.67	91.03
21	921	-	50.05		1052.75	242.30	57.21
22	1172	-	63.70		1277.30	332.45	69.42
23	955	-	51.90		1358.66	232.30	73.84
24	1389	-	75.49		1362.92	212.30	74.07
25	1103	-	59.95		564.41	91.32	30.67

**Headmistresses:** Table 5.32 gives the total score of school Appraisal by Headmsitresses and Teachers. The highest score is 1711 out of a maximum of 1840, which is 92.99% a very high score. The next highest is 1679 (91.25%). All the schools' score is above 50% which shows that the headmistresses consider their schools average and above average. Four of the schools score is above 75%.

**Teachers:** The total school appraisal score of the teachers gives a little different picture. Only one school's total mean score is 1675 (91.03%). Five of the

schools total mean score is above 60%. Two above 50% and one below it 30.67%. Most of the schools are above average except one very much below average and the other very much above average.

#### 5.2.1.2.15 Elementary Schools - Group Wise

The Elementary Schools were appraised taking into account the perception of the Headmistress and teachers. As mentioned by the investigator earlier for reasons already stated the other involved groups students and parents are not taken into the appraisal programme.

#### 5.2.1.2.16 Elementary Schools - Headmistress

The Mean scores of the eight headmistresses for the thirteen aspects were calculated with SD and the mean %. This gives the overall picture of the School Appraisal aspects in the opinion of the Headmistresses.

Table 5.33 Showing the Maximum score, Mean score, S.D. and Mean % of the Headmistress for the 13 aspects of School Appraisal.

S.NO	Aspects of School Appraisal	Max. Score	Mean Score	S.D	Mean %
1	Awareness of the Aim	120	88.60	22.74	73.33
2	Institutional Planning	80	55.75	14.65	69.69
3	Leadership	160	121.13	27.00	75.71
4	Organization	240	179.13	39.16	74.64
5	Curricular Programme	160	120.13	25.42	75.08
6	Co-Curricular Activities	160	106.13	40.60	66.33
7	Pupil Welfare Services	200	132.63	43.22	66.31
8	School Community Relations	120	83.75	24.45	69.79
9	Religious and Moral Education	160	106.00	34.55	66.25
10	System Maintenance	80	62.62	13.66	78.28
11	System Renewal	120	85.25	19.77	71.04
12	Investment	120	81.88	26.34	68.23
13	Innovations	120	83.62	34.51	69.68

The table 5.33 illustrates the perception of the headmistresses of the total sample of eight elementary schools on the 13 aspects. The Mean percentage gives a comparative picture of all the aspects. Almost all the aspects are lying within a short range of 12% (66.25 - 78.25). The highest mean score is for system maintenance 62.62

(78.28%) showing the amount of effort put in to maintain the system. The least mean percentage is 66.25% for religious and moral education. The headmistresses are concerned about better education for values in life. Pupil welfare services and co-curricular activities also come in the same scale. On the whole there is a lot of homogeneity in the scores of the various aspects. The appraisal shows all the aspects to be above average.

#### 5.2.1.2.17 Elementary Schools - Teachers

The teachers are very much associated with the school activities and hence their total mean score, S.D. and Mean % are calculated and given in the table 5.34.

**Table 5.34** Showing the mean score, S.D. & Mean % of 13 aspects of School Appraisal of teachers.

S.NO	Aspects of S.A.	Max. Score	Mean Score	S.D	Mean %
1	Awareness of the Aim	120	101.25	15.23	84.38
2	Institutional Planning	80	54.23	8.26	67.78
3	Leadership	160	118.47	36.14	74.04
4	Organization	240	176.32	23.46	73.47
5	Curricular Programme	160	152.87	27.43	95.54
6	Co-Curricular Activities	160	117.63	32.24	73.52
7	Pupil Welfare Services	200	102.26	24.86	51.13
8	School Community Relations	120	74.26	19.43	61.88
9	Religious and Moral Education	160	84.62	28.56	52.88
10	System Maintenance	80	59.80	12.23	74.75
11	System Renewal	120	76.40	14.87	63.67
12	Investment	120	74.26	21.65	61.88
13	Innovations	120	79.65	13.36	66.38

The mean score, S.D. and mean percentage of the 13 aspects of school appraisal is given in the tabular form. The highest score is for curricular programmes (95.54%) and then for awareness of the aim (84.38%). The teachers feel happy about the curricular programmes of their school. Eleven aspects have mean score percentage above 60% which is very good. Only two are around 50%. The least scored is pupil

welfare services 51.13% and religious and moral education (52.88%). Attention has to be paid to these aspects. Fig 5.2. depicts the profiles of the Elementary schools.

#### 5.2.1.2.18 Findings And Observations

- 1) In the Elementary Schools the following aspects are rated above 70% by both the headmistresses and the teachers.

Awareness of the aim	(T. 5.19)
leadership	(T. 5.21)
Organization	(T. 5.22)
Curricular Programmes	(T. 5.23)
System Maintenance	(T. 5.28)

- 2) The aspects rated to be low by the headmistresses are: Religious and Moral education, Co-curricular activities, Pupil-Welfare Services. (T. 5.27, T. 5.24, T. 5.25)
- 3) The teachers have rated the aspect pupil welfare services to be the least. The other aspects rated low are Religious and Moral Education, School Community Relations and Investment and Innovations, and System Renewal. All these are less than 66.6%.

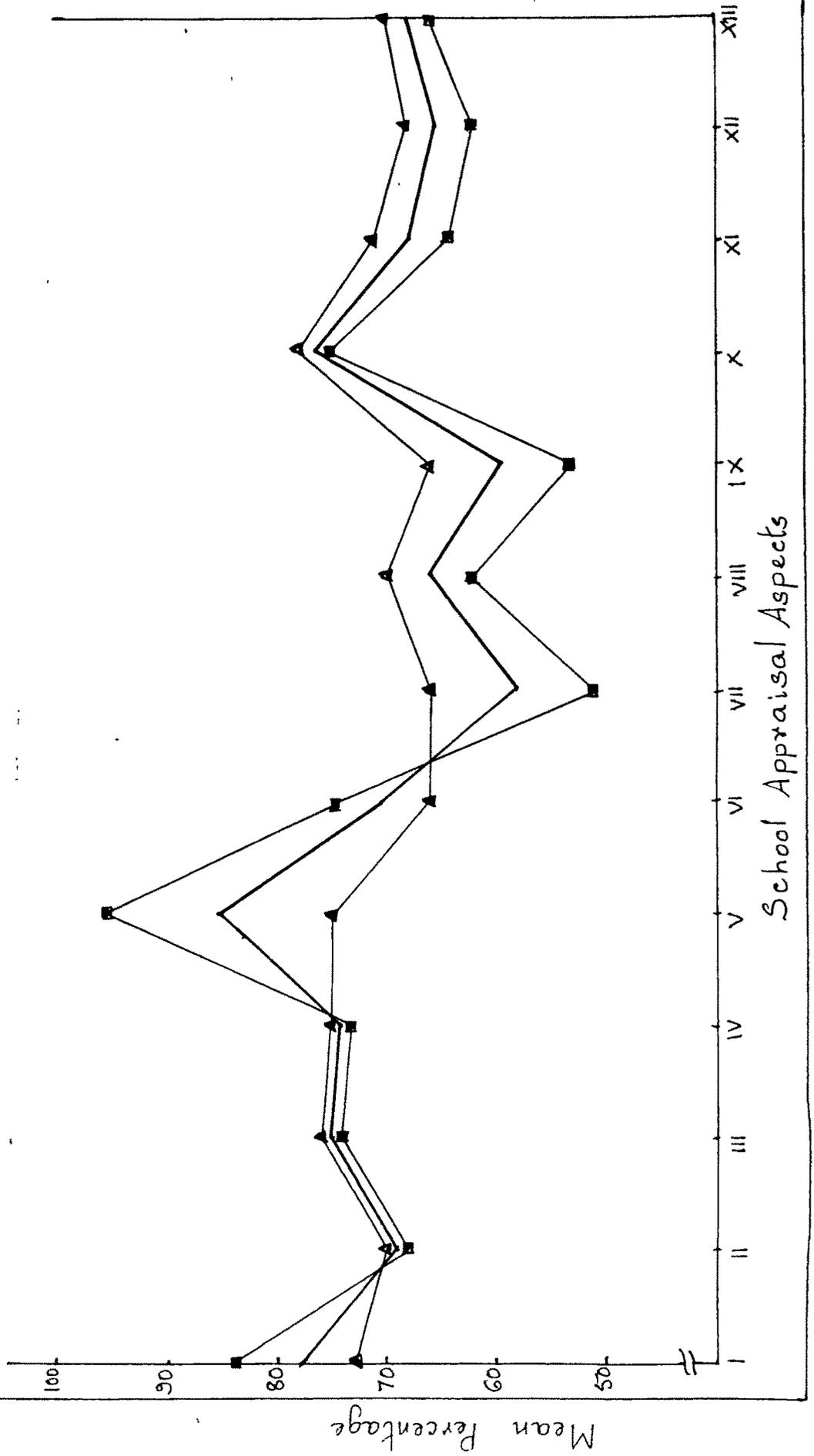
- 4) Pupil Welfare Service, and Religious and Moral Education are considered to be weak by both the groups in the Elementary school (T. 5.33 and T. 5.34)
- 5) There is a lot of consensus in the ratings of the two groups of school No. 20. (T. 5.33, 5.34)
- 6) The Headmistress of school no. 21 and teacher of school no. 25 have rated almost all the aspects least in the group. (T. 5.33, 5.34)

The fig. 5.2. reveals the profiles of the school aspects according to the headmistresses and teachers of Elementary schools. In the aspects: Institutional Planning, Leadership, Organization, and System Maintenance, both the groups seem to have the same perception. In aspects Awareness of the Aim, Curricular Programmes, Pupil Welfare Services, Religious and Moral Education both the groups differ considerably.

#### 5.2.2 DIFFERENTIAL ANALYSIS

The collected data were subjected for differential description. The differences between means of the

Fig: 5.2 Profiles of the Elementary Schools.



different groups Headmistresses, students and parents of E.M. and T.M. schools; and inter group comparisons in High Schools and are examined for each aspect of the school appraisal using appropriate statistics. In the Elementary Schools, the differences of means of Headmistresses and teachers are also presented. This section gives details of the differential analysis.

#### 5.2.2.1 High Schools - English Medium And Telugu Medium

There are 6 English Medium High schools and 11 Telugu Medium High Schools. A comparative analysis is made of the differences of the means of the two Media:

##### 5.2.2.1.1. English Medium And Telugu Medium Schools

There are 6 English Medium and 11 Telugu Medium Schools and the Headmistress have appraised the school using the SAQ. The Mean, S.D. and  $t'$  values of their scores are found and presented in the table 5.35

**Table 5.35** Showing the significance of difference between the Mean scores of various aspects of the School Appraisal in English Medium & Telugu Medium Schools as perceived by the Headmistress.

S.NO	ASPECT OF S.A.	English Medium			Telugu Medium			t'
		Mean	SD	%	Mean	SD	%	
1	Awareness of the Aim	91.83	17.97	76	89.73	26.44	75	0.19
2	Institutional Planning	56.33	18.43	70	58.18	15.69	71	0.21
3	Leadership	122.33	24.70	76	120.36	30.64	75	0.12
4	Organization	160.00	57.05	67	192.91	34.13	80	1.29
5	Curricular Programme	110.33	34.17	69	124.00	27.22	79	0.84
6	Co-Curricular Activities	103.67	46.49	65	121.64	32.13	76	0.84
7	Pupil Welfare Services	101.83	56.66	51	134.18	40.56	67	1.24
8	School Community Relations	74.00	32.12	61	79.82	25.76	67	0.38
9	Religious & Moral Education	91.67	49.53	58	106.36	35.27	67	0.64
10	System Maintenance	67.17	16.58	83	67.55	11.73	84	0.70
11	System Renewal	76.33	39.37	62	87.55	27.83	73	0.56
12	Investment	77.50	31.10	64	87.36	20.75	72	0.76
13	Innovations	73.83	37.35	61	84.91	23.62	70	0.66
14	Total Score	1201.83	443.42	65	1355.36	306.64	73	0.67

Since the t' values are less than 2.13, the differences between the means of each of the 13 aspects and the total score of the English Medium and Telugu Medium Schools' are not significant even at 0.05 level. Hence in

the view of the Headmistresses, the aspects of SAQ are the same in both the media.

From the table it is clear that there is no significant difference between their means. Except for awareness of the aim and leadership, the means of all other aspects including the total score, the Telugu Medium schools have higher means. When  $N = 17$  and  $df = 15$ , the  $t$  value 2.13 is significant at 0.05 level and 2.95 is significant at 0.01 level. Hence it is evident that there is no significant difference between the means of the Headmistresses of English and Telugu Medium schools.

#### 5.2.2.1.2 Teachers - English Medium and Telugu Medium Schools

78 Teacher of 6 English Medium Schools and 114 teachers of 11 Telugu Medium schools have appraised their respective schools on SAQ. Their means with S.D. and the  $t$ ' value is given in Table No. 5.36. When  $N$  is 192 and  $df$  is 190,  $t$  of 1.97 is significant at 0.05 level and 2.60 is significant at 0.01 level.

Table 5.36 Showing the significance of difference between the Means scores of various aspects of the School Appraisal in English and Telugu Medium Schools as perceived by the Teachers:

S.NO	ASPECT OF S.A.	English Medium			Telugu Medium			't'
		Mean	SD	%	Mean	SD	%	
1	Awareness of the Aim	83.83	21.72	70	86.60	23.02	72	0.93
2	Institutional Planning	56.87	15.91	71	55.40	19.50	69	0.52
3	Leadership	121.37	32.15	76	116.03	35.21	73	0.99
4	Organization	166.00	43.83	69	173.10	44.18	72	1.02
5	Curricular Programme	126.53	26.06	79	124.25	22.82	78	0.58
6	Co-Curricular Activities	121.40	27.86	76	121.93	28.67	76	0.17
7	Pupil Welfare Services	114.97	38.33	57	128.90	38.36	64	2.29*
8	School Community Relations	81.53	25.46	68	76.23	23.68	66	0.84
9	Religious & Moral Education	106.70	34.10	67	106.83	33.89	67	0.02
10	System Maintenance	67.80	10.39	85	64.08	10.98	80	2.19*
11	System Renewal	92.07	22.51	77	82.30	25.03	69	2.58*
12	Investment	90.03	22.76	76	84.45	25.88	70	1.44
13	Innovations	86.60	22.23	72	78.88	29.68	66	1.73
14	Total Score	1315.70	309.70	72	1300.95	327.14	71	0.28

\* Singificant at 0.05 level.

Out of the means of the 13 aspects and the total score on SAQ by the teachers of the English Medium and Telugu Medium Schools, only the means of: 1. Pupil Welfare

Services, 2. System Maintenance and 3. System Renewal are significantly different at 0.05 level.

**Pupil-Welfare Services:** The means of this aspect for the E.M. Schools is 114.97 and for T.M. schools, it is 128.90 and the difference of the means is significant at 0.05 level. Hence it is concluded that there are more pupil-welfare services for the Telugu Medium pupils than for English Medium pupils in the view of the teachers.

**System Maintenance:** The difference between the two means of E.M. and Telugu Medium teachers for the aspect "system maintenance is significant at 0.05 level, which shows that more care and expenses are made for the English Medium schools than for the Telugu Medium Schools.

**System Renewal:** The obtained 't' value (2.58) indicates a significant difference between the means for the E.M. Schools and T.M. Schools at 0.05 level and very close to the significant value at 0.01 level. There is more effort at system renewal in the English Medium schools than in Telugu Medium schools.

**Other Aspects:** The difference of Means in other aspects - Awareness of the aim, institutional planning,

Leadership, Organization, curricular programme, Co-curricular activities, School-Community relations, Religious and Moral Education, Investment and Innovations are not significant even at 0.05 level. therefore it is concluded that, the E.M. Schools and T.M. Schools do not differ as far as these 10 aspects are concerned in the opinion of the teachers.

#### 5.2.2.1.3 Students-English Medium And Telugu Medium Schools

From the six English Medium schools 122 students and from eleven Telugu Medium schools 224 students of X class rated their schools on the 13 aspects of SAQ. The difference in their means are given in Table No.5.37. For N 346, and df 344, the 't' value 1.97 is significant at 0.05 level and 2.59 significant at 0.01 level.

Table 5.37 - Difference between the Mean scores of various aspects of the school appraisal in English and Telugu Medium schools as perceived by the students.

S.No	Aspect of S.A.	English Medium			Telugu Medium			't'
		Mean	SD	%	Mean	SD	%	
1	Awareness of the Aim	63.50	17.92	53	70.38	20.98	59	3.06**
2	Institutional Planning	18.40	4.10	77	19.10	4.27	80	1.48
3	Leadership	32.60	7.99	74	33.13	7.07	75	0.64
4	Organization	29.33	6.69	73	30.21	6.28	76	1.21
5	Curricular Programme	34.37	8.41	66	35.92	7.97	69	1.69
6	Co-Curricular Activities	30.47	10.82	54	36.97	11.31	66	5.20**
7	Pupil Welfare Services	42.13	17.06	44	52.84	20.59	55	4.91**
8	School Community Relations	23.53	8.41	53	26.21	9.76	60	2.56*
9	Religious & Moral Education	21.10	6.82	48	24.33	6.71	55	4.26**
10	System Maintenance	35.17	6.63	80	38.87	5.28	88	5.68**
11	System Renewal	15.00	4.65	63	17.10	4.14	71	4.32**
12	Investment	21.37	6.70	67	21.54	5.63	67	0.25
13	Innovations	13.10	3.98	66	14.62	4.37	73	3.19**
14	Total Score	380.07	77.49	59	421.24	85.03	66	4.44**

\*\* Singificant at 0.01 level  
 \* Significant of 0.05 level

Results: (1) The table 5.37 reveals that there is significant difference between the means of the following aspects.

**Awareness of the aim:** The difference between the mean score of the English Medium schools and Telugu Medium schools differ significantly at 0.01 level as 't' value (3.06) exceeds the value 2.59 at 0.01 level. This indicates that the students of Telugu Medium schools are more aware of the aim of the school than that of students of English Medium.

**Co-curricular activities:** As revealed by the 't' value (5.20) there is very significant difference in the mean scores of the two categories of students, with regard to co-curricular activities. The Telugu Medium students score their schools high in co-curricular activities.

**Pupil-Welfare Services:** The mean score of Telugu Medium Students (52.84) differs very significantly than the mean score of the English Medium Students (42.13) as seen from the 't' value (4.91) which is significant at 0.01 level. Hence the pupil welfare services are more in Telugu Medium Schools than in English Medium Schools as also expressed by the mean scores of the teachers of the schools of the two media.

**Schools Community Relations:** The difference between the means of the Telugu Medium schools and English Medium

Schools with respect to the aspect school community relations is significant at 0.05 level ( $t = 2.56$ ); This leads to the conclusion that there is more school community relations among the T.M. people than E.M. community.

**Religious and Moral Education:** The table reveals significant difference between the means of Telugu and English Medium students regarding religious and Moral education as  $t = 4.26$  is significant at 0.01 level. This reveals that there is more effort made at religious and moral education in Telugu Medium schools than in English Medium Schools.

**System Maintenance:** The mean difference is significant at 0.01 level as  $t = 5.68$  in this case. There is more effort made at system maintenance in Telugu Medium schools than in English Medium schools.

**System Renewal:** More attention is paid at system renewal in Telugu Medium schools than in E.M. Schools as  $t = 4.32$  is significant at 0.01 level.

**Innovations:** The table indicates more innovations in the Telugu Medium schools than in English Medium schools as  $t = 3.19$  is significant at 0.01 level.

Total score: The total mean scores of Telugu Medium 421.24 and that of English Medium 380.07 differs significantly as  $t = 4.44$  is significantly at 0.01 level. So taking all the means and their differences, it reveals that according to the students the Telugu Medium Schools are more effective with regard to the various aspects of school Appraisal.

Other Aspects: All the other aspects, Institutional Planning, Leadership, Organization, curricular programmes and Investment, the difference between the means are not significant even at 0.05 level. Hence the Telugu Medium schools and English Medium Schools do not vary in these aspects.

Conclusion: It is very evident from the table that all the significant differences in the mean scores of various aspects are in favour of the Telugu Medium Schools.

#### 5.2.2.1.4 Parents-English Medium And Telugu Medium Schools

Eighty eight parents of the X class students of English Medium Schools and 188 parents of Telugu Medium X class students, appraised their respective schools on the school Appraisal Questionnaire. Their Mean scores, S.D. and 't'

test values are given in the table 5.38. The df is 247 and  $t = 1.97$  is significant at .05 level and 2.595 is significant at 0.01 level.

**Table 5.38** Showing the Significance of difference between the Mean scores of various aspects of School Appraisal in English and Telugu Medium school as perceived by the Parents.

S.No	Aspect of S.A.	English Medium			Telugu Medium			t'
		Mean	SD	%	Mean	SD	%	
1	Awareness of the Aim	63.03	21.05	53	68.95	22.56	57	2.07*
2	Institutional Planning	15.20	6.13	63	19.08	12.16	80	2.83**
3	Leadership	29.33	10.95	67	28.93	9.12	66	0.32
4	Organization	21.47	8.17	54	22.43	6.31	56	1.07
5	Curricular Programme	32.50	10.78	63	33.25	8.77	64	0.62
6	Co-Curricular Activities	32.07	13.57	57	30.98	11.99	55	0.68
7	Pupil Welfare Services	42.67	17.54	44	53.55	20.77	56	4.26**
8	School Community Relation	24.50	11.97	56	24.28	10.72	55	0.15
9	Religious & Moral Edn	18.77	9.42	43	20.68	8.56	47	1.67
10	System Maintenance	27.77	8.60	63	26.70	5.93	61	1.20
11	System Renewal	13.93	6.01	58	14.38	5.24	60	0.64
12	Investment	23.10	7.51	72	21.35	7.54	67	1.80
13	Innovations	12.02	5.94	60	12.28	5.08	61	0.36
14	Total Score	356.33	112.52	56	376.80	98.82	59	8.31**

df = 274                       $t_{.05} = 1.97$      $t_{.01} = 2.595$   
 \*\* Significant at 0.01 level  
 \* Significant at 0.05 level

The following are the observations from the table (1) There is significant difference in the mean scores of the following aspects.

1. Awareness of the aim: The t value (2.07) is significant at 0.05 level. Hence it reveals that the Telugu Medium schools parents are more aware of the aim of the schools than that of the English Medium parents, as also expressed by the t value of the parents.

2. Institutional Planning: The difference in the mean scores of this aspect reveals that T.M Schools are having better Institutional Planning than English Medium Schools and that this difference is significant at 0.01 level

3. Pupil Welfare Services: The means 42.67 of E.M. Schools and 53.55 of T.M Schools with respect to the aspect Pupil Welfare Services and significantly different at 0.01 level. Hence it can be concluded that there are more pupil welfare services in Telugu Medium Schools than in English Medium Schools. This is in consonance with the preception of teachers and students.

4. Total Mean Score: The difference between the total means of the T.M and E.M. schools is significant at 0.01 level. This reveals that on the whole T.M. Schools are

more effective than E.M. Schools according to the perception of the parents

**Other Aspects** In the remaining 10 aspects of School Appraisal, difference between the mean is not significant even at 0.05 level. Hence the schools do not differ significantly according to the parents, in those aspects.

#### 5.2.2.1.5 Findings And Observations

Comparing the scores of the English Medium and Telugu Medium Schools, the following conclusions are drawn.

- 1) The mean scores of the following aspects as rated by the Headmistresses differ: Organisation, curricular programmes, co-curricular activities, pupil welfare services, Religious and Moral Education, System Renewal, Investment and Innovations and the mean scores of the Telugu Medium schools are higher in all these aspects. But none of these means differ significantly. Only the mean scores of Awareness of the aim and Leadership are slightly higher in English Medium schools (T.5.35).

(2) The Teachers of the two media also find ten of the aspects not different. Only the aspects Pupil Welfare Services, System Maintenance and System renewal differ significantly at 0.05 level. Pupil-Welfare Services seem to be higher in the Telugu Medium Schools and System Maintenance and System Renewal higher in English Medium Schools. (T.5.36).

(3) All the mean scores of the Telugu Medium Students are higher than that of the English Medium Students. But there is significant difference in the mean scores only in the following aspects:

- i) Awareness of the Aim
- ii) Co-curricular Activities
- iii) Pupil Welfare Services
- iv) Religious and Moral Education
- v) System Maintenance
- vi) System Renewal and
- vii) Innovations: and the total mean score too.

All these differ significantly at 0.01 level and the mean score of school Community Relations

differ at 0.05 level. Hence the Telugu Medium students consider their schools better in these aspects than English Medium students. (T.5.37).

(4) The Parents means of these two types of schools do differ significantly only in two aspects namely, Institutional Planning and Pupil-Welfare Services and the total mean score at 0.01 level and in Awareness of the aim at 0.05 level. In all these the mean scores in the Telugu Medium score are higher than the English Medium Schools. (T.5.38).

(5) Except the teachers, all the three groups, Headmistresses, students and parents have the total mean scores higher in Telugu Medium Schools than English Medium Schools and the difference in the teachers score is very small and insignificant.

(6) The profiles of schools as seen by the responding groups reveal a lot of similarity in the aspects between the English and Telugu Medium Schools. They picture the differential analysis of the two media schools. (Fig. 5.3. and 5.4.)

Fig: 5.3 Profile of the English Medium Schools.

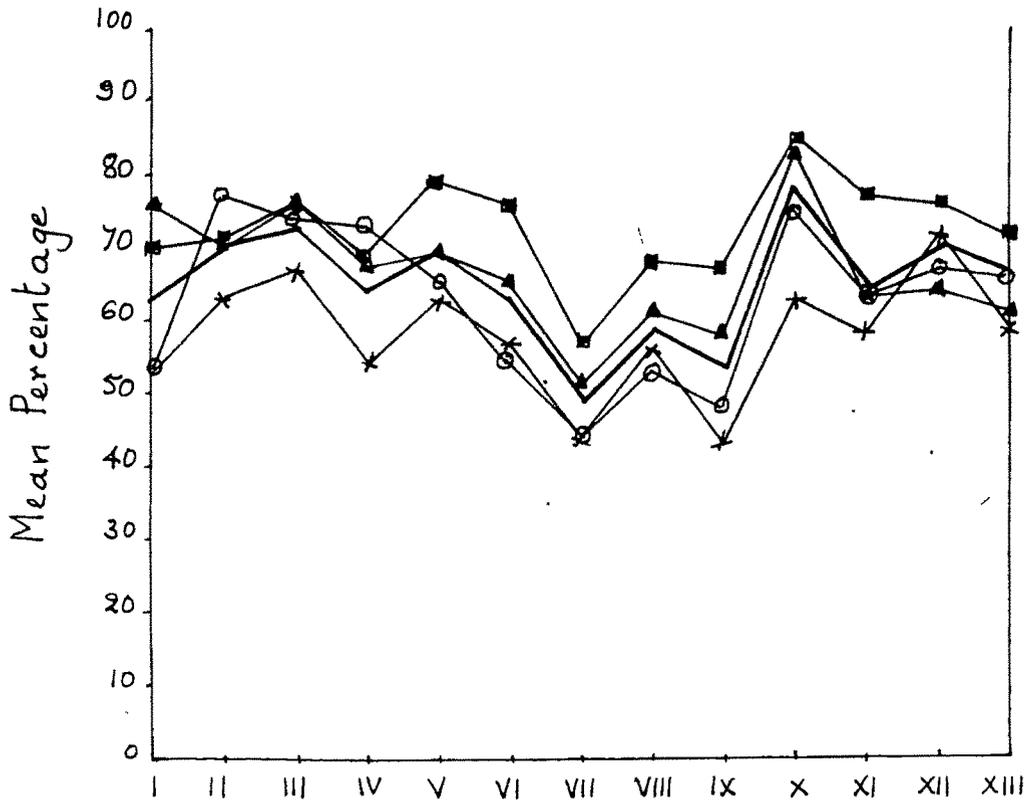
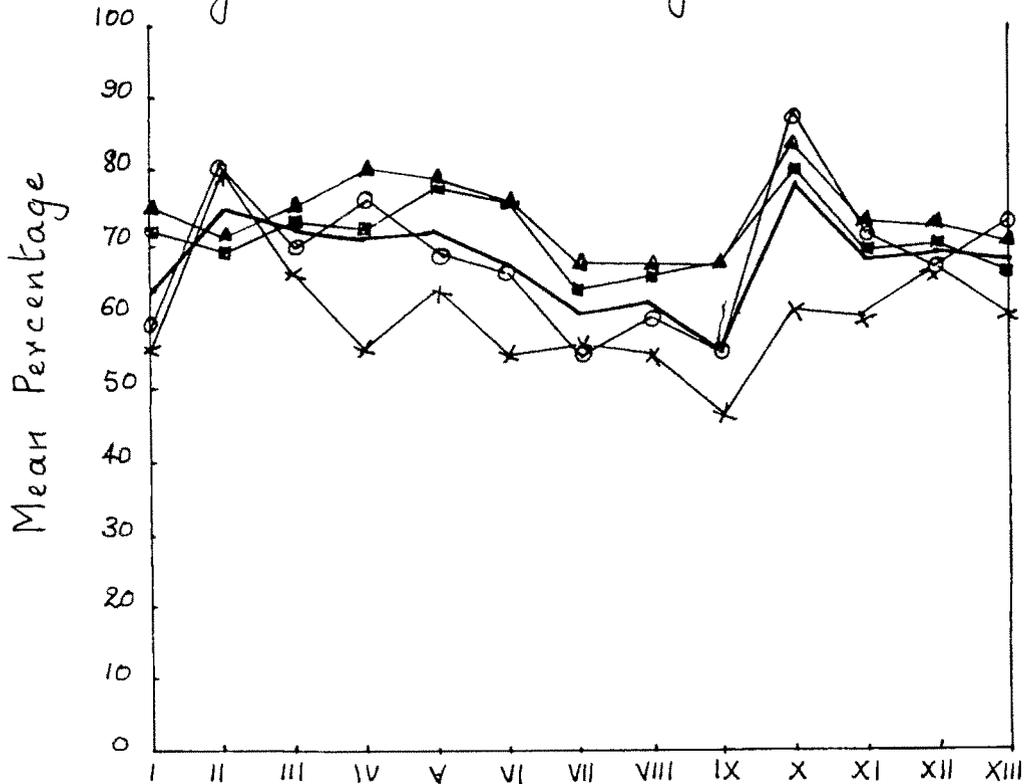


Fig: 5.4 Profile of the Telugu Medium Schools.



SCHOOL APPRAISAL ASPECTS.

#### 5.2.2.1.6 Analysis Of Variance For Comparison Among The Groups.

The scores of the different groups Teachers, students and parents for the 13 aspects and Total score of the school Appraisal were compared by calculating the Analysis of variance medium-wise

Because of the maximum scores of the aspect vary for Headmistresses and teachers; students and parents, the scores have been reduced to a common maximum for purpose of analysis of variance.

#### 5.2.2.1.7 Total Sample - 4 Groups

The significance of difference of the mean scores of four groups - Headmistresses, Teachers, Students and Parents on the 13 aspects and the total score.

The 68 mean scores of the 17 schools of the four groups were compared for significance of difference through analysis of variance, for the 13 aspects and the total mean scores of the four groups and is presented in the table 5.39

Table 5.39 Anovas for comparing the scores of H.M., teachers, students, and parents on 14 (13+1) variables (based on the Mean scores of the group).

S.NO	School Appraisal Aspect	'F' Value	Remarks
1	Awareness of the Aim	2.62	N.S.
2	Institutional Planning	69.55	S**
3	Leadership	62.26	S**
4	Organization	71.69	S**
5	Curricular Programme	122.26	S**
6	Co-Curricular Activities	84.11	S**
7	Pupil Welfare Services	28.56	S**
8	School Community Relations	49.93	S**
9	Religious & Moral Education	50.06	S**
10	System Maintenance	38.99	S**
11	System Renewal	76.99	S**
12	Investment	52.77	S**
13	Innovations	122.67	S**
14	Total Score	74.87	S**

N.S - not Significant .

S\*\* Significant at .01 level

For df of 3 and 64, the F value of 2.75 is significant at 0.65 level and a value of 4.10 is significant at 0.01 level.

### Conclusions:

- 1) The groups Headmistresses, Teachers, Students and Parents do not differ in their perception of the awareness of the aim of the schools among themselves.
- 2) For all other aspects, namely Institutional Planning, Leadership, Organization, Curricular activities, Co-curricular Programmes, Pupil Welfare Services, School Community Relations, Religious and Moral Education, System Maintenance, System Renewal, Investment and Innovations, the four groups mean vary significantly as the F value of these groups are far higher than 4.10 which is significant at 0.01 level. Hence all the means of the 12 aspects and the total mean scores differ significantly for all the 17 schools.

#### 5.2.2.1.8 English Medium Schools - Comparison Among The Groups

The F ratios were calculated for the three groups, teachers, students and parents of English Medium schools and the results are tabulated in the table 5.40

Table 5.40 ANOVAS for comparing Teachers, Students and Parents Mean scores on 13 aspect and total scores of the E.M. Schools.

S.NO	School Appraisal Aspect	F	Remarks
1	Awareness of the Aim	29.73	S**
2	Institutional Planning	514.71	"
3	Leadership	12.79	"
4	Organization	988.09	"
5	Curricular Programme	975.09	"
6	Co-Curricular Activities	725.48	"
7	Pupil Welfare Services	241.26	"
8	School Community Relations	51.41	"
9	Religious & Moral Education	583.52	"
10	System Maintenance	529.53	"
11	System Renewal	1074.92	"
12	Investment	736.27	"
13	Innovations	754.56	"
14	Total Score	777.25	"
S** Significant at 0.01 level df (2,285)		4.69	

For df of 2 and 285, F ratio = 3.01 is significant at 0.05 level, and a value of 4.65 is significant at 0.01 level.

The table 5.40 reveals that for all the aspects and the total score, the F value among the groups is significant at 0.01 level as every F ratio is above 4.65.

The three group's scores in all the aspects of the School Appraisal and also in the Total score differ significantly (which shows there is no consensus in the appraisal of schools by the three groups).

#### 5.2.2.1.9 Telugu Medium Schools - Comparison Among Groups

The scores of the Teachers, Students and Parents were subjected to analysis of variance and F ratios were calculated to find the significance of difference within the mean scores of these groups. The F ratio's are given in the table 5.41

Table 5.41 ANOVAS for comparing Teachers Students and Parents of (13 + 1) aspects of school appraisal of Telugu Medium Schools.

S.No	School Appraisal Aspect	F	Remarks
1	Awareness of the Aim	19.91	S**
2	Institutional Planning	347.10	"
3	Leadership	938.49	"
4	Organization	2047.27	"
5	Curricular Programme	1879.47	"
6	Co-Curricular Activities	1044.68	"
7	Pupil Welfare Services	319.84	"
8	School Community Relation	520.61	"
9	Religious and Moral Edn	1005.91	"
10	System Maintenance	852.73	"
11	System Renewal	1197.26	"
12	Investment	911.08	"
13	Innovations	879.03	"
14	Total Score	1108.09	"

S\*\* Significant at 0.01 level  
df (2,489)

For a df of 2 and 489, the F value 4.65 is significant at .01 level and hence scores of all the aspects of school Appraisal and also the total score differ significantly among the three groups.

#### 5.2.2.10 Findings And Observations

The mean scores of the groups Teachers, Students, and parents were taken to find if there is any significant difference among them regarding their ratings of aspects both in English Medium and Telugu Medium Schools and also the total sample 'F' ratios reveal the following:

1. The groups - Headmistresses, Teachers, Students and Parents do not differ in their perception of the aspect Awareness of the aim of the schools among themselves. (T.5.39).
2. For all other twelve aspects and the total score also all these four groups differ in their mean scores very significantly at 0.01 level as revealed by their F ratio. (T.5.39).
- 3) The means of all the aspects and the total mean scores of the three groups differ significantly in English Medium schools, which shows there is no consensus regarding the appraisal by the three groups. (T.5.40)

- 4) All the mean scores of all the aspects of school appraisal and also the total score as the 'F' value is significantly at 0.01 level in Telugu Medium schools. (T.5.41)

#### 5.2.2.2 Differential Analysis Of The Elementary Schools

The Elementary Schools were appraised by collecting the perception of Headmistresses and teachers, by asking their rating on different aspects of the school appraisal in the Appraisal tool SAQ. The data thus collected were subjected to computer analysis using proper statistics. The following section gives the significance of the difference between the means of headmistresses, and teachers by 't' value in the thirteen aspects of School Appraisal.

##### 5.2.2.2.1 Headmistresses And Teachers Of Elementary Schools

The two groups involved in the appraisal of Elementary Schools are the Headmistresses and Teachers. There are 8 H.M.'s and 41 teachers. The Mean and SD of each group for the thirteen aspects are given in the table No. 5.42 and the 't' value to find the significance of the difference in the means is given in the last column. For  $N = 49$ , and  $df = 47$ ,

t = 2.02 is significant at .05 level and t = 2.69 is significant at 0.01 level.

Table 5.42 Showing the significance of the difference between the mean scores of the thirteen aspects of school Appraisal by Headmistresses and Teachers of Ele. schools.

S.NO	Aspect of S.A.	Headmistress		%	Teachers		%	't'
		Mean	SD		Mean	SD		
1	Awareness of the Aim	88.00	22.74	73	101.25	15.23	84	2.06*
2	Institutional Planning	55.75	14.65	70	54.23	8.26	68	0.41(NS)
3	Leadership	121.13	27.00	76	118.47	36.14	74	0.20(NS)
4	Organization	179.13	39.16	75	176.32	23.46	73	0.35(NS)
5	Curricular Programme	120.13	25.42	75	152.87	27.43	96	9.93**
6	Co-Curricular Activities	106.13	40.60	66	117.63	32.24	73	0.89 NS
7	Pupil Welfare Services	132.63	43.22	66	102.26	28.86	51	2.77**
8	School Community Relations	83.75	24.45	70	74.26	19.43	62	1.21 NS
9	Religious & Moral Education	106.00	34.55	66	86.62	24.86	53	1.87 NS
10	System Maintenance	62.62	13.66	78	59.70	12.23	75	0.59 NS
11	System Renewal	85.25	19.77	71	76.40	14.87	64	1.46 NS
12	Investment	81.88	26.34	68	74.26	21.65	62	0.88 NS
13	Innovations	83.62	34.51	70	79.65	13.36	66	0.59 NS

\* \* significant at 0.01 level \* significant at 0.05 level  
NS not significant

Of the thirteen aspects, only three aspects namely, Awareness of the aim, Curricular Programmes, and Pupil Welfare Services are found to differ significantly in their mean scores of the Headmistresses and the teachers. Of these differences of the means of the Awareness of the aim is significant only at 0.05 level. The other two mean differences are significant at 0.01 level. All the other differences are not significant. In the awareness of the aim, and curricular programmes, the means of the teachers are significantly higher than those of headmistresses, which shows that the teachers are to a greater extent satisfied with the two aspects in the school, where as in the aspect Pupil Welfare Services, the mean of the headmistress is greater than that of teachers showing differences of perception in it. The teachers seem to wish for better and more welfare services for the pupils than the existing ones, when compared with headmistresses.

#### 5.2.2.2.2 Findings And Observations

1. In the Elementary Schools, the headmistresses rate all the aspects rather high since the least average is 66%. System Maintenance is rated the highest (78%) and the least scored are co-curricular activities, Pupil Welfare Services and

Religious and Moral Education (66% each) and Investment is rated at 68%. The rest are rated above 20% (Table 5.42)

2. The teachers of the Elementary School (T. 5.42), rate the aspects

- 1) Curricular Programmes,
- 2) Awareness of the aim,
- 3) System Maintenance,
- 4) Leadership,
- 5) Organization, and
- 6) Co-curricular activities, in decreasing order and all of them are rated above 70%. The least scored aspect is Pupil Welfare Services (51%). Religious and Moral Education, and School Community Relations, are also scored very low.

3. Comparing the ratings of the two groups, only three aspects, namely Awareness of the aim curricular programmes, and Pupil Welfare Services are significantly <sup>different</sup> in their mean scores. Awareness of the aim differs significantly only at 0.05 level and the other ten aspects do not differ significantly ~~different~~ in their mean scores. Thus there seems to be agreement in the appraisal of the schools.

### 5.3 School Effectiveness

The Effectiveness of the schools is determined in two ways. One is the grand total of the total mean scores of the four (two in the case of Elementary Schools) groups is taken and ranked in the descending order and the schools with first rank is considered the most effective and the schools with the last rank is considered to be the least effective ones among the High Schools and the Elementary Schools. The second way is from the ratings of the teachers.

The teachers are the persons who are in touch with all the activities of the schools in a very intimate way, than any other groups of students and parents. The Headmistress being the person in charge of the administration, there is a possibility of being biased in their perception. Therefore, the teachers group is taken for determining the effectiveness of the schools based on the rule: the schools having scores above  $M+ISD$  are considered High Effective and the schools having scores below  $M - IS.D.$  is considered low effective, where  $M$  is the Mean Score of all the schools and  $S.D.$  is the standard deviation of these scores of the teachers.

The total Mean Scores of the four groups are totalled to get the overall totals and accordingly the 17 schools are ranked. The totals are given in Table No. 5.43

Table 5.43 Showing the school No. total of 4 group Means and ranks of the 17 schools.

School No.	Total of 4 Means	Total Means Rank
1	4322.2	I
2	3384.6	X
3	2837.8	XIII
4	2731.0	XV
5	2754.8	XIV
6	3493.4	VIII
7	4135.6	II
8	3642.2	VI
9	2456.8	XVII
10	2648.6	XVI
11	3697.2	V
12	3850.6	III
13	3608.6	VII
14	3382.2	XI
15	3439.0	IX
16	3196.2	XII
17	3704.0	IV

From table 5.43 , the most effective High School is School No. 1 and the least effective High School is No.9 based on the perceptions of the four responding groups.

Table 5.44 Gives the maximum Score, Mean and SD of the total Score of SAQ Schoolwise by teachers

School No	Max Score	Teacher Mean	Score SD
1	1840	1693.8	155.53
2		1012.0	263.14
3		1223.6	250.54
4		1221.8	289.23
5		1331.8	138.06
6		1411.2	233.89
7		1523.2	201.73
8		1248.6	270.80
9		745.4	241.88
10		1099.4	168.70
11		1531.2	174.03
12		1426.4	30.28
13		1624.0	189.20
14		1209.4	72.67
15		1428.8	100.59
16		1163.6	127.40
17		1166.6	141.10

The mean of the total mean scores of the teachers is 1297.7 out of 1840, and its S.D. is 230. The schools 1,11,13 have scores above 1527.7 (M + 1 S.D.) and hence they are considered high effective schools. School No 1 is the most effective one. The schools 2 and 9 have total scores below 1067.7 (M - 1 S.D.) and hence considered to be low effective. The school 9 have the least total score for the teachers is 745.4. Hence it is considered to be the least effective one.

Table 5.45 Showing the Mean, SD, the intervals M - 1SD, M + 1SD and the Low Effective Schools (LES) and High Effective Schools (HES) based on teachers ratings.

Mean	S.D	M-1SD	M+1SD	L.E.S	Average School	H.E.S.
1297.7	230.0	1067.7	1527.7	2,9	3 to 8 10,12,	1,11,13

### 5.3.1. Descriptive Analysis

The Schools 1,11 and 13 are found to be high Effective and 2 and 9 are found to be low effective . The following section gives the descriptive analysis of these schools in terms of the perception of the responding groups, teachers, Students and Parents both for High Effective and Low Effective High Schools.

#### 5.3.1.1. High Schools

The schools No.1, 11 and 13 are considered to be High Effective Schools based on the appraisal of the teachers as described in 5.3. These schools are described group wise in this section.

##### 5.3.1.1.1 Teachers - High Effective Schools

Forty eight teachers of the 1st 11th and 13th schools have appraised these aspects of their schools. Their Max. score, Mean and S.D. with mean percentage is given in the table 5.46.

Table 5.46 Showing the Mean and S.D. of School appraisal of teachers: High Effective Schools.

S.NO	Aspects of S.A.	Max. Score	Mean Score	S.D	Mean %
1	Awareness of the Aim	120	106.4	7.56	89
2	Institutional Planning	80	74.3	3.60	93
3	Leadership	160	147.8	7.10	92
4	Organization	240	214.9	10.00	90
5	Curricular Programme	160	147.9	8.20	92
6	Co-Curricular Activities	160	144.3	4.20	90
7	Pupil Welfare Services	200	167.6	2.20	84
8	School Community Relations	120	101.5	11.50	85
9	Religious and Moral Education	160	131.3	14.00	82
10	System Maintenance	80	73.9	3.20	92
11	System Renewal	120	102.5	9.00	85
12	Investment	120	103.8	9.80	87
13	Innovations	120	101.8	7.90	85
14	Total Score	1840	1616.3	81.60	88

The schools 1, 11 and 13 had been considered as High effective schools and the table 5.46 shows the Mean and S.D. of the combined scores of these school teachers. All the mean scores are very high. The mean % column shows 82 as the least percentage for Religious and Moral Education and 93% for Institutional Planning the highest. Hence the

teachers of the high effective schools have rated their schools very high and for all the thirteen aspects and also the total score. The total average percentage is 88 which is very high.

#### 5.3.1.1.2 Students - High Effective Schools

The ratings of 69 students of School 1, 11 and 13 are quantified and their maximum score, mean S.D. and Mean percentage are presented in table 5.47.

Table 5.47 Showing Mean and S.D. of the school Appraisal of students of High Effective Schools.

S.NO	Aspects of S.A.	Max. Score	Mean Score	S.D	Mean %
1	Awareness of the Aim	120	76.9	6.2	65
2	Institutional Planning	24	20.5	0.8	85
3	Leadership	44	37.0	2.3	84
4	Organization	40	33.5	0.8	84
5	Curricular Programme	52	42.4	1.9	82
6	Co-Curricular Activities	56	44.5	2.5	79
7	Pupil Welfare Services	96	53.6	11.9	56
8	School Community Relations	44	31.1	4.4	71
9	Religious and Moral Education	44	27.9	3.6	63
10	System Maintenance	44	38.1	2.5	87
11	System Renewal	24	19.0	2.9	79
12	Investment	32	25.9	3.5	81
13	Innovations	20	17.6	1.6	88
14	Total Score	640	467.9	32.9	73

The students of High Effective Schools have rated the schools regarding the thirteen aspects of school appraisal and the result is presented in the tabular form 5.47 above. The highest score percentage is for Innovations; (88%). Then system maintenance (87%) Institutional Planning (85%) Nine of the aspects are scored above 75%. The least scored

is 56% on pupil welfare services, awareness of the aim 64% and religious and moral Education 63%. The total score is above 73% which gives a rather satisfactory image.

#### 5.3.1.1.3 Parents - High Effective Schools

65 Parents of tenth class students of schools 1, 11 and 13 have appraised these schools on the thirteen aspects. The table 5.48 gives the particulars.

Table 5.48 Showing the Mean and S.D. of the schools appraisal of parents of High effective Schools.

S.NO	Aspects of S.A.	Max. Score	Mean Score	S.D	MenN %
1	Awareness of the Aim	120	73.2	13.2	61
2	Institutional Planning	24	18.7	2.1	78
3	Leadership	44	31.2	5.5	71
4	Organization	40	23.4	1.3	59
5	Curricular Programme	52	31.6	4.9	69
6	Co-Curricular Activities	56	33.2	6.0	59
7	Pupil Welfare Services	96	53.6	8.5	56
8	School Community Relations	44	22.1	0.9	50
9	Religious & Moral Education	44	23.2	3.7	63
10	System Maintenance	44	27.8	5.9	63
11	System Renewal	24	14.3	1.2	60
12	Investment	32	23.1	4.0	72
13	Innovations	20	11.3	1.4	57
14	Total Score	640	390.1	32.7	61

The table 5.48 shows the maximum score, mean score, S.D. and percentage of the thirteen aspects of school Appraisal of high effective schools of parents perceptions. The highest score is for institutional planning (78%) investment (72%) scores community relations 50%: then Religious and Moral Education 53% and Pupil Welfare Service 56% and Organization

and cocurricular activities 59%. The total mean score percentage is 61% which is rather good.

#### 5.3.1.1.4 Low Effective High Schools - Teachers

The schools No.2 and 9 are the Low effective schools and thirteen teachers have appraised the schools on the thirteen aspects of the school appraisal. It is given in Table 5.49.

**Table 5.49 Showing the Mean & S.D. of the School appraisal of teachers of Low Effective school.**

S.NO	Aspects Of S.A.	Max. Score	Mean Score	S.D	Mean %
1	Awareness of the Aim	120	55.2	0.69	46
2	Institutional Planning	80	28.1	13.70	35
3	Leadership	160	75.4	23.20	47
4	Organization	240	128.3	21.30	53
5	Curricular Programme	160	97.5	5.80	61
6	Co-Curricular Activities	160	83.8	7.40	52
7	Pupil Welfare Services	200	88.3	11.70	44
8	School Community Relations	120	52.9	7.80	44
9	Religious and Moral Education	160	66.8	10.20	42
10	System Maintenance	80	52.6	5.80	66
11	System Renewal	120	50.6	23.50	42
12	Investment	120	53.6	17.80	45
13	Innovations	120	45.6	31.40	38
14	Total SAQ Score	1840	878.7	188.50	48

The Mean scores of the teachers of the Low effective schools are given in the table 5.49. The highest score is for system maintenance 66% which shows very much trouble is taken for maintenance in the school. Then the curricular programmes is given 61%. All the other aspects fall below 60%. Institutional planning 35% is the least scored and

then innovations (38%). Only four aspects are rated above 50% and other nine aspects rated very low.

#### 5.3.1.1.5 Low Effective Schools - Students

Forty four students of tenth class of school No. 2,9 have given their perception of the thirteen aspects of the school appraisal and the maximum score with mean, S.D. and Mean % is given in the Table 5.50.

**Table 5.50 Showing Mean and S.D. of the aspects of school appraisal of students of Low Effective Schools.**

S.No	Aspects of S.A.	Max. Score	Mean Score	S.D	Mean %
1	Awareness of the Aim	120	52.7	21.1	44
2	Institutional Planning	24	15.1	3.2	63
3	Leadership	44	28.0	11.6	64
4	Organization	40	27.7	4.4	69
5	Curricular Programme	52	29.4	4.8	57
6	Co-Curricular Activities	56	25.0	0.3	45
7	Pupil Welfare Services	96	42.2	21.5	44
8	School Community Relations	44	17.9	5.2	41
9	Religious and Moral Education	44	16.5	3.8	38
10	System Maintenance	44	37.4	5.6	85
11	System Renewal	24	14.3	0.4	60
12	Investment	32	20.1	0.4	63
13	Innovations	20	11.6	0.8	58
14	Total Score	640	338.9	65.7	53

The perception of the students on the thirteen aspects and the total score is given in the table 5.50. They have rated system maintenance very high (85%). The aspect, organization (69%) is rated high Religious and Moral Education is rated the least (38%). The School Community relations (41%), Pupil Welfare Services and Awareness of the

aim rated 44% each and co-curricular activities (45%) are also very low in the schools. The total score average is 53%.

#### 5.3.1.1.6 Low Effective Schools - Parents

Thirty two parents of X class students of the schools No.2 and 9, appraised the schools on the 13 aspects. Their ratings are represented in the table 5.51 by the mean, S.D. and Mean % with Maximum score for each aspect.

**Table 5.51 Showing Mean, S.D. and Mean % of the aspects of schools Appraisal of Parents Low Effectitve schools.**

S.NO	Aspects of S.A.	Max. SCORE	Mean SCORE	S.D	Mean %
1	Awareness of the Aim	120	59.0	5.4	49
2	Institutional Planning	24	15.9	1.3	66
3	Leadership	44	28.1	1.5	64
4	Organization	40	20.9	1.3	52
5	Curricular Programme	52	32.2	0.8	62
6	Co-Curricular Activities	56	27.5	4.1	49
7	Pupil Welfare Services	96	43.2	4.5	45
8	School Community Relations	44	22.6	0.8	51
9	Religious and Moral Education	44	17.1	8.1	39
10	System Maintenance	44	27.9	2.1	63
11	System Renewal	24	13.5	2.1	56
12	Investment	32	20.2	3.1	63
13	Innovations	20	10.5	1.6	52
14	Total Score	640	338.6	28.8	53

The parents perceive the less effective schools as an average school. The mean scores are around the mid value in all the aspects. The highest scored aspect is Institutional Planning (66%) and Leadership scoring 64%. Investment, System Maintenance and Curricular Programmes also are rated above 60%. The least scored is Religious and Moral

Education 39% like that of students' appraisal. Pupil Welfare Services, Co-curricular Activities and Awareness of the aim are also rated very low. These aspects are rather very poor in the school according to the perception of the parents. The total Score 53%, which is just above average. The Profiles of the high effective and low effective schools are given in Fig. 5.5 and 5.6.

#### 5.3.1.1.7 Findings And Observations

1. The school effectiveness was determined according to the perception of the teachers. Among the high schools, the schools with numbers 1, 11 and 13 were found to be high effective. (and the schools 2 and 9 were found to be low effective). Of these the school no. 1 was found to have the highest total score both of the teachers and the four groups totals put together also. Hence school no. 1 is considered the most effective school.
2. The teachers of the high effective schools, 1, 11 and 13 have rated all the aspects of the school, very high above 80%. The least scored aspect is Religious and Moral Education (82%) and Institutional Planning the highest (93%). Hence

Fig: 5.5 Profile of the High Effective High Schools

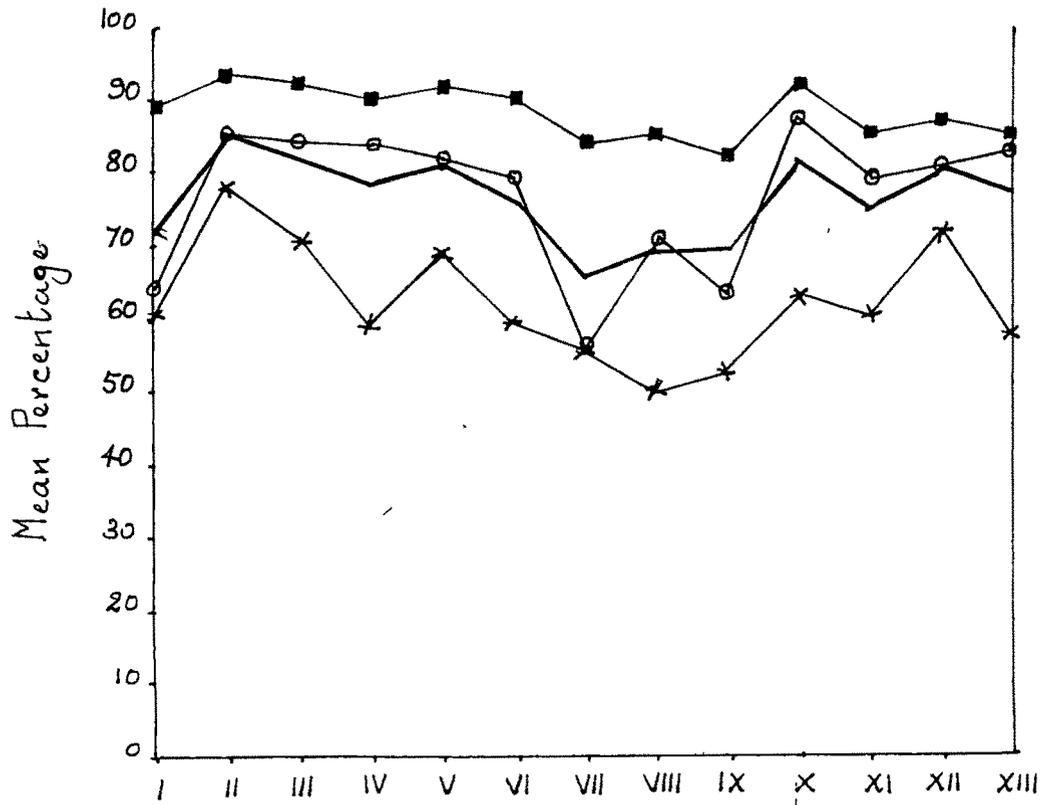
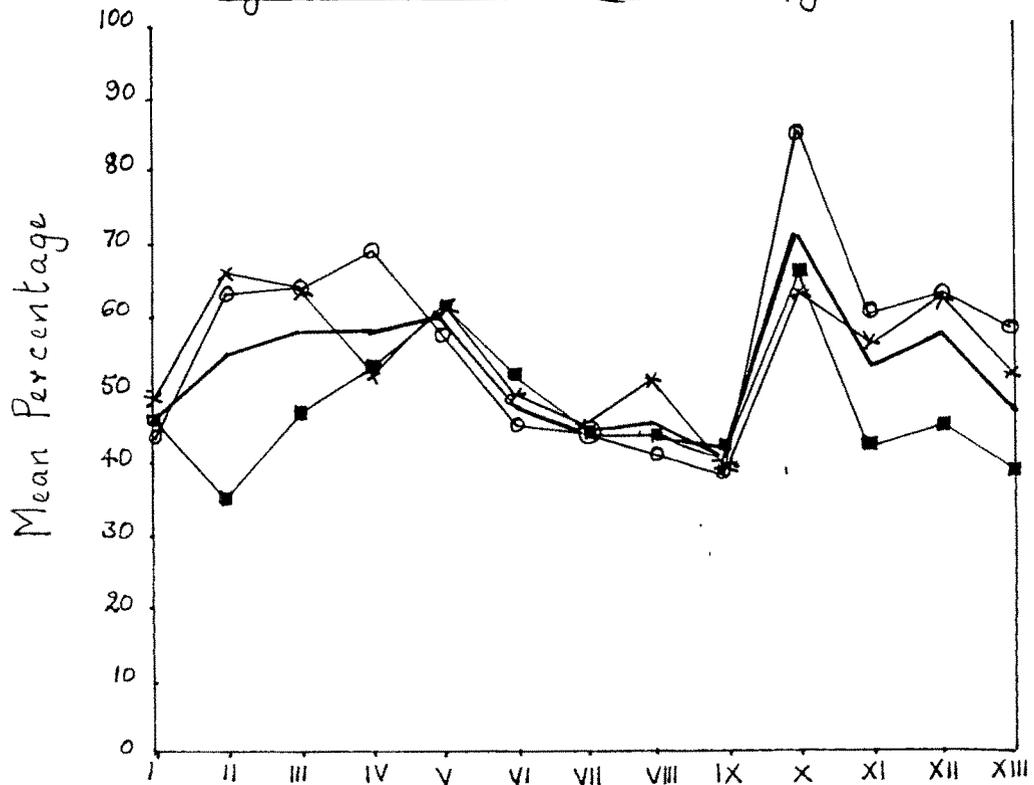


Fig: 5.6 Profile of the Low Effective High Schools.



SCHOOL APPRAISAL ASPECTS.

the (T. 5.46) teachers of the high effective schools find the aspects of the school very satisfactory and high.

3. According to the ratings of the students seven aspects namely, Institutional Planning, Leadership, Organisation, Curricular Programmes, System Maintenance, Investment and Innovations are rated above 80%. Pupil Welfare Services (56%) Religious and Moral Education (63%) and Awareness of the aim (64%) are found to be ~~very~~ low according to them. (T. 5.47)

4. According to the ratings of the parents, none of the aspects are above 80%. The highest rated aspect is Institutional Planning (78%), Investment (72%) and Leadership (71%) are also rated above 70%. All the other aspects are rated below 70%. The following aspects are found to be ~~very~~ low by the parents in these schools. School Community Relations, Religious and Moral Education, Pupil - Welfare Services, Innovations, Co-curricular activities and Leadership, all being rated below 60% (T. 5.48)

5. According to the ratings of the teachers, the schools lying below M - ISD were considered less effective and they are 2 and 9. The least total score is for school no. 9, both by the teachers ratings and by the total score of the four groups ratings. Hence school no. 9 is the Least Effective school. (T.5.43, 5.44, 5.45)
  
6. The teachers of the low effective schools rated the aspects rather low. The aspects System Maintenance (66%) and Curricular Programmes (61%) only are scored above 60%. All the other eleven aspects are rated below 60%. Nine of the aspects, Awareness of the aim, Institutional Planning, Leadership, Pupils Welfare Services, School Community Relations, Religious and Moral Education, System Renewal, Investment and Innovations are rated below 50% by them and hence considered very ineffective in the schools. The least scored aspects are Institutional Planning (35%) and Innovations (38%). (T.5.49).
  
7. School Maintenance is found very high (85%) in the low effective schools by their Students. The aspects Organization, Leadership, Institutional

Planning, Investment and System Renewal are also found to be 60% and above. The least scored aspect is Religious and Moral Education (38%). The aspects Awareness of the aim, Co-curricular Activities, Pupil Welfare Services and School Community Relations, are also rated very low (below 50%) by the students. (T. 5.50)

8. The parents of the low effective schools find five of the aspects, namely, Institutional Planning, Leadership, Curricular Programmes, System Maintenance and Investment above 60%. The highest scored aspect is Institutional Planning and the least scored is Religious and Moral Education. The aspects Awareness of the aim, Co-curricular activities, Pupil Welfare Services, and Religious and Moral Education are found to be very low (below 50%) in these schools (T. 5.51)

#### 5.3.1.2 Elementary Schools

The Elementary Schools are also described effectiveness wise taking the appraisal score of the teachers into consideration. The schools above M + ISD are considered High effective and the schools below, M - ISD are taken to

be Less Effective where M is the Mean of the total scores of the teachers and S.D. is the standard deviation of the total scores.

Table 5.52 Showing the Mean and S.D. of the Total score of school Appraisal and the interval M - 1 SD and M + 1 SD of the Teachers of Elementary Schools.

Group	Mean	S.D	M-1SD	M+1SD
Teachers	1192.82	301.17	891.65	1493.99

Hence, high Effective school is 20 and the less Effective school is 25. Since there are also the most effective and least effective Elementary Schools respectively, they are described in the case study 3 and 4.

#### 5.3.1.2.1 High Effective Elementary School

The high effective Elementary school is School No.20 based on the condition stated in 5.3.1.2. The table 5.53 gives the mean and S.D of the aspects of school appraisal of the headmistresses and teachers for the school No.20.

**Table 5.53** Showing the mean and S.D of the school aspects of headmistresses and teachers of school No.20.

S.NO	Apects of School Appraisal	Headmistress		Max Score	Teachers		
		Score	%		Mean Score	SD	%
1	Awareness of the Aim	110	92	120	104.75	1.26	87
2	Institutional Planning	75	94	80	74.75	1.71	83
3	Leadership	153	96	160	154.00	1.83	96
4	Organization	218	91	240	213.50	1.00	89
5	Curricular Programme	151	94	160	153.25	0.96	96
6	Co-Curricular Activities	155	97	160	146.00	1.41	91
7	Pupil Welfare Services	171	86	200	160.00	2.71	80
8	School Community Relations	106	88	120	99.75	0.95	83
9	Religious and Moral Education	151	94	160	148.50	0.58	93
10	System Maintenance	75	94	80	76.00	2.45	95
11	System Renewal	114	95	120	112.50	3.69	94
12	Investment	112	93	120	112.00	0.00	93
13	Innovations	120	100	120	120.00	0.00	100
14	Total Score	1711	93	1840	1675.00	347.67	91

The Table 5.53 reveals that the headmistress and teachers have scored the aspects of the school very high. The aspects Innovations has maximum score for both the groups. The least percentage is 86% for the headmistresses and 83% for the teachers. Hence the school No.20 is

considered by both headmistress and teachers to be very effective.

#### 5.3.1.2.2 Low Effective Elementary School

The low effective elementary school is school No.25. The scores of the headmistress, and mean scores of the teachers are presented in Table No.5.54.

Table 5.54 Showing the mean and S.D. of the School aspects of school No.25 according to the headmistresses and teachers.

S.NO	Apects of School Appraisal	Headmistress		Max Score	Teachers		
		Score	%		Mean Score	SD	%
1	Awareness of the Aim	73	61	120	38.75	3.20	32
2	Institutional Planning	42	53	80	21.75	13.17	27
3	Leadership	100	63	160	45.33	0.58	28
4	Organization	123	51	240	74.33	2.08	31
5	Curricular Programme	109	68	160	62.25	4.19	39
6	Co-Curricular Activities	99	62	160	42.75	8.05	27
7	Pupil-Welfare Services	98	49	200	44.25	9.94	22
8	School-Community Relations	82	68	120	32.00	6.22	27
9	Religious and Moral Education	105	66	160	39.50	22.76	25
10	System Maintenance	57	71	80	37.25	10.72	47
11	System Renewal	60	50	120	47.75	11.17	40
12	Investment	71	59	120	39.00	16.46	33
13	Innovations	84	70	120	39.50	11.90	33
14	Total Score	1103	60	1840	564.41	91.32	31

The headmistress has rated the school as average. The highest scored aspect is system maintenance (71%) and the least scored is pupil welfare service (49%). The teachers have scored the school very low in many aspects. As in the

case of teachers, the highest scored mean is for system Maintenance (47%) and the least scored is Pupil Welfare Science (22%). All the aspects are scored below 50% by the teachers, which reveal that the school is really very low effective. Profiles of School No.20 and No.25 are given in section 5.5.2.2. (Fig. 6.3. and 6.4).  
Fig 5.29 and 5.34

#### 5.3.1.2.3 Findings and Observation

The rating of the two schools No.20 and 25 reveal that the headmistresses and teachers agree on the high effective and low effective schools. There is a lot of consensus in the ratings of the high effective school, where as it is lacking in the low effective schools.

In the Elementary Schools, school no. 20 is found to be the most Effective and 25 is found to be the least effective elementary school according to the ratings of teachers. (T.5.52).

According to the perception of the Headmistresses, all the aspects are very high in the Most effective school, the least scored being pupil welfare sevices (86%). The teachers also rated all the aspects of the Most Effective school, very high, above 80% (T.53).

In the Least Effective Elementary school, the headmistresses have scored almost all the aspects to be average. The aspects System Maintenance (71%) and Innovations (70%) are found to be rather high. The least scored is Pupil Welfare Services (49%), System Renewal (50%), Organization (51%) Institutional Planning (53%) are also found very low. The teachers of the Least Effective school, have rated all the aspects quite low, all below 50%. The maximum scored (47%) aspect is System Maintenance. System Renewal is rated to be 40% and all the rest are rated below 40%. (T.5.54).

#### 5.3.2. Differential Analysis

##### 5.3.2.1. High Schools

Differential analysis is done by calculating the 't' value to find if the mean scores of the Teachers, Students and Parents of high effective and low effective schools are significant.

##### 5.3.2.1.1. Teachers

The Mean, S.D. and 't' values of High Effective and Low Effective Schools are given in the table 5.55 below, as perceived by teachers.

**Table 5.55** Showing the significance of difference between the Mean scores of the 13 aspects of SAQ by teachers of the High and Low Effective groups of High schools.

S.NO	Aspects of S.A.	High Effective		Low Effective		't'
		Mean	SD	Mean	SD	
1	Awareness of the Aim	106.4	7.56	55.2	0.69	11.66**
2	Institutional Planning	74.3	3.60	28.1	13.70	4.67**
3	Leadership	147.8	7.10	75.4	23.20	4.28**
4	Organization	214.9	10.00	128.3	21.30	5.38**
5	Curricular Programme	147.8	8.20	97.5	58.00	8.03**
6	Co-Curricular Activities	144.3	4.20	83.8	7.40	14.06**
7	Pupil Welfare Services	167.6	2.20	88.3	11.70	9.47**
8	School Community Relations	101.5	11.50	52.9	7.80	5.60**
9	Religious and Moral Education	131.3	14.30	66.8	10.20	5.95**
10	System Maintenance	73.9	3.20	52.6	5.80	4.73**
11	System Renewal	102.5	9.00	50.6	23.50	2.98**
12	Investment	103.8	9.80	53.6	17.80	7.12**
13	Innovations	101.8	7.90	45.6	31.40	2.48*

\*\* Significant at level 0.01

\* Significant at level 0.05

48 teachers of the High effective High schools and 13 teachers of the Low effective High schools have rated their schools. The table 5.55 reveals marked difference in the means of the two groups with regard to all the aspects of school appraisal. The value  $t = 2$  is significant at 0.05

levels and  $T = 2.66$  is significant at 0.01 level for  $N = 61$  and  $df = 59$ . From the 't' values it is evident that the means of all the aspects of the two groups are significantly different at 0.01 level except that of Innovations which is significant at 0.05 level.

#### 5.3.2.1.2 Students: - High Effective And Low Effective Schools

The mean, S.D. of thirteen aspects of the school appraisal of High effective and low effective schools are given in table No. 5.56

Table 5.56 Significance of difference between the Mean scores of various aspects of school Appraisal the High effective and low effective groups of schools - students.

S.NO	Aspects of S.A.	High Effective		Low Effective		't'
		Mean	SD	Mean	SD	
1	Awareness of the Aim	76.9	6.2	52.7	21.1	1.58
2	Institutional Planning	20.5	0.8	15.1	3.2	2.35*
3	Leadership	37.0	2.3	28.0	11.6	1.08
4	Organization	33.5	0.8	27.7	4.4	1.85
5	Curricular Programme	42.4	1.9	29.4	4.8	3.65**
6	Co-Curricular Activities	44.5	2.5	25.0	0.3	13.57**
7	Pupil Welfare Services	53.6	11.9	42.2	21.5	0.67
8	School Community Relations	31.1	4.4	17.9	5.2	2.95**
9	Religious and Moral Education	27.9	3.6	16.5	3.8	3.35**
10	System Maintenance	38.1	2.5	37.4	5.6	0.16
11	System Renewal	19.0	2.9	14.3	0.4	2.77**
12	Investment	25.9	3.5	20.1	0.4	2.84**
13	Innovations	17.6	1.6	11.6	0.8	5.55**

\*\* Significant at level 0.01

\* Significant at level 0.05

The High effective schools are 1, 11 and 13 and number of students whose response was considered for school Appraisal is 69 and the low effective schools are 2, 9 and the number of students is 44. Hence for N = 113 degree of

freedom is 111 and  $t = 1.98$  at 0.05 level and  $t = 2.62$  at 0.01 level.

All the mean scores of High Effective schools are greater than that of the Low Effective schools. From the column of 't' values, it is clear that the aspects Institutional Planning differs at 0.05 level between the two mean scores. The aspects Curricular Programmes, Co-curricular Activities, School Community Relations, Religious and Moral Education, System Renewal, Investment and Innovations differ very significantly at 0.01 level. The remaining aspects, namely, Awareness of the aim, Leadership, Organization, Pupil Welfare Service and System Maintenance do not differ significantly according to the perception of the students among the High Effective and Low Effective High Schools.

#### 5.3.2.1.3 Parents - High Effective Schools Vs. Low Effective High schools.

The mean and S.D. of parents of both High effective group and low effective school and the 't' value are given in the Table 5.57.

Table 5.57 Significance of the difference between Mean scores of parents in the aspects of school appraisal in the High Effective and Low Effective groups of schools - Parents.

S.NO	Aspects of S.A.	High Effective		Low Effective		't'
		Mean	SD	Mean	SD	
1	Awareness of the Aim	73.2	13.2	59.0	5.4	1.67
2	Institutional Planning	18.7	2.1	15.9	1.3	1.84
3	Leadership	31.2	5.5	28.1	1.5	0.92
4	Organization	23.4	1.3	20.9	1.3	1.78
5	Curricular Programme	36.1	4.9	32.2	3.3	1.38
6	Co-Curricular Activities	33.2	6.0	27.5	4.1	1.27
7	Pupil Welfare Services	53.6	8.5	43.2	4.5	1.61
8	School Community Relations	22.1	0.9	22.6	0.8	-0.65
9	Religious and Moral Education	23.2	3.7	17.1	8.1	1.00
10	System Maintenance	27.8	5.9	27.9	2.1	-0.02
11	System Renewal	14.3	1.2	13.5	2.1	0.29
12	Investment	23.1	4.0	20.2	3.1	0.91
13	Innovations	11.3	1.4	10.5	1.6	0.51

For twelve aspects, the Mean of the high effective schools are higher than that of low effective schools. For one aspect - school community relations, the means score is slightly higher than the other group. The 't' values given in the last column reveal the significance of the difference between the means. The number of parents in high effective

schools from whom responses were collected are 65 and in the low effective schools the number of parents considered for data is 32. Hence total number of parents is 97 and the degrees of freedom is 95. For df 95 the values of t at 0.5 level is 1.98 and t 0.01 level is 2.63. From the last column in table 5.57, it is clear that name of the 't' values are significant either at 0.05 level or 0.01 level. Hence there is no significant difference in the mean scores of any aspects of the High effective and low effective groups with respect to the parents. That is, the parents do not perceive considerable difference in the High Effective and low effective schools. The Profiles of these schools are given in the Fig. 5.7, 5.8, and 5.9.

#### 5.3.2.1.4 Findings And Observation

1. The teachers of the High Effective schools and Low Effective schools have rated the aspects of the school and their means are significantly different at 0.01 level in all the aspect except Innovations, which is significantly different at 0.05 level. (T.5.55).
2. The ratings of the students revealed a different picture. Only the mean scores of the aspects

Profile: High Effective-Low Effective Schools.

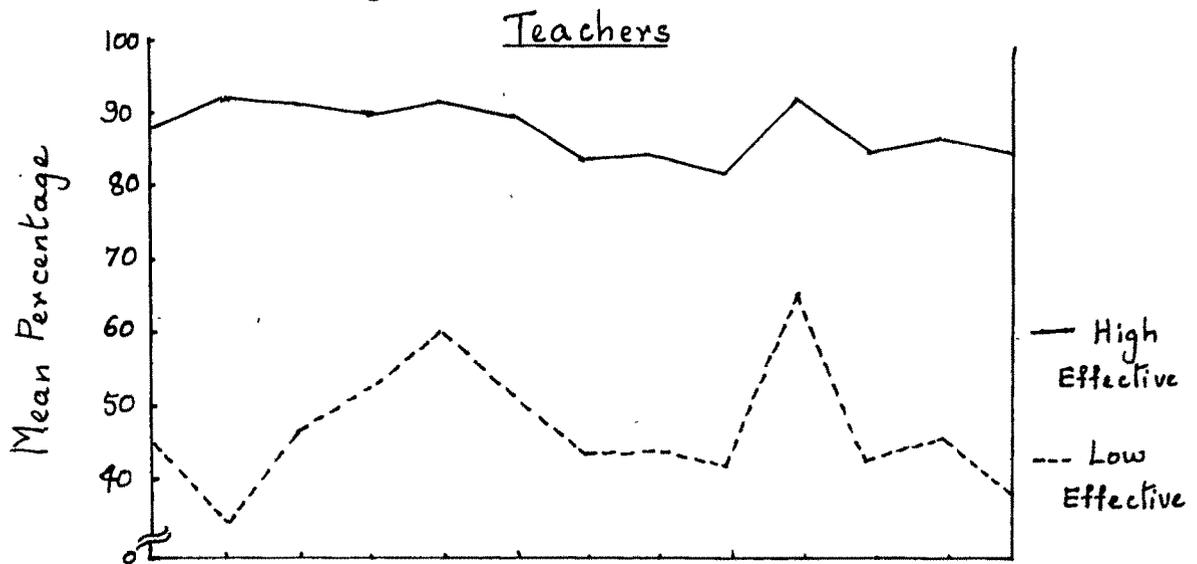


Fig: 5.7

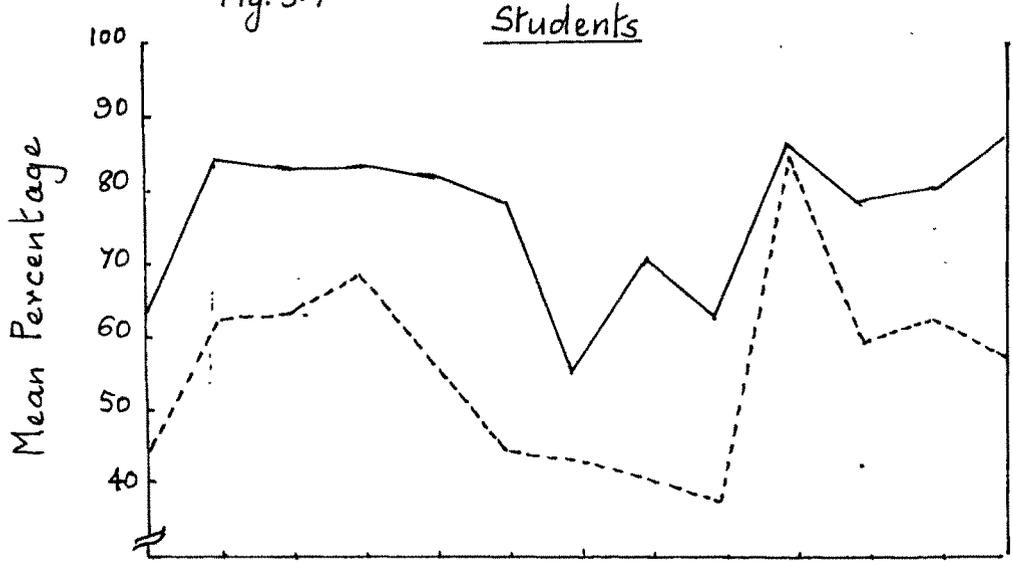


Fig: 5.8

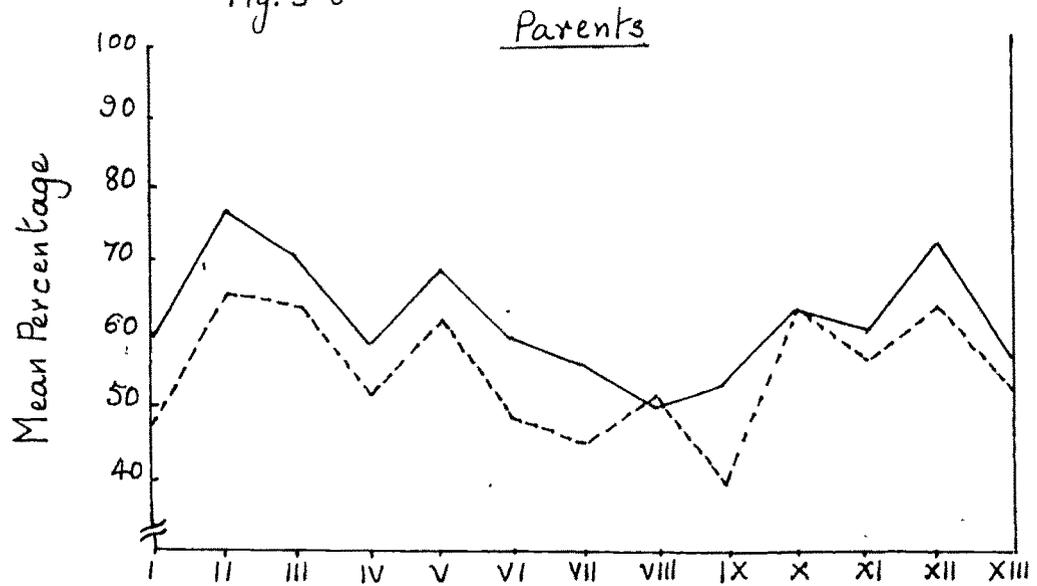


Fig: 5.9 SCHOOL APPRAISAL ASPECTS

Curricular Programmes, Co-curricular Activities, School Community Relations, Religious and Moral Education, System Renewal, Investment and Innovations differ significantly at 0.01 level. The mean score of Institutional Planning differ only at 0.05 level. (T.5.56).

3. According to the parents, none of the aspects of the High Effective and Low effective schools differ significantly, though there are differences in the means. This shows that in the perception of the parents there is not much difference in the aspects of those schools. (T.5.57).
4. The profiles of the teachers, students and parents of these two groups of schools (Fig. 5.7, 5.8 and 5.9) also depict the same findings. In the parents ratings, the mean score of the aspect School Community Relations is higher in low effective schools than in high effective schools. They also rate the System Maintenance equally in both the groups. The parents being not very closely associated with schools may be the reason that they are not able to differentiate between the high effective and low effective schools.

#### 5.3.2.2 High Effective And Low Effective (Schools) Elementary Schools

The schools falling above the scores  $M + 1$  SD of the Teachers total mean score are considered to be High Effective and the schools having scores below  $M - 1$  SD is considered to be less effective. From the table 5.54, it is noticed that School No. 20 is the high effective school and School No. 25 is the low effective school among the Elementary schools, based on the appraisal of the teachers.

##### 5.3.2.2.1 Teachers: High Effective And Low Effective Elementary Schools

The table 5.58 gives the differences between the means of the High Effective school and Low Effective school by giving the Means and S.D. and the corresponding 't' value of the thirteen aspects of School Appraisal.

Table 5.58 Showing the difference of the means of High Effective and Low Effective Elementary Schools - according to the perception of the teachers.

S.NO	Aspect of S.A.	% School No 20		% School No 25		't'		
		Mean	SD	Mean	SD			
1	Awareness of the Aim	87	104.75	1.26	32	38.75	3.20	38.82**
2	Institutional Planning	93	74.75	1.71	27	21.75	13.17	7.98**
3	Leadership	96	154.00	1.83	28	45.33	0.58	113.31**
4	Organization	89	213.50	1.00	31	74.33	2.08	120.60**
5	Curricular Programme	96	153.25	0.96	39	62.25	4.19	42.34**
6	Co-Curricular Activities	91	146.00	1.41	27	42.75	8.05	25.27**
7	Pupil Welfare Services	80	160.00	2.71	22	44.25	9.94	22.48**
8	School Community Relations	83	99.75	0.95	27	32.00	6.22	21.54**
9	Religious and Moral Edn	93	148.50	0.58	25	39.50	22.76	9.57**
10	System Maintenance	95	76.00	2.45	47	37.25	10.72	7.05**
11	System Renewal	94	112.50	3.69	40	47.75	11.17	11.01**
12	Investment	93	112.00	0.00	33	39.00	16.46	8.87**
13	Innovations	100	120.00	0.00	33	39.50	11.90	13.53**

\*\* Significant at level 0.01 level

For  $n = 8$  and  $df = 6$ , the value  $t = 2.45$  is significant at 0.05 level and  $t = 3.71$  is significant at 0.01 level. The two schools 20 and 25 are considered the most effective and the least effective Elementary Schools. The 't' values reveal that all the aspects of school appraisal differ very significantly in their mean values as all the 't' values are

significant at 0.01 level. Hence there is marked difference in these aspects according to the perception of the teachers.

#### 5.3.2.2.2 Findings And Observation

The teachers of the Most Effective Elementary School (No. 20) and the Least Effective Elementary School (No. 25) find all the aspects to be different. Their mean scores differ very significantly at 0.01 level in all the thirteen aspects. (T5.58) There is lot of difference in the mean scores of the two schools' rating by the teachers, the high effective one scoring all the aspects more than the low effective one.

#### 5.4 Correlational Analysis

The data collected from the different groups through the appraisal questionnaire regarding the 13 aspects of School Appraisal are subjected also to correlational analysis. The inter-correlations of the different aspects of appraisal by the teachers, students, parents and the total sample are done. Inter-correlations of the aspects as perceived by Teachers of English Medium and Telugu Medium Schools are also separately also found. Inter-correlations

regarding perceptions of Teachers of High Effective group and Low Effective groups are also calculated separately and presented in this section.

#### 5.4.1. Inter Correlation Among Aspects

##### 5.4.1.1. Teachers: Global

The inter -correlation matrix of the aspects of school appraisal with respect to the teachers of the total sample is presented in table 5.59

Table 5.59 Inter -Correlation Matrix of School Appraisal by Teachers of Total Sample.

S.NO:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	1													
2.	.829	1												
3.	.795	.837	1											
4.	.770	.789	.845	1										
5.	.768	.760	.806	.785	1									
6.	.756	.816	.754	.677	.765	1								
7.	.700	.762	.705	.767	.737	.737	1							
8.	.711	.795	.725	.674	.779	.849	.816	1						
9.	.803	.820	.787	.731	.786	.818	.782	.895	1					
10.	.778	.804	.780	.698	.811	.780	.670	.798	.809	1				
11.	.731	.835	.812	.725	.756	.814	.714	.856	.871	.861	1			
12.	.810	.803	.840	.785	.806	.831	.735	.850	.861	.827	.893	1		
13.	.707	.763	.813	.720	.762	.781	.734	.847	.832	.773	.911	.912	1	
Total: 14.	.867	.905	.907	.874	.884	.884	.862	.905	.925	.872	.916	.936	.904	1

**Results:** Following are the conclusions drawn from the correlation Matrix table 5.59

When N is 192 and df is 190, an r of 0.138 is significant at 0.05 level and 0.181 is significant at 0.01 level. (Thorndike and Hagen, 1970) In this case, all correlation coefficients are significant at 0.01 level the

values of 'r' ranging from .67 to .936. Thus all aspects of the school appraisal are significantly related to each other.

#### 5.4.1.2 - Students, Global

Inter Correlation of the aspects of School Appraisal by students of the Total Sample:

Table 5.60 Showing the inter correlation of the 13 aspects of school appraisal by 346 students of X (Tenth) class of the total sample.

S.NO:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	1													
2.	.436	1												
3.	.751	.494	1											
4.	.562	.381	.676	1										
5.	.698	.374	.653	.545	1									
6.	.522	.438	.560	.511	.543	1								
7.	.520	.436	.497	.300	.460	.457	1							
8.	.605	.399	.644	.415	.676	.554	.617	1						
9.	.442	.351	.435	.384	.602	.561	.462	.646	1					
10.	.281	.065**	.215	.130*	.163	.136*	.188*	.210	.174	1				
11.	.611	.306	.658	.421	.598	.584	.462	.622	.493	.343	1			
12.	.428	.260	.525	.471	.631	.328	.212	.559	.516	.223	.630	1		
13.	.600	.313	.625	.479	.646	.586	.419	.649	.563	.311	.760	.709	1	
14.	.848	.534	.829	.650	.810	.733	.731	.825	.695	.322	.769	.616	.775	1

\* Singificant at 0.05 level      \*\* Not significant

Results: The following conclusions are drawn from the table 5.60 When  $N = 346$ , and  $df = 344$ ,  $r = 0.105$  is significant at 0.05 level and  $r = 0.138$  is significant at 0.01 level, comparing the values of  $r$  in the table with the above values, it is clear that system maintenance and Institutional planning are not correlated as  $r = .065$  and

all other values are significant at 0.05 level. Thus according to the perception of the students all the other aspects of the school appraisal are significantly related to each other at 0.05 level.

Except the correlation coefficients of system maintenance with organization ( $r = .130$ ), with co-curricular activities ( $r = .136$ ) and with pupil welfare service ( $r = .118$ ), all other correlation coefficients are significant at 0.01 level.

### 5.4.1.3 Parents Global

Table 5-61 Showing Inter-correlation Matrix of School Appraisal: Parents of Total Sample.

S.NO:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	1													
2.	.460	1												
3.	.551	.397	1											
4.	.505	.435	.757	1										
5.	.451	.316	.618	.702	1									
6.	.482	.306	.628	.658	.725	1								
7.	.579	.383	.639	.688	.653	.731	1							
8.	.388	.169*	.485	.573	.358	.509	.620	1						
9.	.602	.428	.636	.597	.549	.711	.700	.438	1					
10.	.442	.347	.722	.784	.727	.620	.526	.389	.551	1				
11.	.460	.244	.486	.568	.479	.643	.643	.685	.645	.510	1			
12.	.614	.291	.536	.593	.489	.717	.588	.481	.648	.580	.571	1		
13.	.411	.211	.394	.484	.295	.519	.556	.688	.494	.357	.659	.560	1	
14.	.764	.523	.806	.827	.747	.832	.878	.673	.815	.734	.741	.770	.640	1

\* Significant only at 0.05 level. All other coefficients significant at 0.01 level.

Inter-correlation of the various aspects of School Appraisal as perceived by the parents of the total sample were also calculated and is presented in the table 5.61 in the form of a Matrix.

**Results:** The table reveals the following on examination:  $N = 188$  and  $df = 186$ . The values of  $r$  are considered to be significant at 0.05 level when it is greater than or equal to .150 and .198 at 0.01 level. On comparison with these values, there is significant correlation between school community relations and Institutional planning only at 0.05 level ( $r = .169$ ). All the other values are significant at 0.01 level also. Hence all other aspects are correlated very highly with each other.

#### 5.4.1.4 Teachers - English Medium Schools

The inter-correlations of the 13 aspects of School Appraisal of the teachers scores of English Medium Schools were calculated separately and are presented in the table 5.62

Table 5.62 Inter-correlation matrix of SAQ Teachers English Medium

S.NO:	1	2	3	4	5	6	7	8	9	10	11	12	13
1.	1												
2.	.789	1											
3.	.782	.794	1										
4.	.641	.766	.857	1									
5.	.755	.729	.780	.720	1								
6.	.782	.850	.804	.753	.818	1							
7.	.579	.738	.640	.726	.669	.698	1						
8.	.717	.777	.751	.720	.769	.853	.823	1					
9.	.801	.808	.757	.665	.784	.890	.777	.931	1				
10.	.785	.795	.794	.689	.791	.822	.587	.798	.807	1			
11.	.799	.796	.849	.811	.805	.863	.693	.885	.884	.874	1		
12.	.78	.717	.794	.74	.73	.851	.657	.885	.875	.807	.958	1	
13.	.73	.672	.807	.714	.787	.822	.710	.897	.898	.772	.919	.939	1

The total number of teachers in E.M. Schools whose perception was taken for appraisal of schools is 78. Hence with  $df = 76$ , the value of  $r = .225$  is significant at 0.05 level and  $r = .292$  is significant at 0.01 level. The values of  $r$  reveal that all the values are significant at 0.01 level. The values range from .579 to .953 which shows that all the aspects are highly related to one another.

#### 5.4.1.5 Teachers - Telugu Medium Schools

The inter-correlation coefficients of the 13 aspects of school Appraisal were found and are presented in the table 5.63

Table 5.63 Inter-correlation Matrix of School Appraisal Aspects of Teachers of T.M. Schools:

S.NO:	1	2	3	4	5	6	7	8	9	10	11	12	13
1.	1												
2.	.826	1											
3.	.575	.458	1										
4.	.030**	.316	.499	1									
5.	.682	.644	.741	.162**	1								
6.	.645	.796	.422	.449	-.710	1							
7.	.707	.620	.784	.230*	.796	.654	1						
8.	.651	.830	.422	-.424	.663	.896	.655	1					
9.	.743	.797	.641	-.065**	.826	.842	.840	.830	1				
10.	.647	.700	.428	-.246	.698	.817	.663	.839	.863	1			
11.	.749	.843	.587	-.223*	.746	.853	.7	.858	.855	.852	1		
12.	.581	.383	.861	.616	.708	.316	.818	.329	.609	.369	.522	1	
13.	.728	.751	.753	.086**	.740	.680	.802	.719	.823	.687	.869	.743	1

\*\* Not Significant

\* Significant only at .05 level; all other coefficient significant at .01 level

There were 114 teachers who participated in the school appraisal of the Telugu Medium Schools. Hence with df 112, the value of  $r = .184$  is significant at .05 level and  $r = .241$  is significant at .01 level. Comparing the values of 'r' with the above values, it is evident that

- (1) Almost all the values are - Significant at 0.01 level and hence all the aspects are interrelated very highly, the values ranging from .246 to .861.
- (2) There are four values of 'r' which are not significant not even at .05 level. The least value of  $r = .030$  which is between Awareness of the aim and organization. Similarly it is found that organization and Religious and Moral Education (.065); Organization and Innovations (.086); and organization and curricular programmes (.162) are not related at all as the values fall below .184 which is significant at .05 level.
- (3) The aspect Organization is related to Pupil Welfare Services (.230) and to system renewal (.223) only at .05 level as their 'r' values are below .241 and above .184.

It can be concluded, that almost every aspect is highly related to all others.

#### 5.4.1.6 Teachers - High Effective Schools

The schools No. 1, 11 and 13 were found to be high effective and the score of the teachers of these schools were subjected to Inter-Correlation and the correlation coefficients thus obtained are presented in the correlation Matrix table 5.64

Table 5.64 Correlation Matrix (lower triangular) of Teachers Appraisal of Schools - High Effective group:

S.NO:	1	2	3	4	5	6	7	8	9	10	11	12	13
1.	1												
2.	.711	1											
3.	.159**	.699	1										
4.	.703	.872	.576	1									
5.	.30**	.842	.948	.715	1								
6.	.532	.963	.761	.780	.885	1							
7.	.643	.989	.711	.828	.854	.989	1						
8.	.402*	.892	.918	.739	.977	.934	.908	1					
9.	.568	.921	.641	.728	.766	.962	.948	.860	1				
10.	.409*	.904	.889	.733	.950	.962	.928	.987	.916	1			
11.	.346**	.856	.801	.686	.863	.940	.891	.924	.947	.966	1		
12.	.806	.964	.552	.815	.712	.906	.954	.773	.874	.797	.740	1	
13.	.616	.970	.764	.792	.869	.980	.977	.921	.952	.951	.921	.928	1

\*\* Not Significant \* Significant at 0.05 level  
Rest Significant at 0.01 level

There are 48 teachers in the three schools put together and hence for a  $df = 46$ ,  $r = .361$  is significant at 0.05 level and  $r = .463$  is significant at .01 level. The following are the conclusions from the Inter-correlation Matrix.

- 1) All the inter-correlation coefficients except five are significant at 0.01 level, which shows that almost all the aspects are highly correlated to each other. These 'r' values range from 0.532 to 0.987.
- 2) The aspect Awareness of the aim is significantly related with only seven aspects.
- 3) The aspects Leadership, Co-curricular Programme and System Renewal are not significantly related to Awareness of the Aim as the value of  $r < .361$ .
- 4) The aspects, Schools Community Relations, and System Maintenance are related to Awareness of the Aim at 0.05 level, as the r values are  $< .463$  and  $> .361$ .

#### 5.4.1.7 - Teachers; Low Effective Schools

The intercorrelation of the low effective school was also calculated and the result presented in table 5.65.

Table 5.65 Correlation Matrix (lower triangular) of Teachers Appraisal of low effective Schools.

S.NO:	1	2	3	4	5	6	7	8	9	10	11	12	13
1.	1												
2.	.99	1											
3.	.947*	.948*	1										
4.	.946	.919*	.977	1									
5.	.971	.958*	.896*	.907*	1								
6.	.967	.926*	.887*	.935*	.933*	1							
7.	.953*	.940*	.886*	.889*	.966	.910*	1						
8.	.958*	.932*	.832**	.859**	.918*	.975	.884**	1					
9.	.964	.931*	.845**	.884**	.934*	.988	.906*	.996	1				
10.	.690**	.696**	.499**	.479**	.593**	.700**	.530**	.830**	.782**	1			
11.	.956*	.939*	.818**	.833**	.928*	.956*	.896*	.994	.988	.842**	1		
12.	.939*	.898*	.813**	.869**	.968	.961	.958*	.948*	.967	.646**	.948*	1	
13.	.911*	.898*	.740**	.757**	.943*	.986	.925*	.942*	.942*	.763*	.966	.959	1

\*\* Not Significant \* Significant at .05 level  
 0.25 and above are significant according to Thorndike and Hagen (1970)

The following are the conclusions, for this group N = 13, and  $r=0.878$  is significant at 0.05 level and  $r = .959$  is significant at 0.01 level. (Thorndike and Hagen, 1970) From the intercorrelation matrix, only 16 correlation

coefficients out of 78 are significant at 0.01 level; 40 coefficients are significant at 0.05 level and 22 are not significant at all.

There exists high correlation between:

1. Awareness of the Aim with Institutional Planning (.99) Curricular Programmes (.971) Co-curricular Activities (.967) Religious and Moral Education (.964).
2. Leadership with Organization (.977).
3. Curricular Programmes with Pupil Welfare Services (.996) and Innovations (.968).
4. Co-curricular Programmes with School Community Relations (.975) Religious and Moral Education (.988) and Innovations (.961).
5. School Community Relations with Religious and Moral Education (.996), System Renewal (.994).
6. Religious and Moral Education with System Renewal (.988), Investment (.967).
7. System Renewal with Investment (.966).
8. Investment with Innovations (.959).
9. 40 correlation coefficients are significant at 0.05 level as the r value falls between .879 and .959.

There are 22 correlation coefficients which are not significant even at 0.05 level. The aspect (10) system maintenance is not correlated to any other aspect. The aspects - leadership (3) and Organization (4) correlate with very few aspects.

#### 5.4.1.8 Findings And Observations

According to the perception of the teachers, all the aspects of the school appraisal are significantly related to each other. It shows there is reliability of the SAQ. (T.5.59).

According to the rating of the students all the aspects of the school appraisal, except system maintenance with Institutional Planning, are significantly related at 0.05 level. Except the aspect system maintenance with Organization, with Co-curricular activities and pupil welfare services all other aspects are highly correlated to each other at 0.01 level. (T. 5.60).

The table 5.61 reveals the inter-correlated of the aspects according to the perception of the parents. There is significant correlation between school community relations and Institutional planning only at 0.05 level. All other aspects are highly correlated with each other, as their correlation coefficients are significant at 0.01 level.

All the 13 aspects of school appraisal are highly related to each other according to the ratings of the teachers of English Medium Schools as their correlation coefficients are significant at 0.01 level. (T. 5.62).

In the Telugu Medium High Schools also almost all the aspects are highly correlated with each other. The exceptions are: Organization; with Awareness of the Aim, with Curricular Programmes, with Religious and Moral Education and with Innovations are not correlated at all (T.5.63)

All the aspects except Awareness of the Aim with Leadership, Curricular Programmes and System Renewal are highly related to each other (T.5.64)

In the Low Effective Schools there is a change in the correlation coefficients of the aspects as seen by the teachers. There are very few aspects highly related to each other. The aspect System Maintenance does not correlate with other aspects except with System Renewal, Innovations and Investment. Innovations also correlate highly with only Co-curricular Programme, Investment, and System Renewal. The aspects Leadership and Organization also correlate with very few aspects (T 5.65).

## 5.5 Multivariate Analysis:

The data collected from the teachers regarding schools appraisal were further subjected to multivariate analysis. Principal component analysis or structural analysis was done through factor loading matrices.

### 5.5.1 - Principal Component Analysis

The structural analysis aims to measure the basic factor structure of a given concept. In this study, principal component analysis was employed to find out whether there would be any difference in the factor structures of the school appraisal.

The Principal component analysis is concerned with the total variation in a set of variables. It re-describes the interrelationships among variables under study, transforming them into basic components. The principal components are always equal to the number of variables. It is presumed that the first few components represent mostly common vector variance, whereas the last minor components are primarily random error in nature (Zeller and Carmines, 1980). Only the first few components those accounting for most of the variance are retained for further interpretation. It is

noted that the components are extracted in decreasing order of importance in terms of amount of variance contributed by each component. It is presumed that the first of component accounts for the largest proportion of variance among the items, the second component for the second largest proportion and so on. Corresponding to each component is a series of factor loadings which give an indication of the contribution that the items make to each component.

Principal Component Analysis is done for the appraisal scores of the thirteen aspects of SAQ of Teachers of English Medium and Telugu Medium; Teachers of High Effective Schools and Low Effective Schools, and comparison of the principal component factors in each case is studied and presented in this section.

#### 5.5.1.1. English Medium Schools

The School Appraisal aspects of the English Medium Schools were scored and principal component analysis was made to find out the factor structure of school appraisal of English Medium teachers. The factor loadings of the first five components that account for 94.20% of the variance are presented in the following table 5.66.

Table 5.66 Factor loading of Five Variables (aspects) of Appraisal of Schools by Teachers of English Medium Schools.

S.NO	Variables / Aspects	1	2	3	4	5
1	Awareness of the Aim	-.265	-.377	-.144	.352	-.118
2	Institutional Planning	-.272	+.102	-.388	.405	-.329
3	Leadership	-.277	-.123	-.354	-.323	-.019
4	Organization	-.261	.258	-.479	-.484	-.082
5	Curricular Programme	-.270	-.095	-.116	.069	.879
6	Co-Curricular Activities	-.288	-.048	-.011	.174	-.005
7	Pupil Welfare Services	-.247	.74	.025	.178	.083
8	School Community Relations	-.288	.213	.321	.861	-.046
9	Religious and Moral Education	-.290	.050	.309	.263	-.062
10	System Maintenance	-.275	-.337	-.065	.132	.025
11	System Renewal	-.297	-.128	.106	-.226	-.131
12	Investment	-.287	-.149	.311	-.272	-.245
13	Innovations	-.285	-.027	.386	-.301	.088
Percentage of Variance (Cumulative)		80.22	84.60	88.87	92.06	94.20
Eigen Value		10.43	.570	.555	.414	.279

The first aspect explains 80.22% of variation. It is observed that all the coefficients in the first factor are between 0.2 and 0.3 indicating equal influence by the thirteen aspects. The aspects are classified accordingly as more or less than 0.25. (Thorndike and Hagen, (1970)). The

aspects awareness of the aim, institutional planning, leadership, organization, curricular programmes, co-curricular activities, school community relations, religious and moral education, system maintenance, system renewal, Investment and innovations have significant loadings with the first factor.

The aspects awareness of the aim, Organization, Pupil-Welfare Services and System maintenance correlate high with the second factor. The aspects institutional planning, leadership, organization, school community relations, religious and moral education, investment and innovations correlate high with the third factor. The aspects, awareness of the aim, institutional planning, leadership, organization, religious and moral education, investment and innovations correlate high with the fourth factor. Institutional planning and curricular programmes correlate very high with fifth factor.

#### 5.5.1.2 Telugu Medium Teachers

The Principal component analysis of the school appraisal aspects with reference to teachers of Telugu Medium schools resulted in five components that together explain 94.2% of the total variance. The loadings of the aspects on these components are presented in the table 5.67.

Table 5.67 Factor loading of Five Aspects of School Appraisal by Teachers of Telugu Medium Schools.

S.NO	Variables / Aspects	1	2	3	4	5
1	Awareness of the Aim	-.282	.018	-.653	-.464	-.032
2	Institutional Planning	-.288	-.192	-.507	.033	.169
3	Leadership	-.299	.366	.059	.304	.285
4	Organization	.011	.825	-.003	-.246	-.172
5	Curricular Programme	-.295	.123	.264	-.323	.559
6	Co-Curricular Activities	-.289	-.267	.204	.026	.329
7	Pupil Welfare Services	-.298	.185	.150	-.028	-.067
8	School Community Relations	-.291	-.263	.120	.129	.000
9	Religious and Moral Education	-.321	-.037	.181	-.173	-.110
10	System Maintenance	-.285	-.183	.338	-.377	-.546
11	System Renewal	-.314	-.122	-.042	-.260	-.169
12	Investment	-.234	.436	-.009	.122	-.067
13	Innovations	-.307	-.092	-.130	.503	-.302
Percentage of Variance (Cumulatory)		67.40	86.02	89.79	92.27	94.20
Eigen Value		8.76	2.42	.491	.321	.252

Table 5.67 yields the following observations:

The first factor explain 67.4% of the total variation. The second factor 18.62% making up a cumulative variance of 86.02% of the total variance.

All the aspects except Organization and Investment have coefficients above 0.25. Hence, Awareness of the aim, Institutional Planning, Leadership, Curricular Programmes, Co-curricular activities, Pupil Welfare Services, School Community Relations, Religious and Moral Education, System Maintenance, System Renewal and Innovations have significant loadings with the first factor.

The aspects Leadership, Organization, Co-curricular Activities, School Community Relations and Investment Correlate high with the 2nd factor. Awareness of the aim, Institutional Planning, Curricular Programmes and System Maintenance are the contributing aspects for the third factor. The aspects Awareness of the aim, Leadership, Curricular Programmes, System Maintenance, System Renewal and Innovations have high correlations with the fourth factor. The fifth factor is correlated highly with Leadership, Curricular Programmes, Co-curricular activities, System Maintenance, and Innovations.

The first five principal components together explain 94.2% of the total variance.

5.5.1.3. Comparison of Principal components in English Medium and Telugu Medium Schools

Table 5.68 Comparison between English Medium and Telugu Medium schools with respect to significant school appraisal aspects.

Principal Component	English Medium	Telugu Medium
I	Awareness of the Aim Institutional Planning Leadership Organisation Curricular Programme Co-Curricular Activities School community Relation Religious & Moral Education System Maintenance System Renewal Investment Innovations	Awareness of the Aim Institutional Planning Curricular Programmes Co-Curricular Activities School community Relations Pupil Welfare Services Religious & Moral Education System Maintenance System Renewal Innovations
II	Awareness of the Aim Organization Pupil-Welfare Services System Maintenance	Leadership Co-Curricular Activities Co-Curricular Activities School Community Relations Investment
III	Institutional Planning Leadership Organization Pupil Welfare Services System Maintenance	Awareness of the Aim Institutional Planning Curricular Programmes System Maintenance
IV	Awareness of the Aim Institutional Planning Leadership Organisation Religious & Moral Education Investment Innovations	Awareness of the Aim Leadership Curricular Programmes System Maintenance System Renewal Innovations
V	Institutional Planning Curricular Programme	Leadership Curricular Programme Co-Curricular Activities System Maintenance Innovations

An examination of the two columns reveals that the first factor of the two kinds of schools is more or less the same. The second factor has only the aspect organization in common hence it differs in the two kinds of schools. Third factor has two aspects only common, the fourth has three aspects common and the fifth has only one aspect common. Hence they all differ in the two schools.

#### Principal Component I

The aspect awareness of the aim, institutional planning, curricular programmes, co-curricular activities, school community relations, religious and moral education, system maintenance, system renewal and innovations, constitute the distinguishing aspects of both the English Medium and Telugu Medium schools.

#### Principal Component II

In the English Medium schools awareness of the aim, organization, pupil-welfare services and system maintenance are distinguishing aspects in the principal component II, and in Telugu Medium schools, leadership, organization, school-community relations and investment form the distinguishing variables. The aspect Organization is the common variable for the two schools.

### Principal Component III

The aspects institutional planning, leadership, organization, innovations are distinguishing variables in English Medium schools and the variables awareness of the aim, leadership, system maintenance and innovations form the distinguishing aspects in Telugu Medium Schools.

### Principal Component IV

Institutional planning, organization, form the distinguishing variables of English Medium schools and Awareness of the aim, curricular activities, system maintenance and innovations are the contributing variables of Telugu Medium Schools for the Principal component IV.

### Principal Component V

Organization and curricular programmes are the distinguishing variables in English Medium Schools, and curricular programmes and system maintenance in Telugu Medium Schools.

#### 5.5.1.4 Teachers - High Effective Schools

Principal component analysis was done to find out the factor structure of High effective schools appraisal by

Teachers. The factor loadings of the thirteen aspects are presented in a tabular form 5.69.

Table 5.69 Factor loading of five components of Appraisal - Teachers of High Effective groups.

S.NO	Variables / Aspects	1	2	3	4	5
1	Awareness of the Aim	-.180	-.651	-.207	.544	-.290
2	Institutional Planning	-.297	-.154	-.031	-.191	-.035
3	Leadership	-.245	.426	-.409	.278	-.240
4	Organization	-.255	-.232	-.524	-.089	.743
5	Curricular Programme	-.277	.291	-.293	-.237	-.153
6	Co-Curricular Activities	-.299	.017	.207	-.287	-.014
7	Pupil Welfare Services	-.299	-.095	.110	-.307	-.045
8	School Community Relations	-.290	.215	-.117	.136	-.123
9	Religious and Moral Education	-.286	-.056	.474	.226	.195
10	System Maintenance	-.295	.193	.065	.183	-.024
11	System Renewal	-.282	.195	.336	.329	.345
12	Investment	-.277	-.312	.053	-.372	-.287
13	Innovations	-.300	-.039	.121	.031	-.156
Percentage of Variance (Cumulatory)		83.45	94.01	97.28	98.09	99.55
Eigen Value		10.848	1.373	.424	.105	.189

The first component explains 83.45% of variation and all the variables in the first factor, except awareness of

the aim have coefficients above 0.2. The variable awareness of the aim has a low correlation. Only those variables having correlation coefficients of 0.25 and above are retained for further analysis.

The variables institutional planning, organization, curricular programmes, co-curricular activities, pupil-welfare services, school community relations, religious and moral education, system maintenance, system renewal, investment and innovations correlate high with the first factor. Awareness of aim, leadership, curricular programme and investment correlate high with the second factor. Only leadership, organization, curricular programme, religious and moral education and system renewal correlate high with third factor. The variables awareness of the aim, leadership, co-curricular activities, pupil welfare services, system renewal and investment correlate high with the fourth factor. The variables awareness of the aim, organization, system renewal and investment correlate high with the fifth factor.

The five factors together contribute to 99.55% of variation.

#### 5.5.1.5 Teachers - Low Effective Schools

The five components with the loadings of the 13 aspects of School Appraisal of Teachers of low effective schools are presented in the following table. 5.70.

Table 5.70 Factor loading of Five variables of Appraisal - Teachers low Effective Group.

S. NO	Variables / Aspects	1	2	3	4	5
1	Awareness of the Aim	-.290	.087	-.127	-.132	.135
2	Institutional Planning	-.285	.083	-.187	-.458	.131
3	Leadership	-.265	.366	-.438	-.210	-.092
4	Organization	-.269	.367	-.299	.279	-.082
5	Curricular Programme	-.285	.154	.269	-.207	.100
6	Co-Curricular Activities	-.287	.017	-.082	.488	.156
7	Pupil Welfare Services	-.279	.221	.351	-.237	.100
8	School Community Relations	-.287	-.190	-.073	.207	.017
9	Religious and Moral Education	-.289	-.120	-.006	.310	.143
10	System Maintenance	-.213	-.711	-.351	-.181	.255
11	System Renewal	-.287	-.217	.014	-.005	-.896
12	Investment	-.283	.011	.383	.306	.119
13	Innovations	-.277	-.198	.436	-.219	-.033
Percentage of Variance (Cumulatory)		89.84	96.25	98.79	99.99	99.99
Eigen Value		11.679	.834	.330	.157	.000

The table 5.70 reveals that the first component explains 89.84% of variation. All the aspects in the first factor have coefficients between 0.2 and 0.3 indicating equal influence on the thirteen aspects. Only those variables having correlation coefficients of 0.25 and above are

retained for further analysis. The aspects awareness of the aim, institutional planning, leadership, organization, curricular programmes, co-curricular activities, pupil welfare services, school community relations, religious and moral education, system renewal, investment and innovations correlate high with the first factor. The variables leadership, Organization and system maintenance correlate high with the second factor; leadership, organization, curricular activities, pupil-welfare services, system maintenance, investment and innovations correlate high with the third factor. The variables institutional planning, organization, co-curricular activities, school community relations and investment correlate high with the fourth factor. The fifth factor has significant correlations with system maintenance and system renewal only.

#### 5.5.1.6 Comparison Of Principal Components In High Effective And Low Effective Schools.

The factor structures of two types of schools are compared and the variables that correlate high with the principal components are shown in the Table 5.71.

Table 5.71 Comparison: of aspects of school Appraisal in high Effective and Low-effective groups of schools.

Principal Component	High Effective	Low Effective
I	Institutional Planning Organization Curricular Programme Co-Curricular Activities Pupil Welfare Services School Community Relations Religious and Moral Edn System Maintenance System Renewal Investment Innovations	Awarness of the Aim Institutional Planning Leadership Organization Curricular Programmes Co-Curricular Activities Pupil Welfare Services School Community Relations Religious and Moral Edn System Renewal Investment Innovations
II	Awareness of the Aim Leadership Curricular Programmes Investment	Leadership Organization System Maintenance
III	Leadership Organization Curricular Programmes Religious & Moral Edn System Renewal	Leadership Organization Curricular Programmes Pupil Welfare Services System Maintenance Investment Innovations
IV	Awareness of the Aim Leadership Co-Curricular Activities Pupil Welfare Services System Renewal Investment	Institutional Planning Organization Co-Curricular Activities Religious and Moral Edn Investment
V	Awarness of the Aim Organization System Renewal Investment	System Maintenance System Renewal

### Principal Component I

The variables innovations, pupil welfare services, co-curricular activities and institutional planning are the distinguishing aspects in High Effective group, and awareness of the aim, co-curricular activities, religious and moral education and school community relations and system renewal constitute the principal component I in low effective' group.

### Principal Component II

In the principal component II, the variables such as awareness of the aim, leadership, and investment are the distinguishing variables in high effective group, and leadership, organization and system maintenance in low effective group.

### Principal Component III

The variables - Leadership, Organization and Religious and Moral Education, System Renewal are the distinguishing variables in High Effective group; and Leadership, Pupil Welfare Services, System Maintenance, Investment and

Innovations are the distinguishing variables in low effective group in the principal component III.

#### Principal Component IV

Awareness of the aim, pupil-welfare services, system renewal and investment are the distinguishing variables in High Effective group; and institutional planning, co-curricular activities are the distinguishing variables in the low effective group in the Principal component IV.

#### Principal Component V

In the case of fifth principal component, the distinguishing variables in High effective group are organization, and system renewal; and in the low effective group system renewal constitutes the most distinguishing variable.

#### 5.5.1.7 Findings and Observations

The factor structure of the school Appraisal of the English Medium Schools was found by principal Component Analysis (PCA). The factor loadings of the first five components account for 94.20% of the variance. Except the

aspect Pupil Welfare Services all the other 12 aspects have significant loadings with the first factor. The first factor also explains 80.22% of the total variance (T. 5.66).

In Telugu Medium High Schools also the PCA of school appraisal aspects, w.r.t. teachers, resulted in five components that together explain 94.2% of the total variance. The first factor alone explains 67.4% of the total variance. All the eleven aspects, except Organization and Investment, have significant loadings with the first factor. (T. 5.67)

On comparison of the components of the first principal component in E.M. and T.M. Schools, it is evident that they are more or less the same. (T. 5.68).

Except Leadership, Organization and Investment, all the other aspects are common for the first factor. In the second principal component has only Organization in common. The third principal component has Institutional Planning and System Maintenance in both English and Telugu Media. The 4th has awareness of the Aim, Leadership and Innovations and 5th has curricular programmes in common.

In the High Effective Schools, factor loadings of the 13 aspects reveals the following facts. The first component explains 83.45% of variation. The First and Second factors together explained for 94% of the total variance and the first five factors for 99.55% of the total variance. All the variables (aspects) except Awareness of the aim, have significant loadings with the first factor. Awareness of the aim and leadership have high loadings with the second factor. The third factor is highly correlated to Leadership, Organization and Religious and Moral Education. The Awareness of the aim has very high loadings with the fourth and Organization has highly significant loadings with the fifth factor (T.5.69).

In the Low Effective Schools (Table 5.70) all the aspects except system maintenance are equally contributing to the variance of the first factor. The First component explains 89.8% of variation. The first two components explain 96% of the total variation and the first five components constitute 99.99% of the variation. System Maintenance contributes very high (.711) to the 2nd factor. Leadership and organization also contribute highly to the 2nd factor. Leadership, Pupil Welfare Services, System Maintenance, Investment, Innovations have highly significant loadings with the 3rd factor.

Institutional Planning, Organization, Co-curricular Activities, Religious and Moral Education and Investment contribute highly to the 4th factor. System Maintenance and System Renewal are the only contributing aspects for the 5th factor.

Comparing the factors of the High Effective and Low Effective group of schools (Table 5.71), the first principal component has ten aspects in common for both. Only system maintenance, awareness of the aim, leadership are not in common. For the second principal component only the aspect leadership is common. The aspects leadership, organization and curricular programmes are in common for the third factor. Co-curricular activities and Investment are the common aspects of the fourth component and system renewal alone is the common aspect of the fifth component. Thus except in the first principal components the types of schools differ much in all other principal components.

## 5.5.2 Profile Analysis

### 5.5.2.1 Profiles of Schools

The profiles of the 17 high schools Fig 5.10 to 5.34 are presented in this section. The supportive data is given in section 5.2.1.

### 5.5.2.2 Profiles of the School Aspects

The thirteen aspects of the school, rated by the responding groups: Headmistresses, teachers, students and parents for the High Schools; and Headmistress and teachers for the Elementary Schools are depicted by their mean percentages for each of the schools in this section. Profiles (Fig 5.35 to 5.47) are drawn to show the level of perception of each groups - Triangle (▲) representing the headmistresses, Square (■) - the teachers; Circle (○) - the students and Cross (×) - the parents; Plain line (—) - the common mean of the groups. The descriptive analysis of the aspects were already done in section 5.2.1.1.1 to 5.2.1.1.13 and in 5.2.1.2.1 to 5.2.1.2.13.

Fig: 5.10 Profile: School No.1

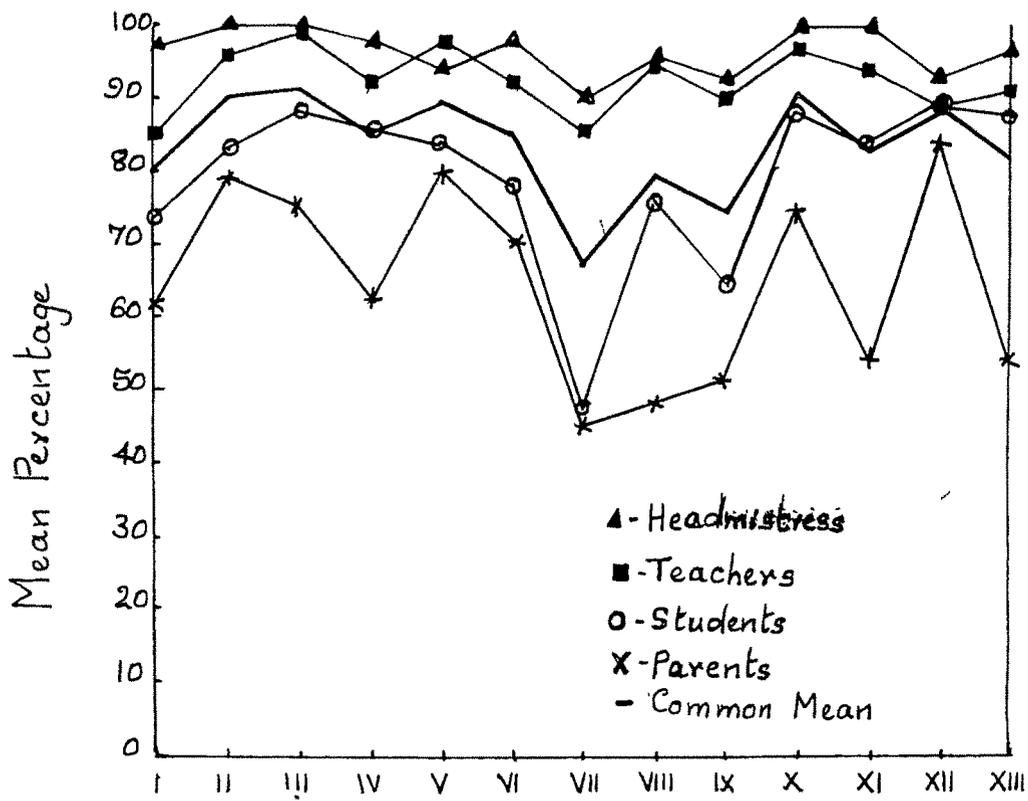
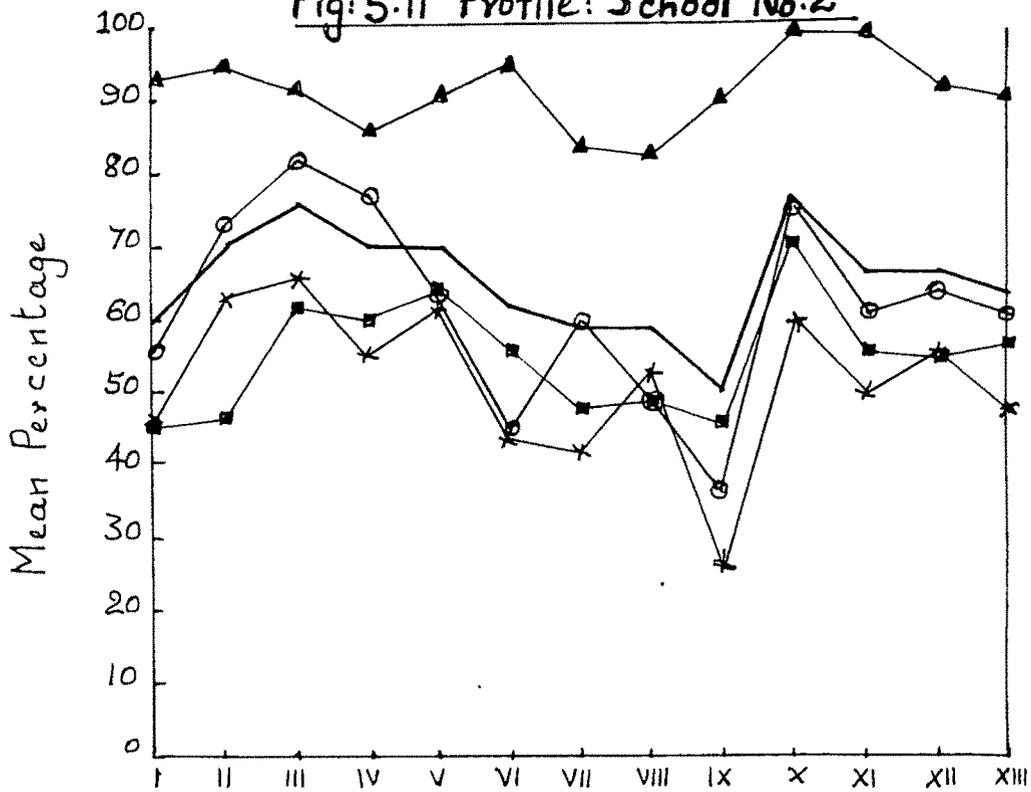


Fig: 5.11 Profile: School No.2



School Appraisal Aspects.

Fig: 5.12 Profile - School No. 3

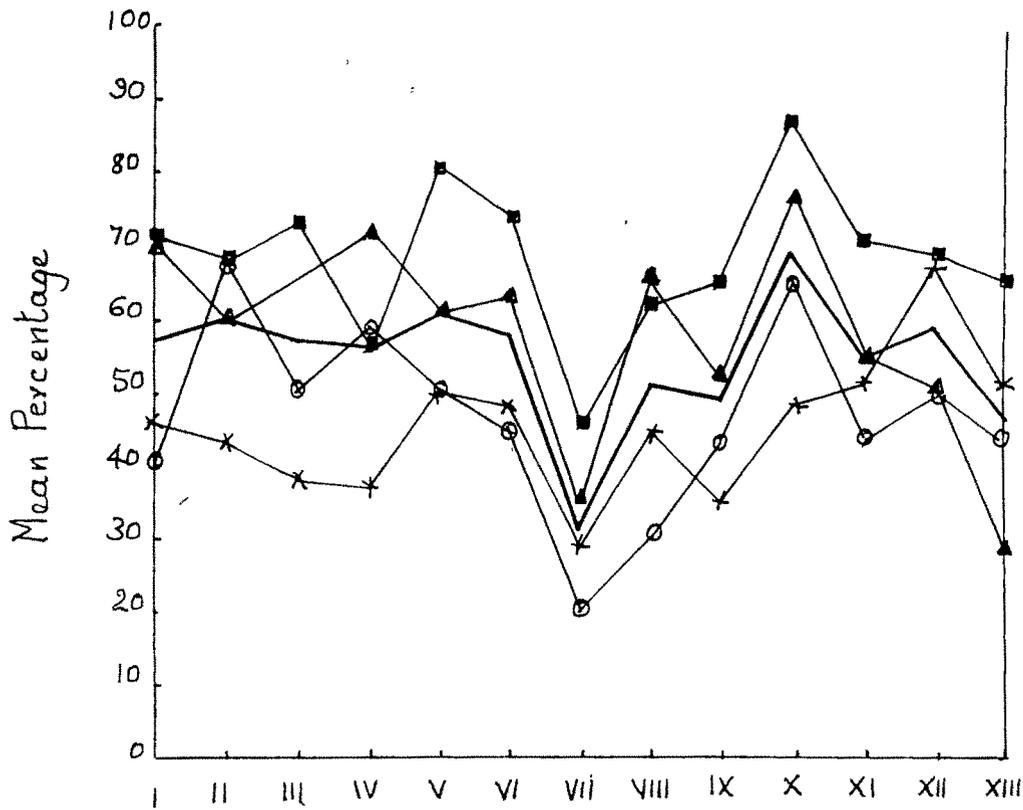
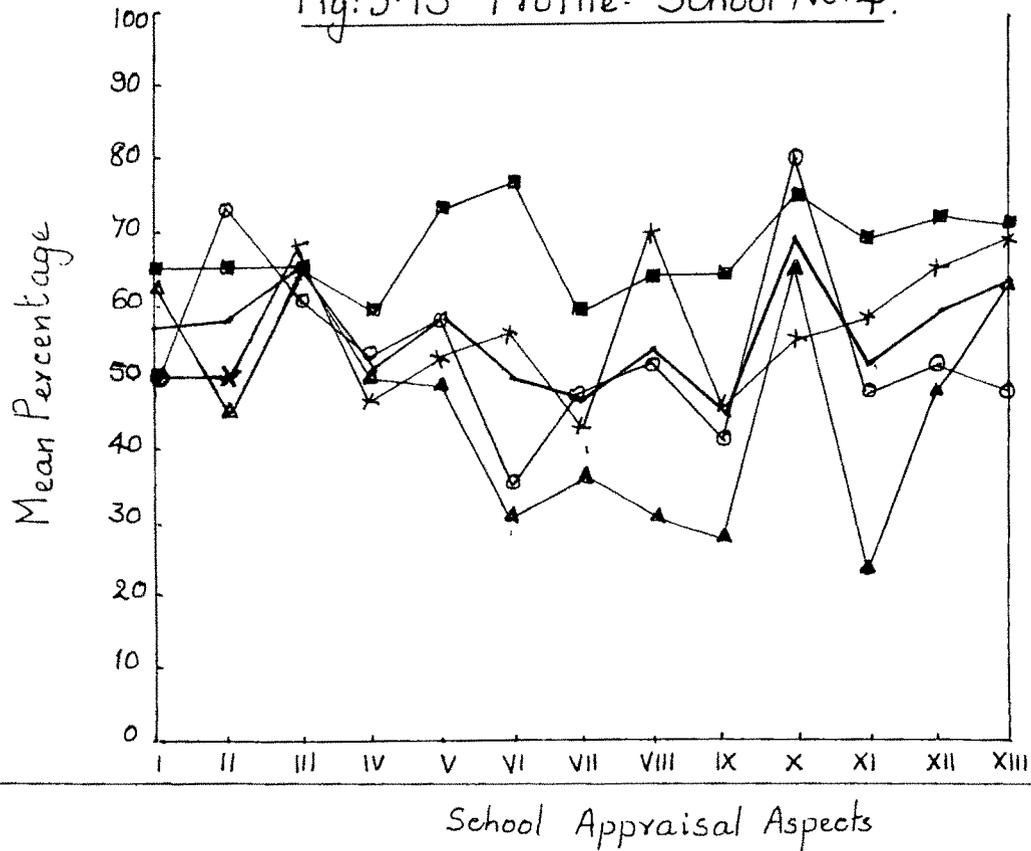


Fig: 5.13 Profile - School No. 4.



School Appraisal Aspects

Fig:5.14 Profile: School No.5

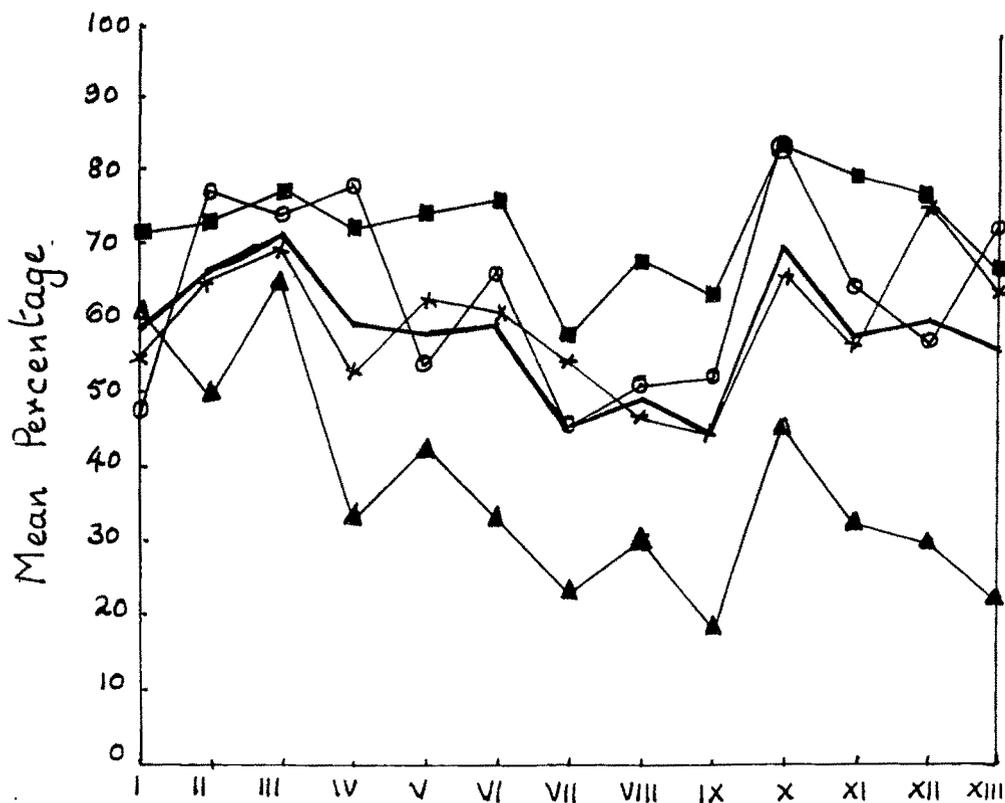
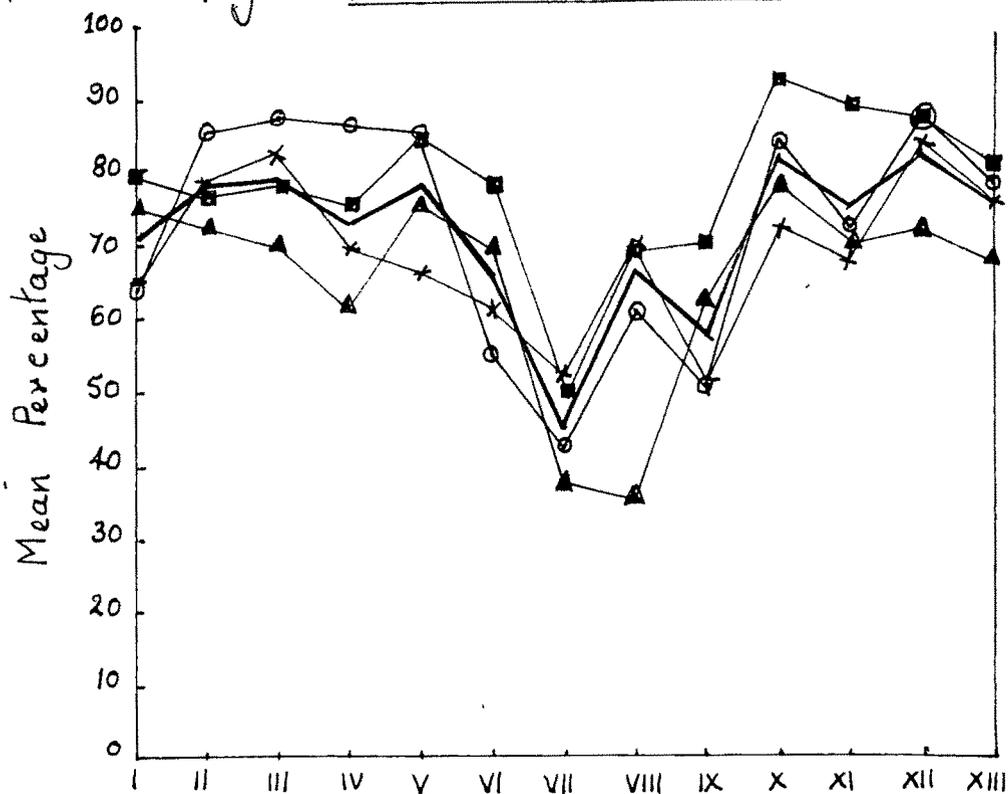


Fig:5.15 Profile: School No.6



School Appraisal Aspects.

Fig:5.16 Profile: School No: 7

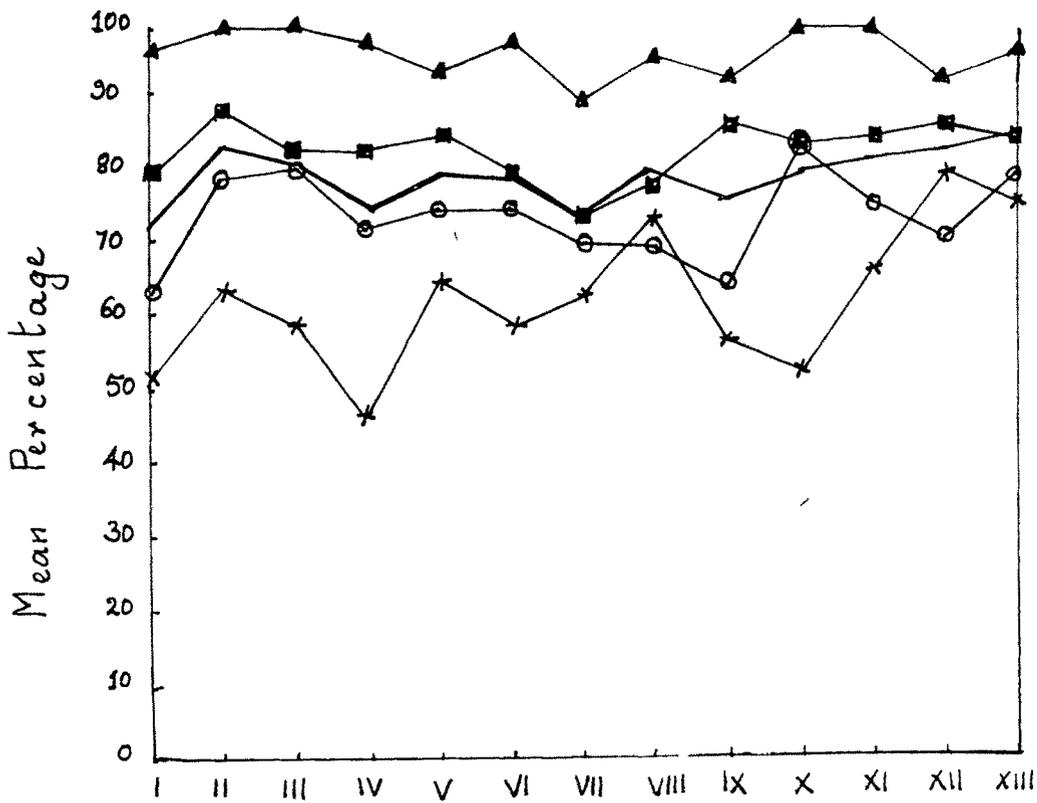
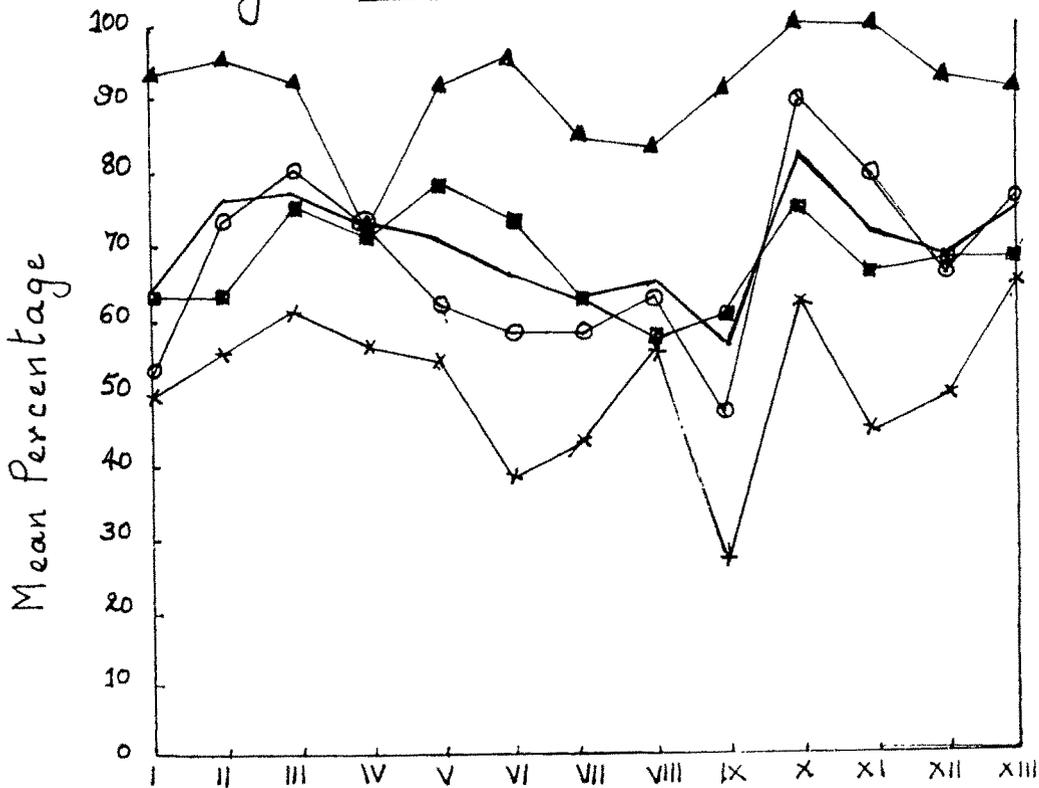


Fig:5.17 Profile: School No: 8



School Appraisal Aspects.

Fig:5.18 Profile: School No.9

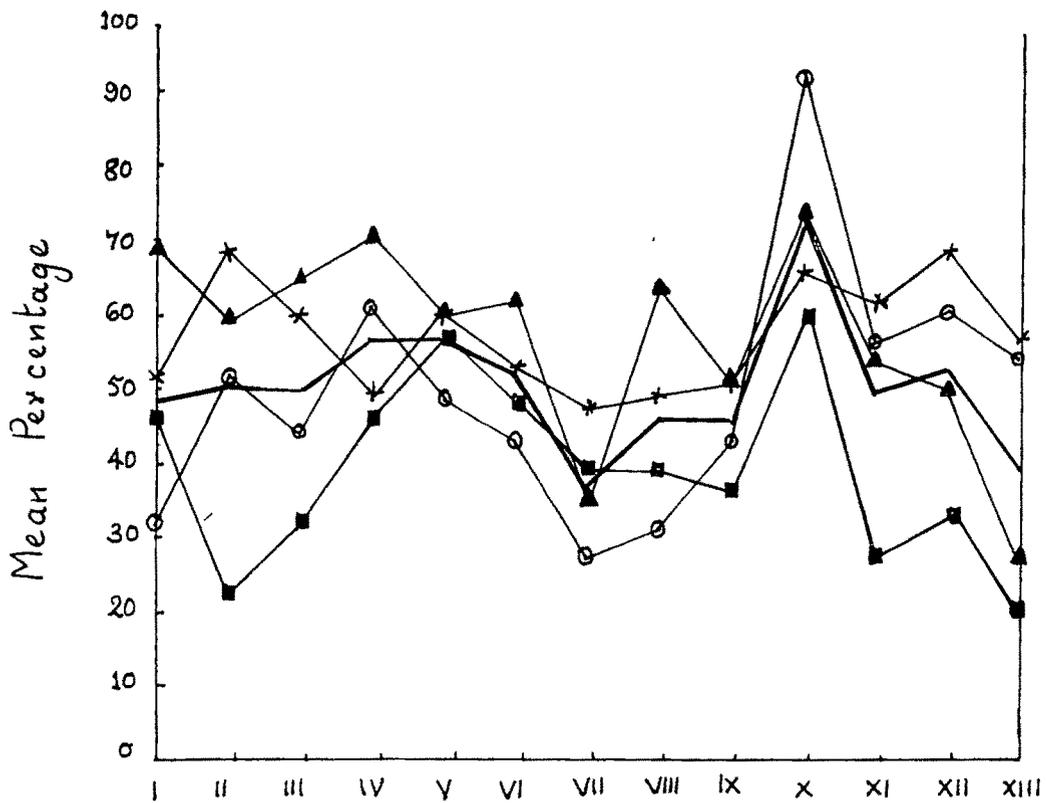
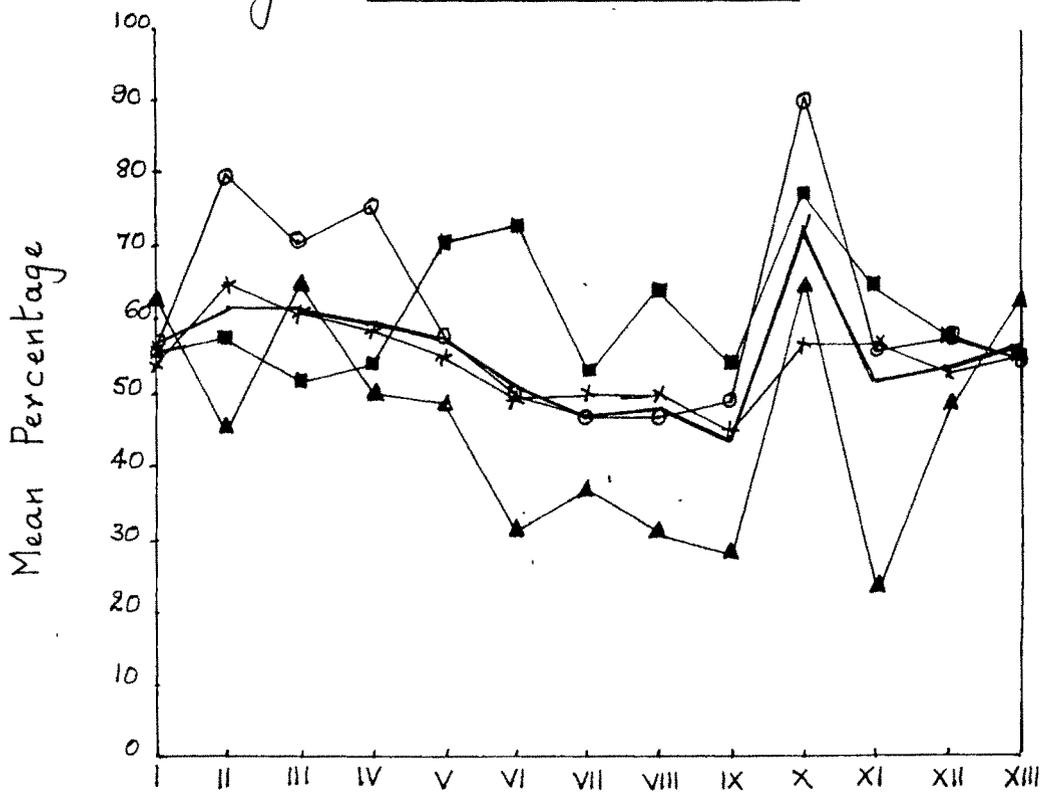


Fig:5.19 Profile: School No.10



School Appraisal Aspects

Fig:5.20 Profile: School No.11

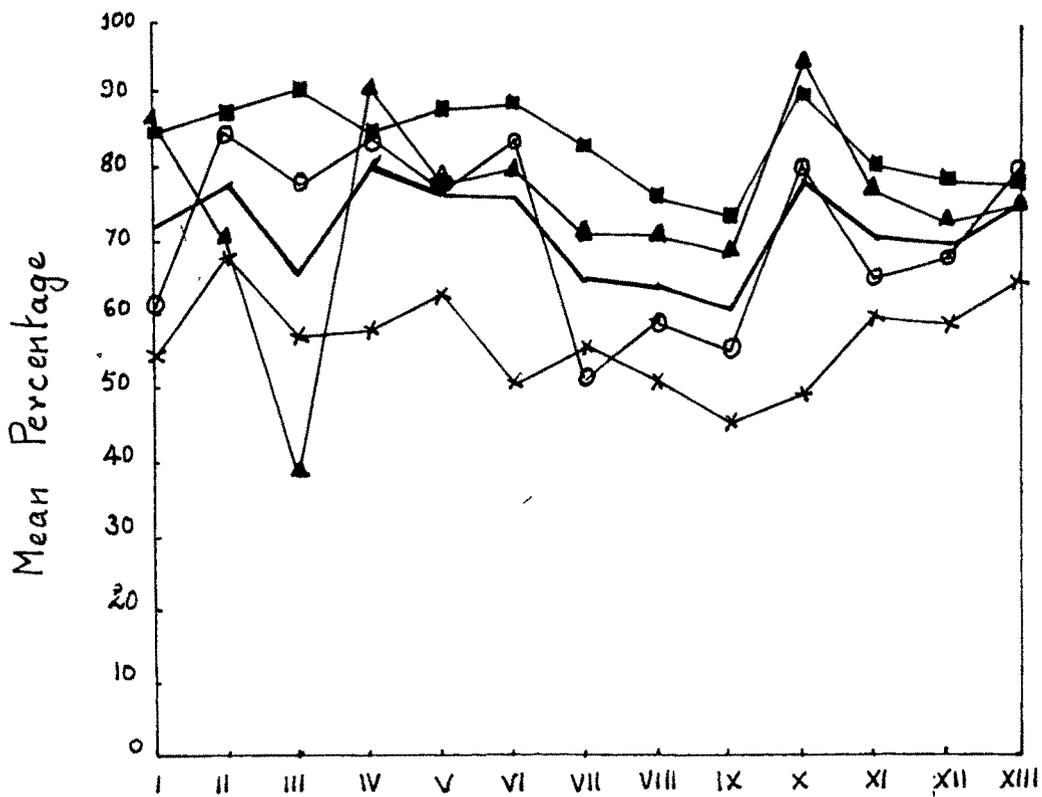
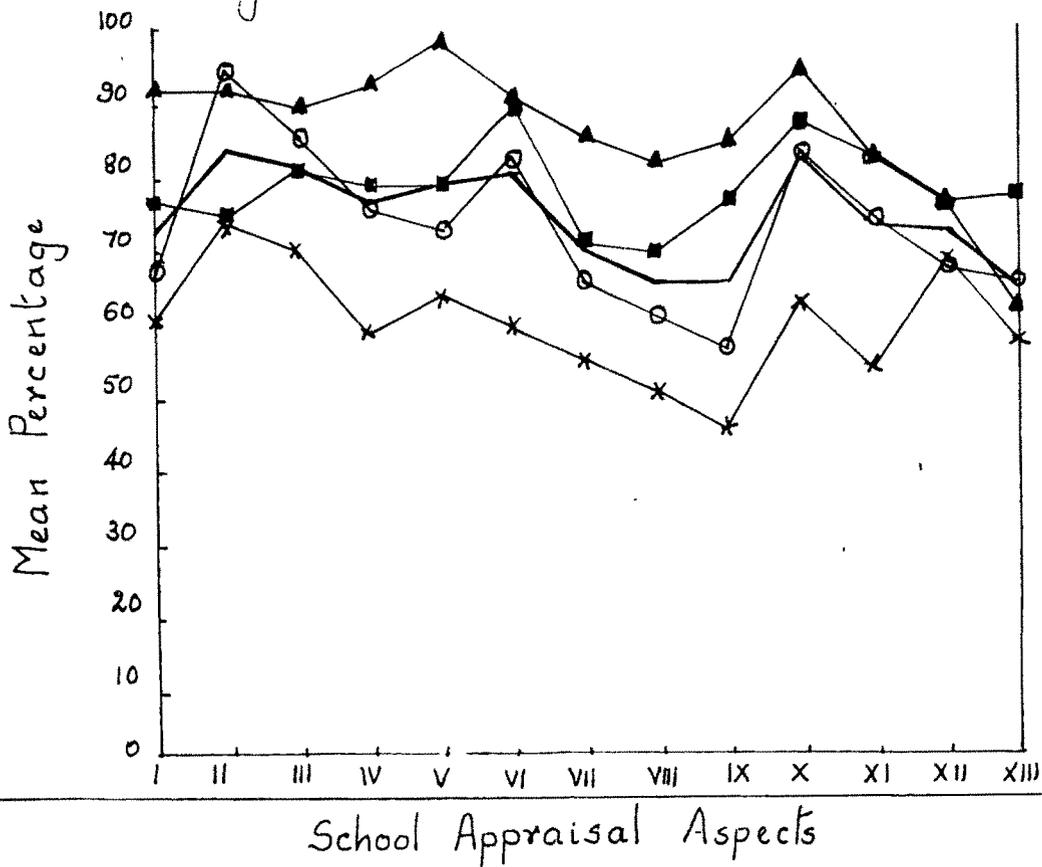


Fig:5.21 Profile: School No.12



School Appraisal Aspects

Fig: 5.22 Profile: School No.13

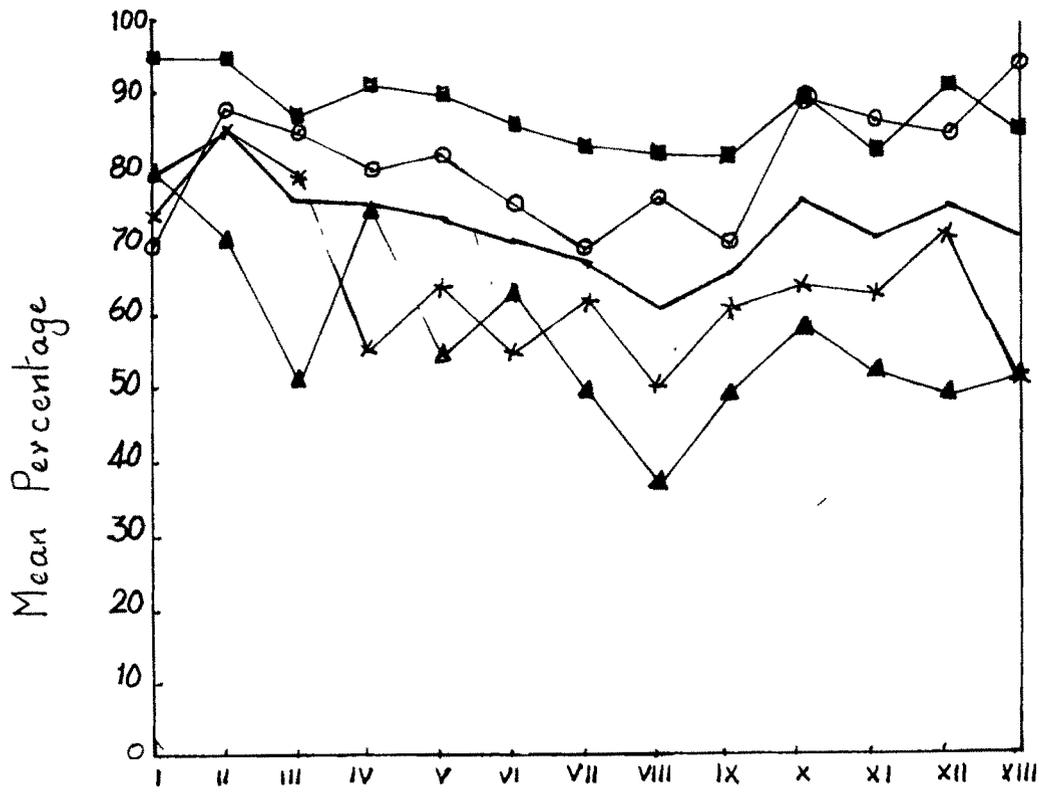
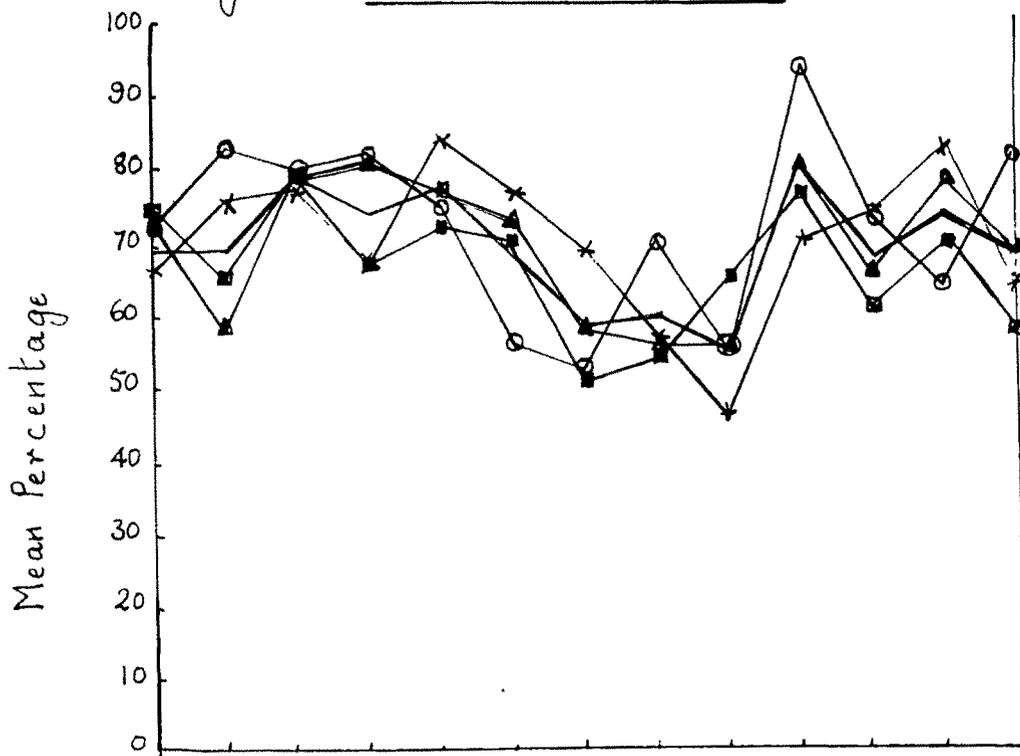


Fig: 5.23 Profile: School No.14



School Appraisal Aspects

Fig: 5.24. Profile: School No. 15

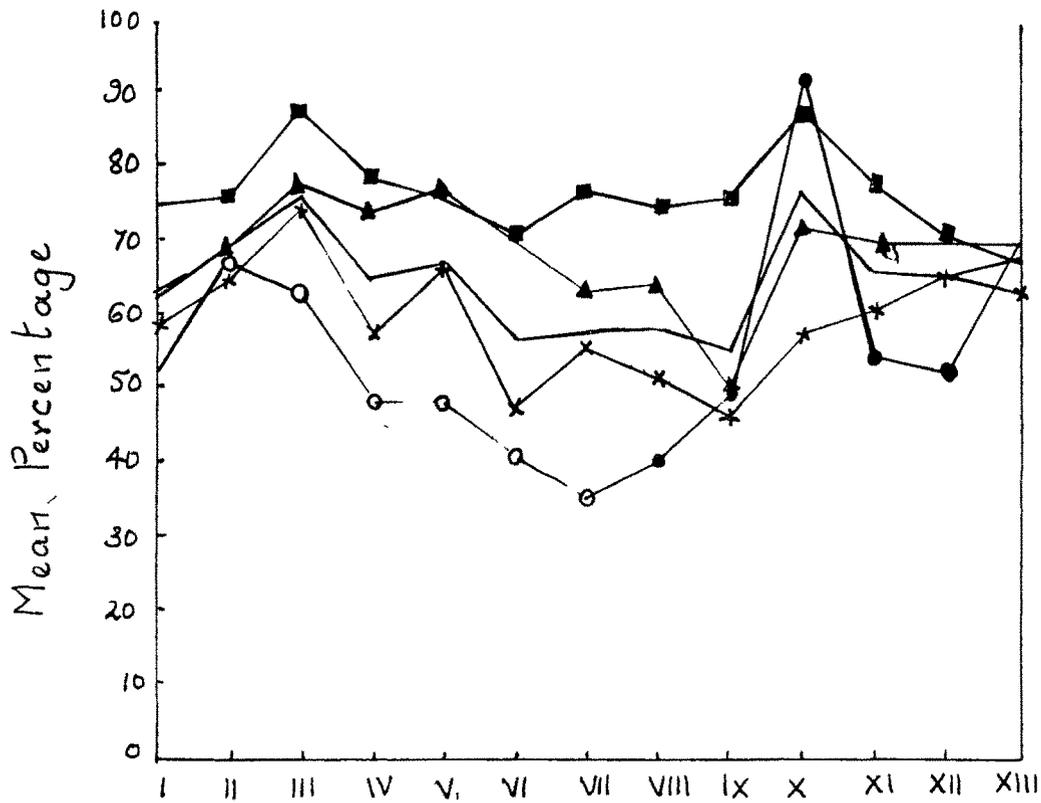
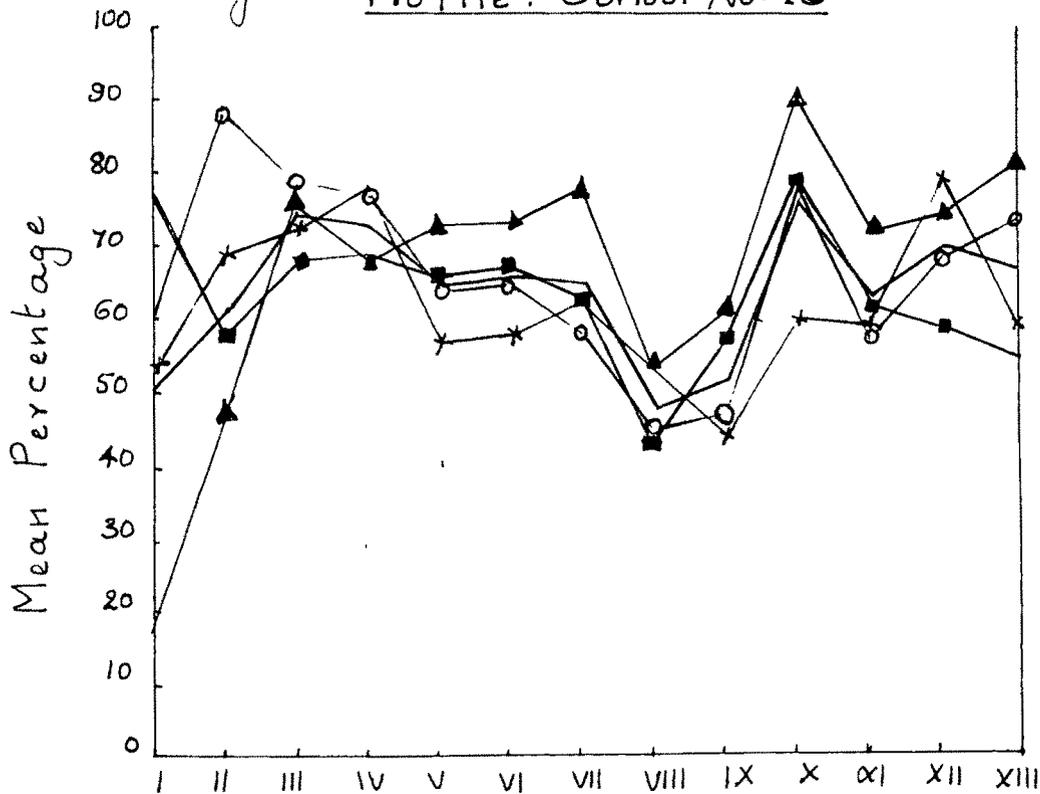


Fig: 5.25 Profile: School No. 16



School Appraisal Aspects

Fig: 5.26 Profile: School No. 17

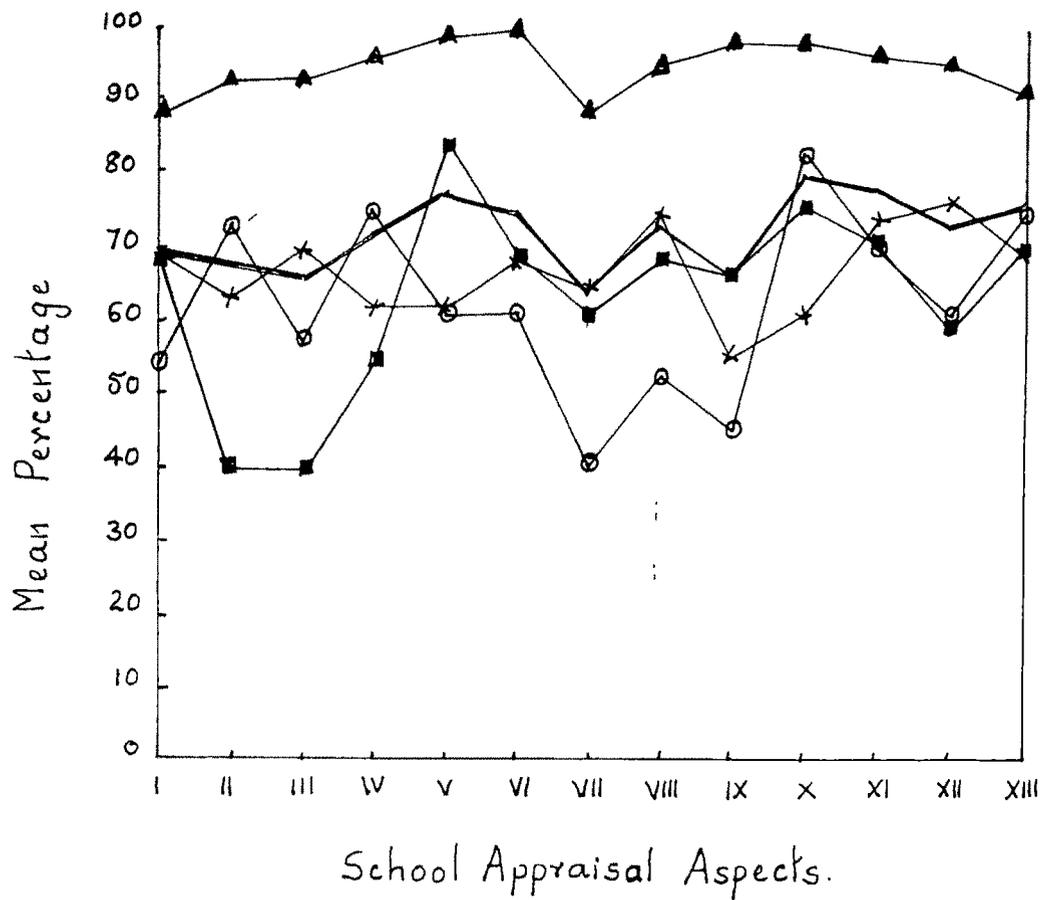


Fig: 5.27 Profile: School No.18

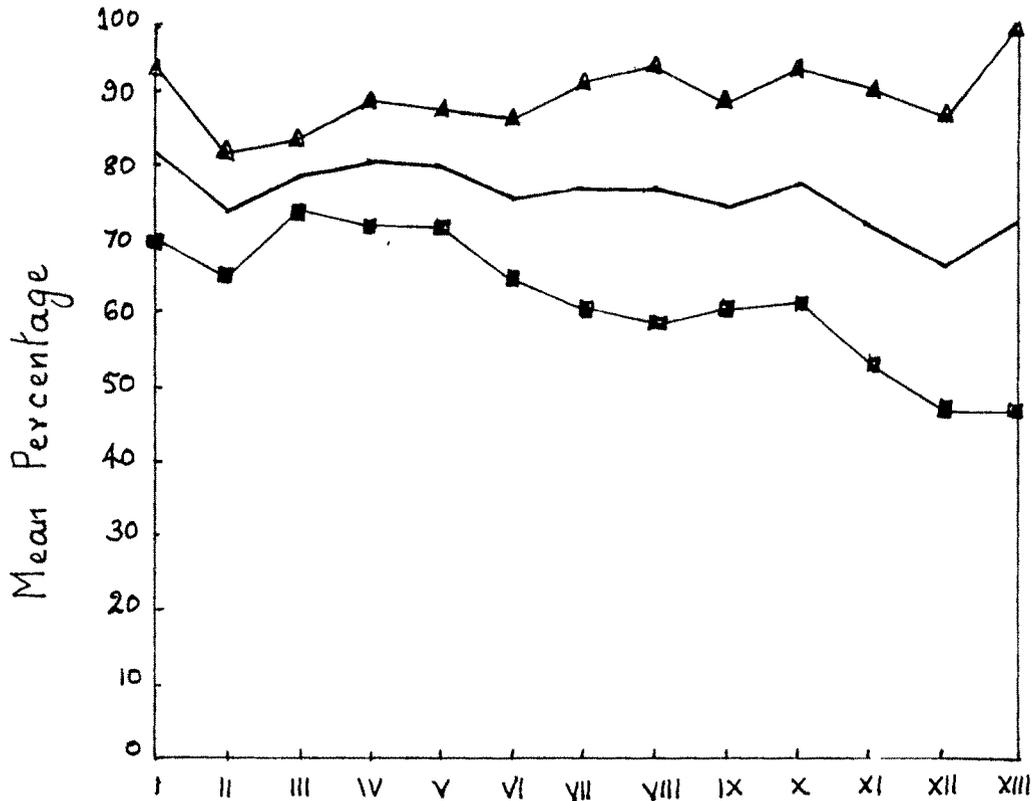
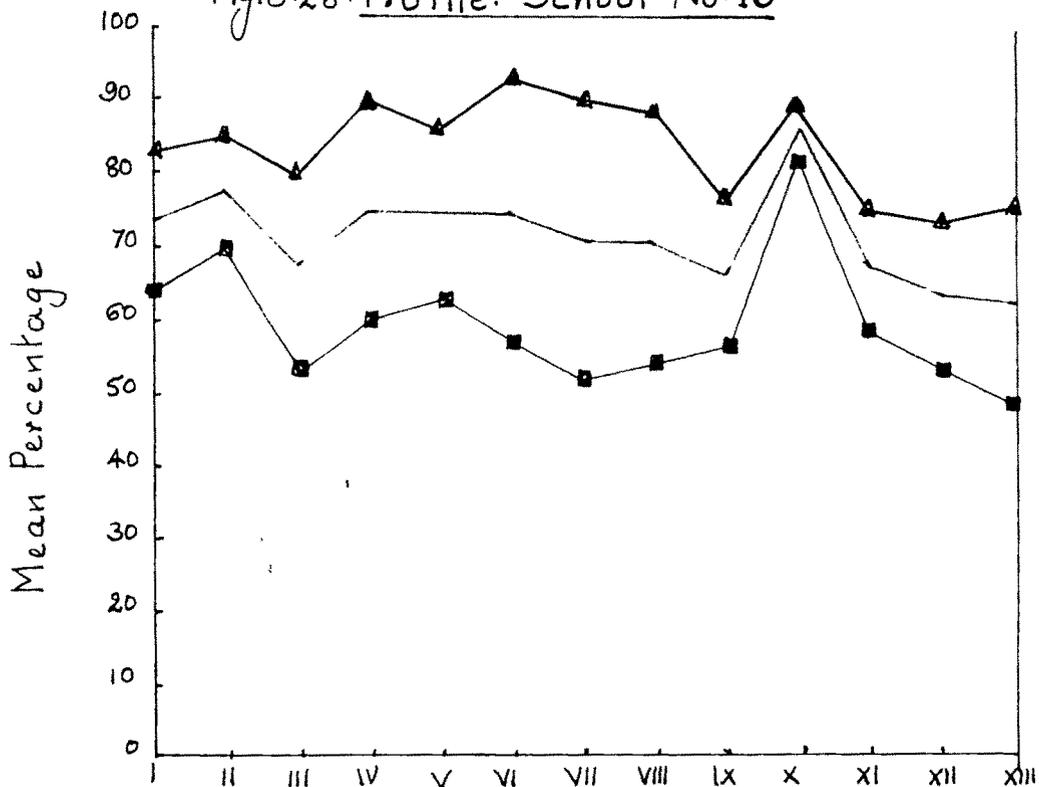


Fig: 5.28 Profile: School No.19



School Appraisal Aspects

Fig: 5.29 Profile: School No. 20

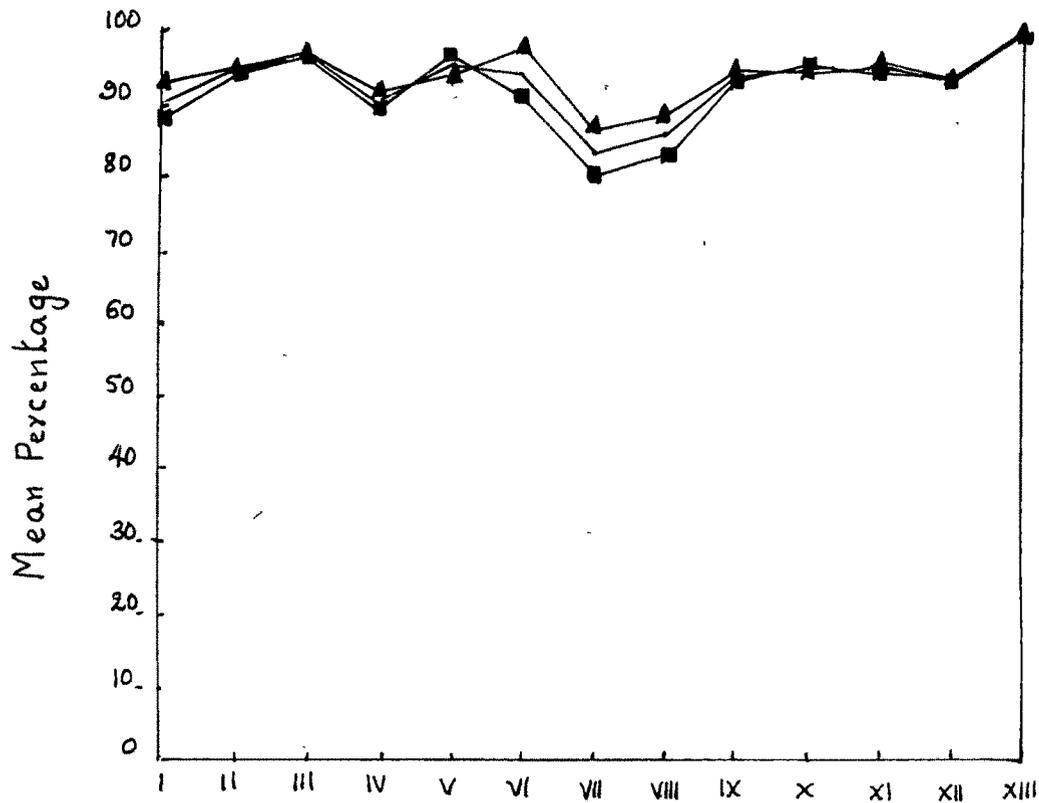
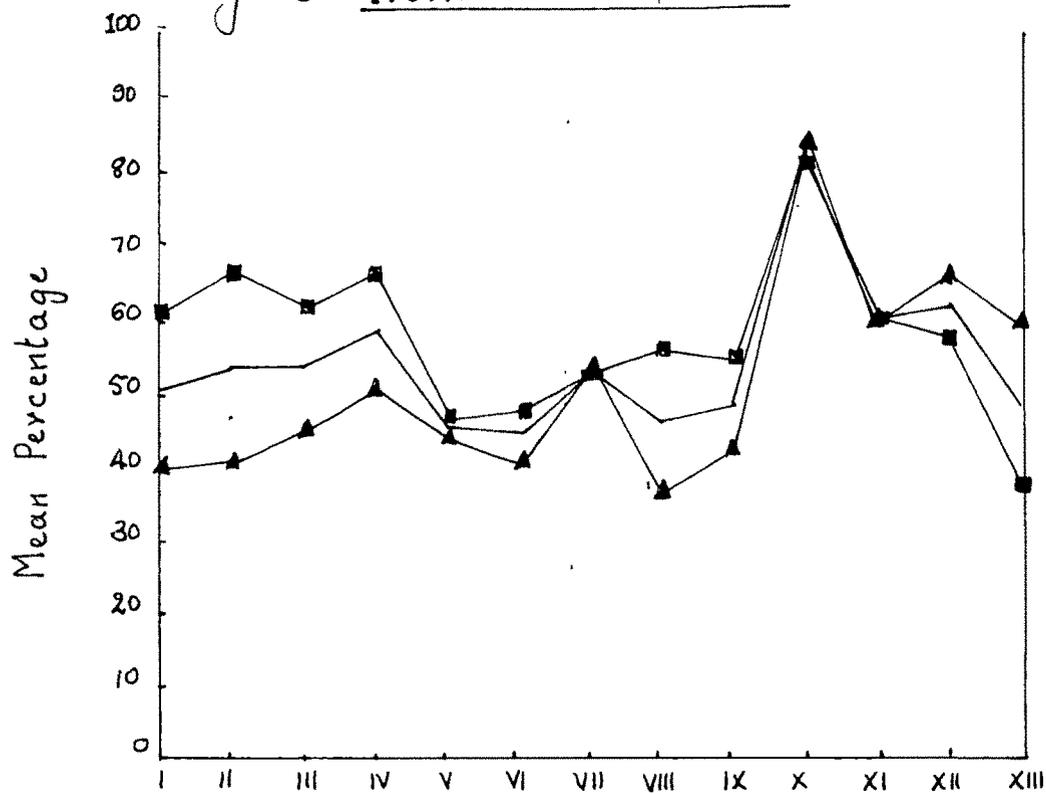


Fig: 5.30 Profile: School No. 21



School Appraisal Aspects.

Fig:5.31 Profile: School No.22

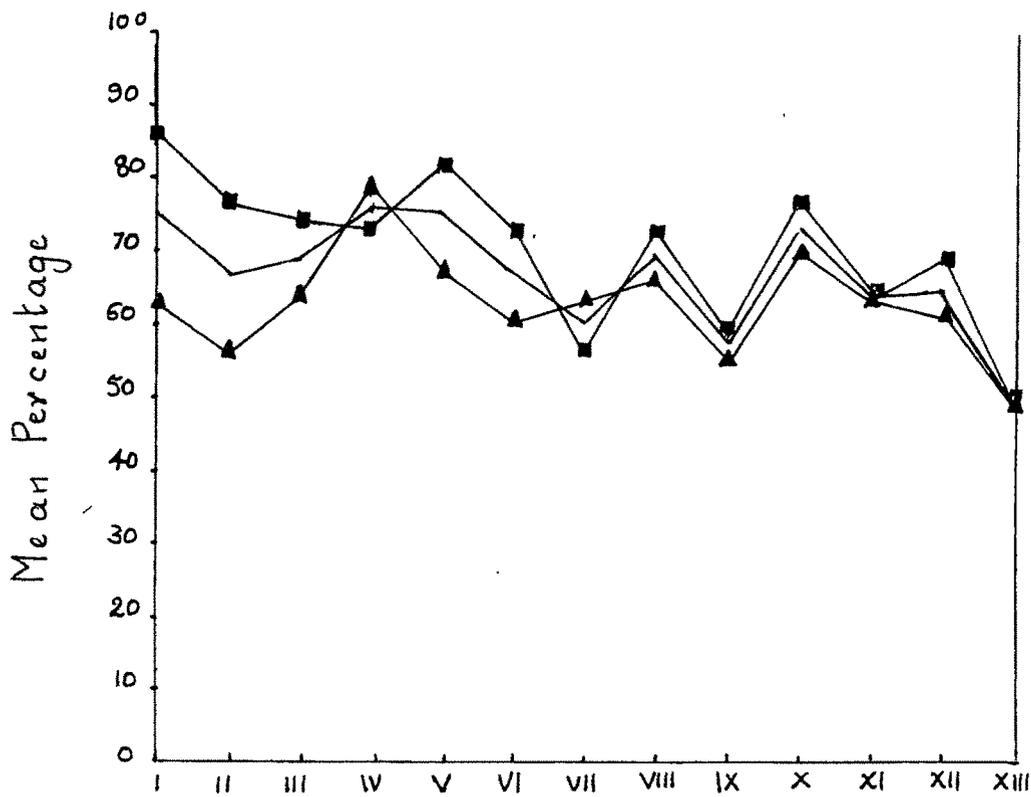
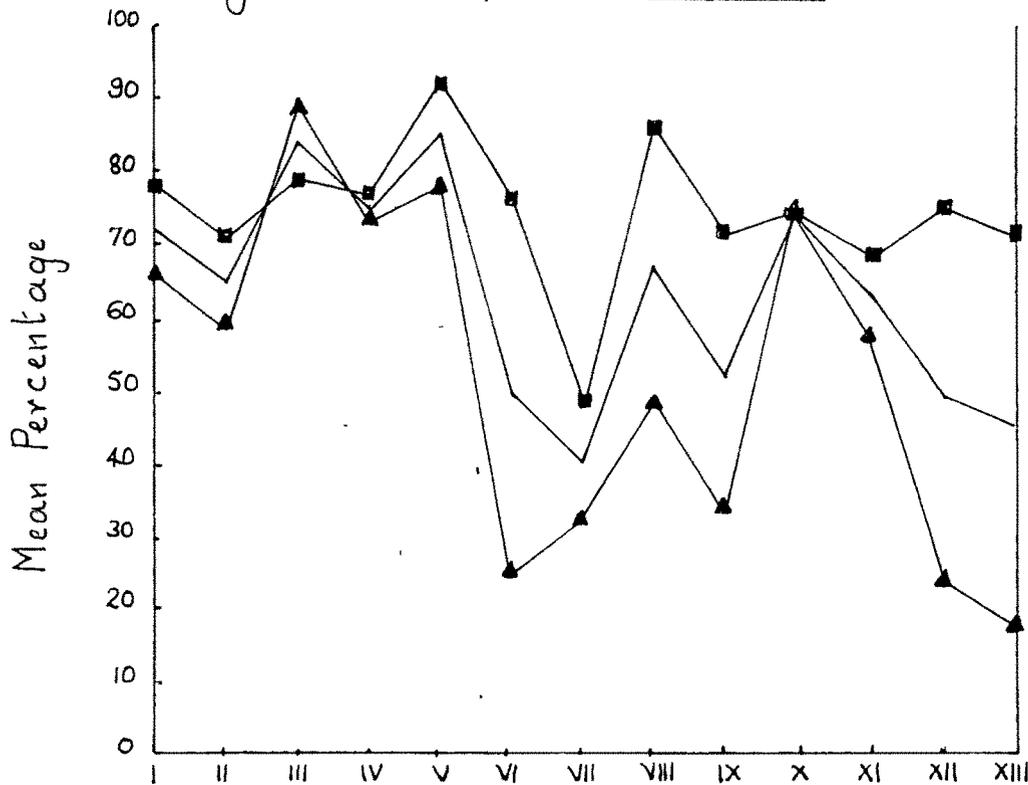
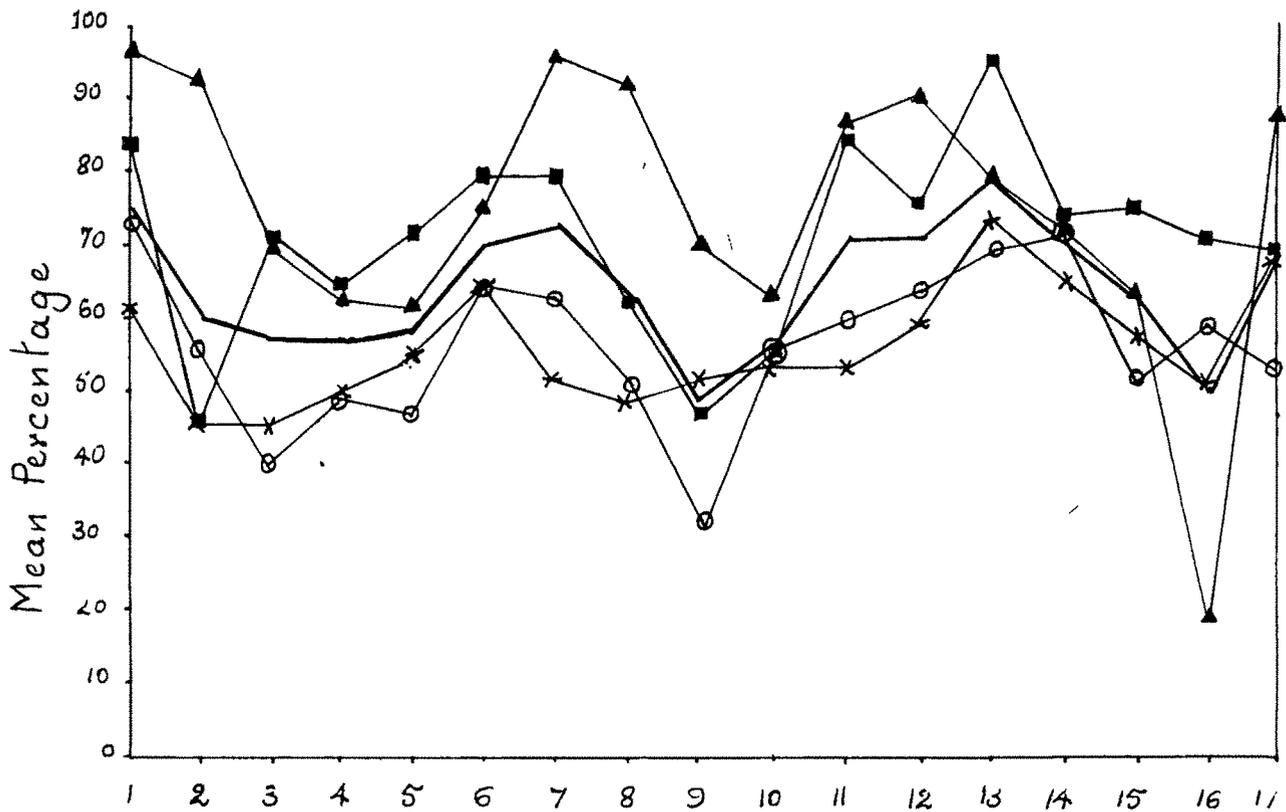


Fig:5.32 Profile: School No.23

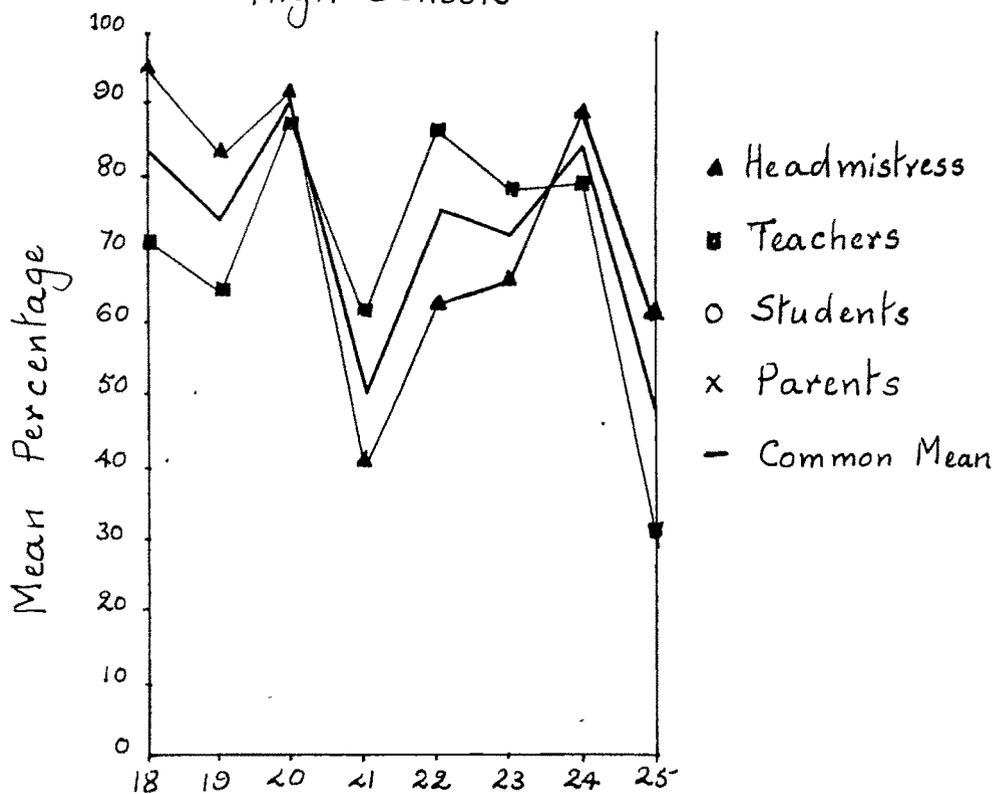


School Appraisal Aspects.

Fig: 5.35 Profile of the Aspect: Awareness of the Aim.

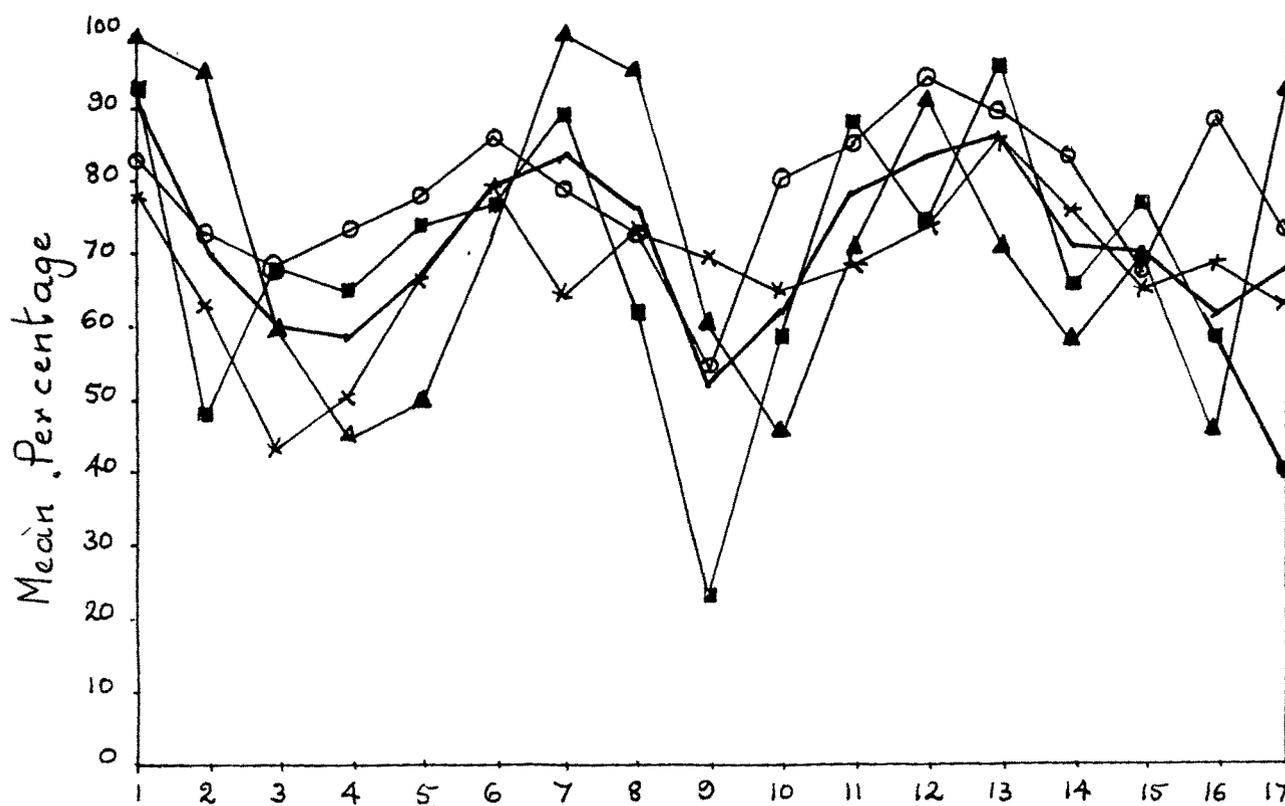


High Schools

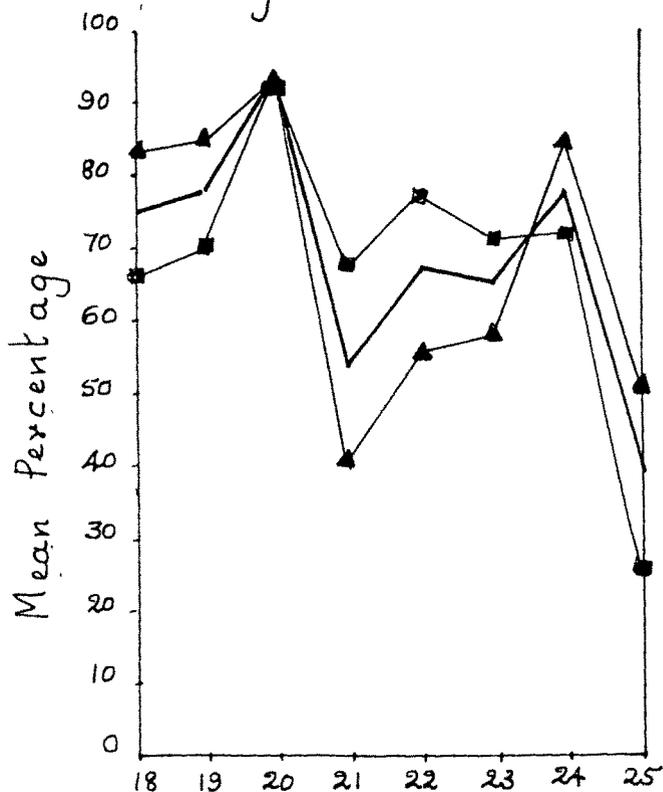


Elementary Schools.

Fig:5.36 Profile of the Aspect: Institutional Planning



High Schools.



Elementary Schools.

Fig: 5.37

Profile of the Aspect: Leadership.

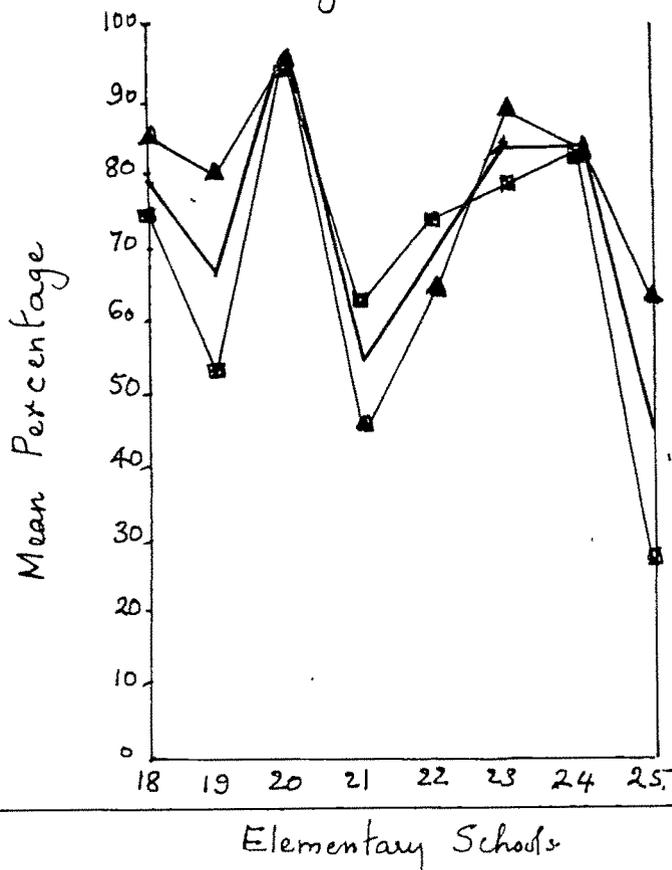
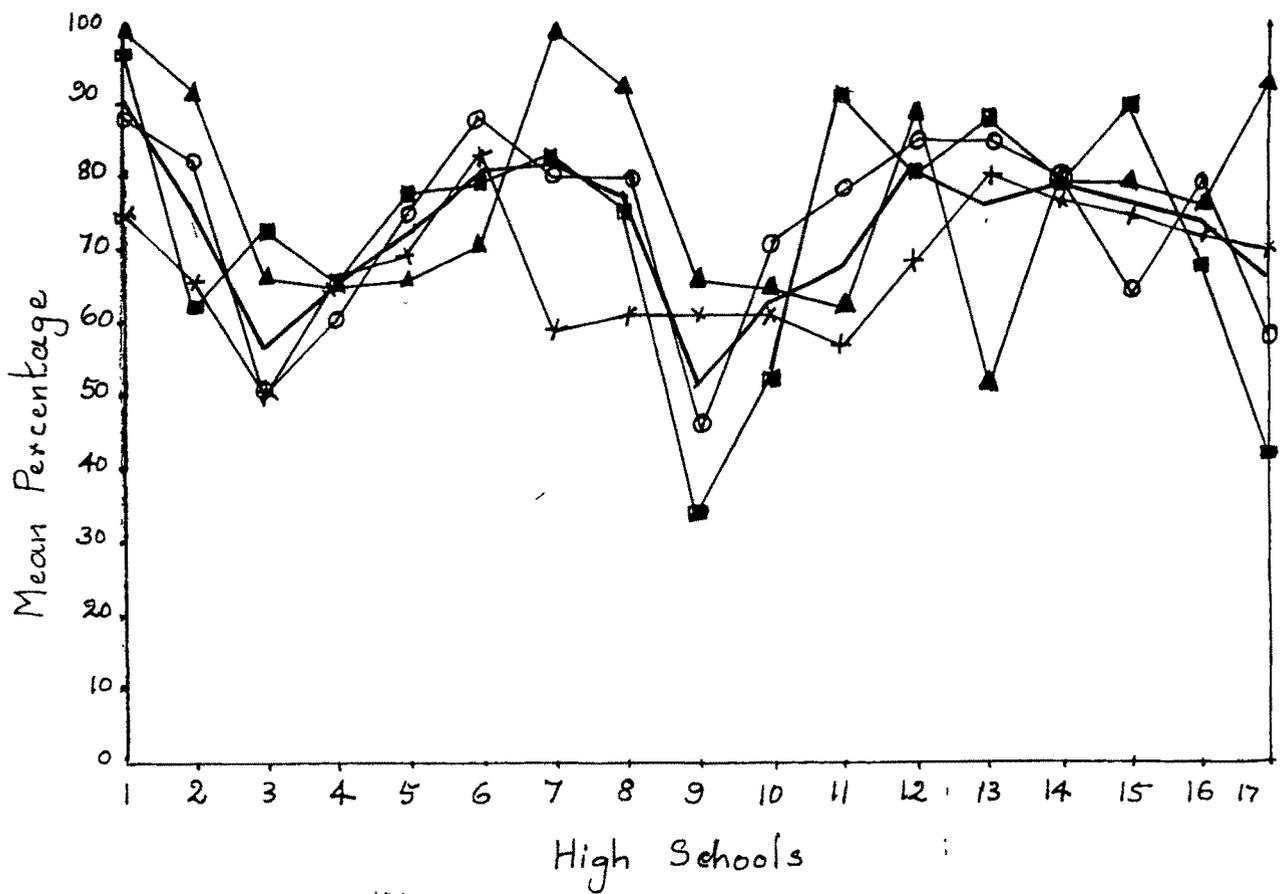
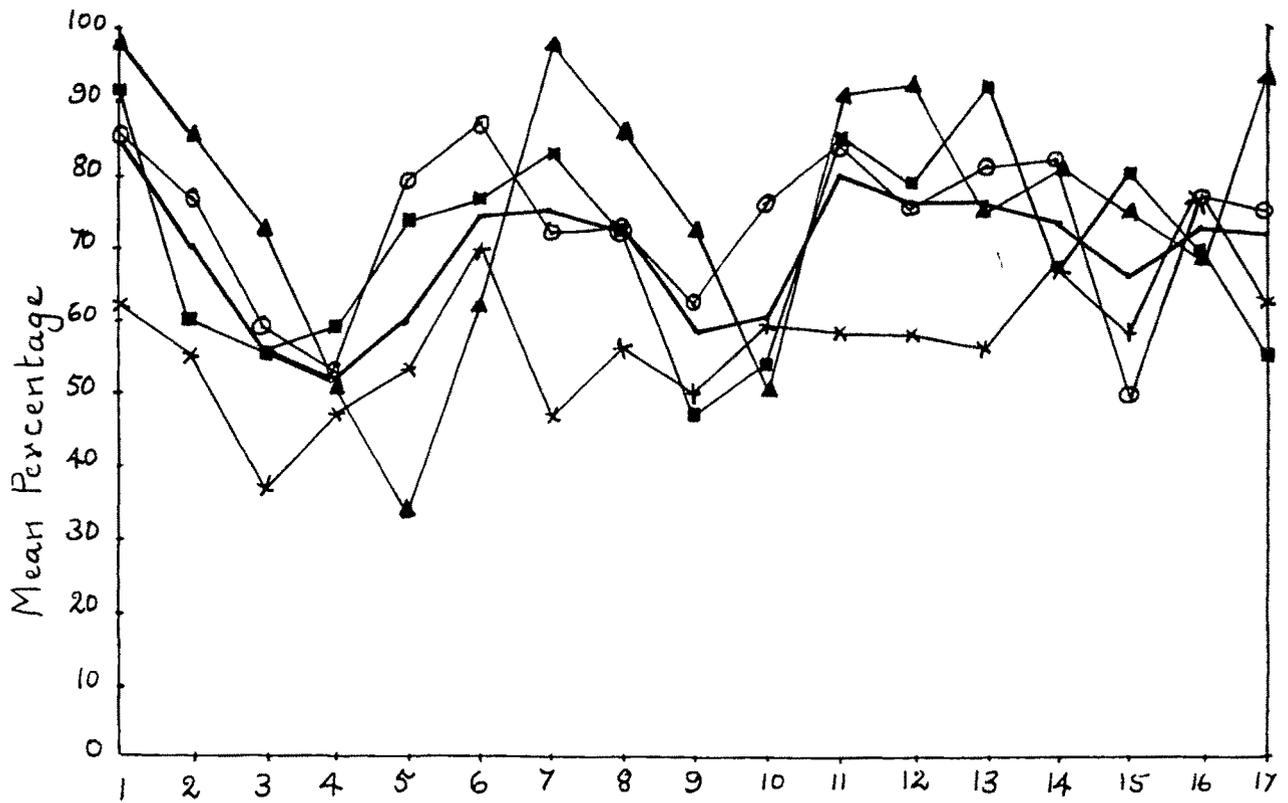
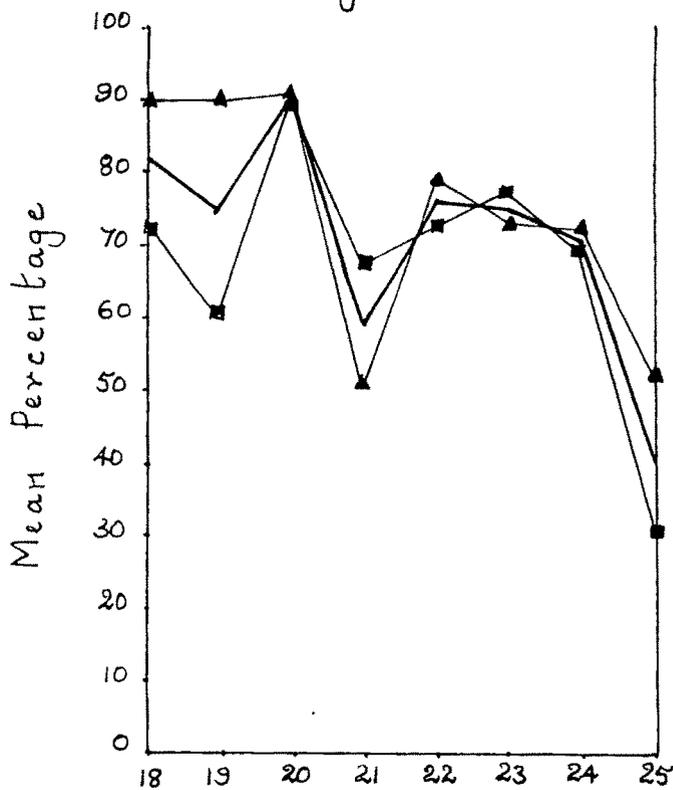


Fig. 5.38

Profile of the Aspect: Organization.



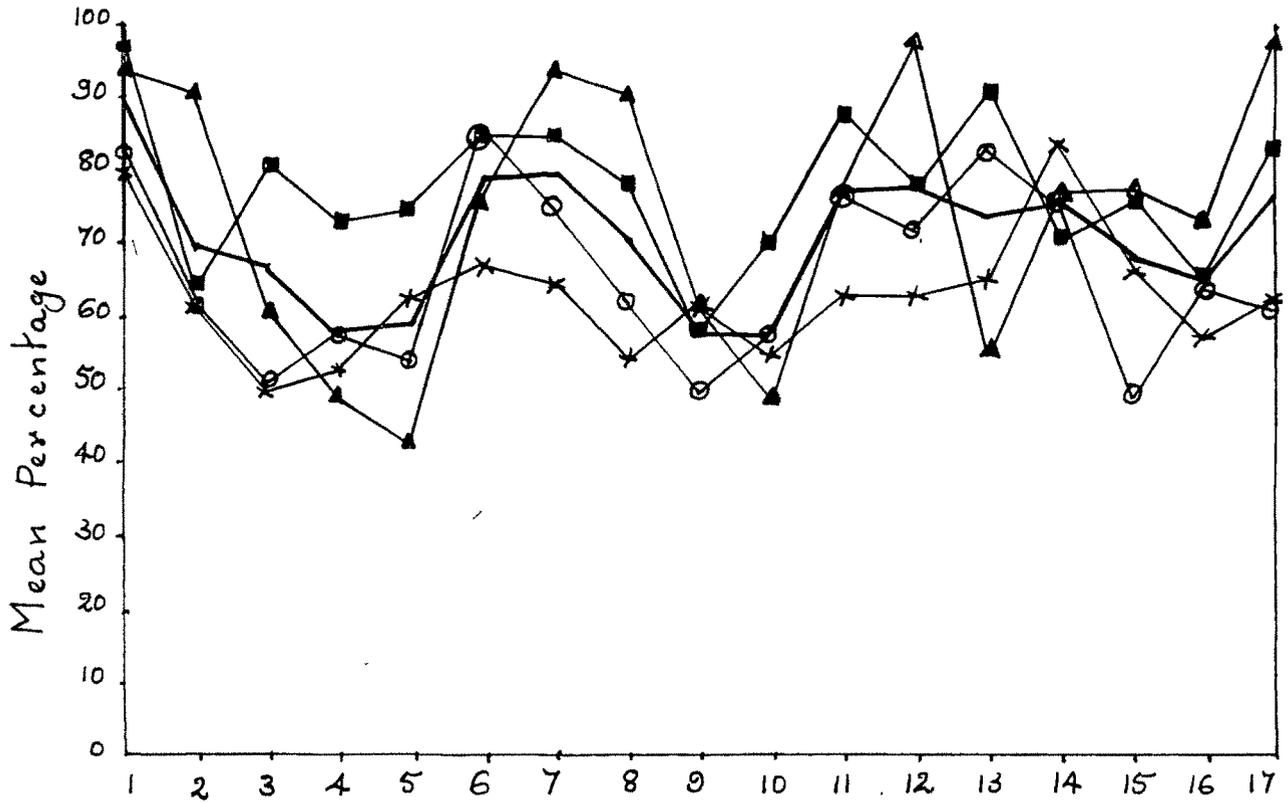
High Schools



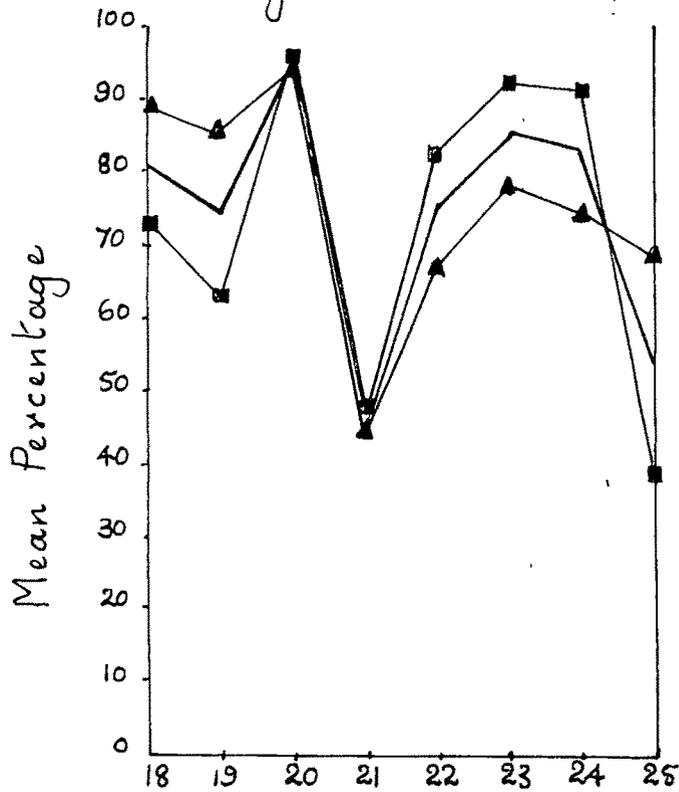
Elementary Schools

Fig: 5.39

Profile of the Aspect: Curricular Programmes



High Schools



Elementary Schools.

Fig: 5.40 Profile of the Aspect: Co-Curricular Activities

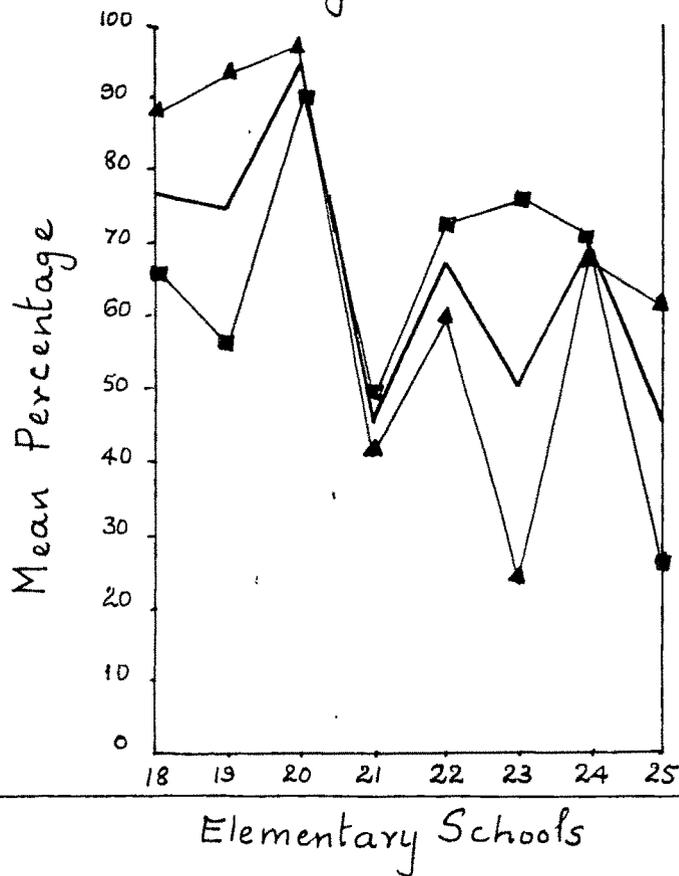
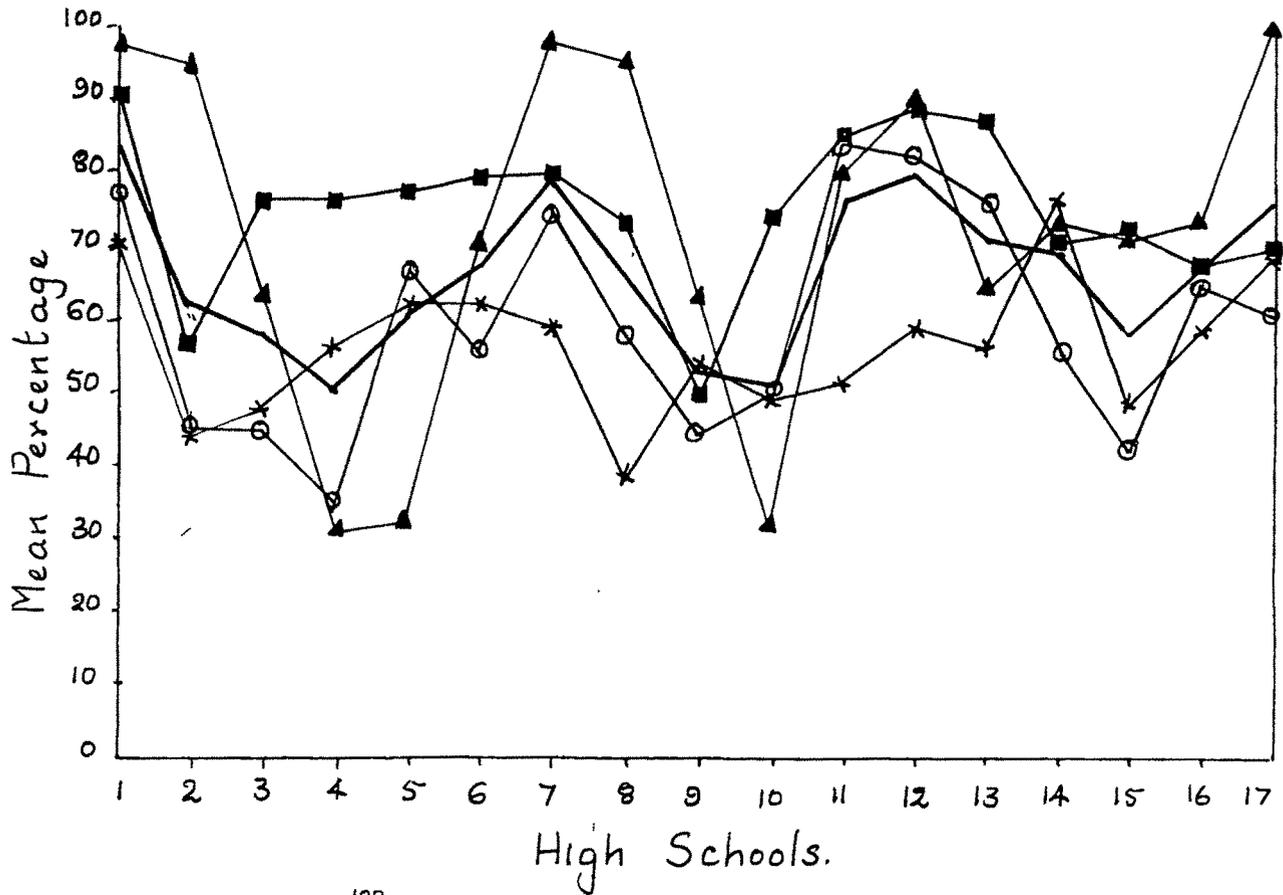


Fig:5.41 Profile of the Aspect: Pupil-Welfare Services

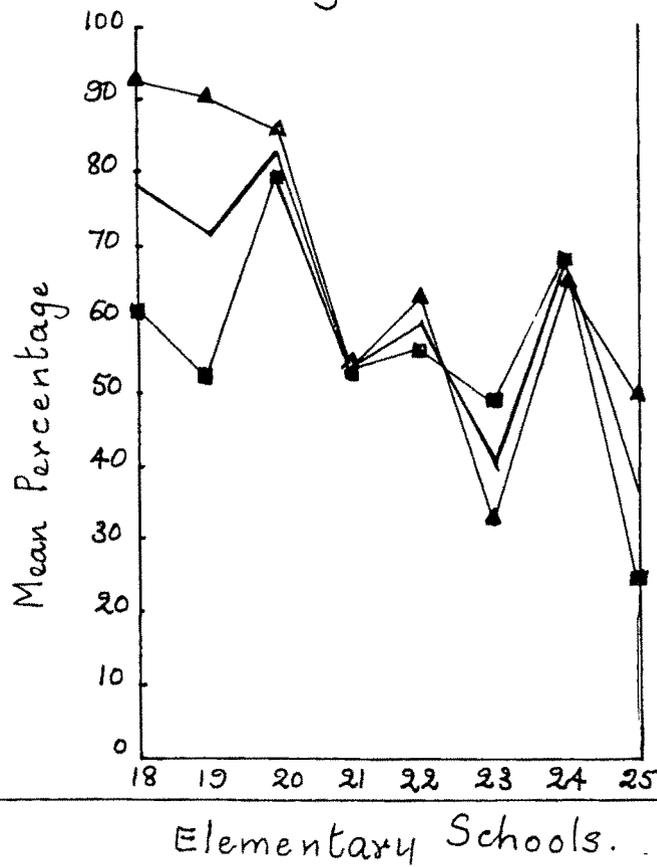
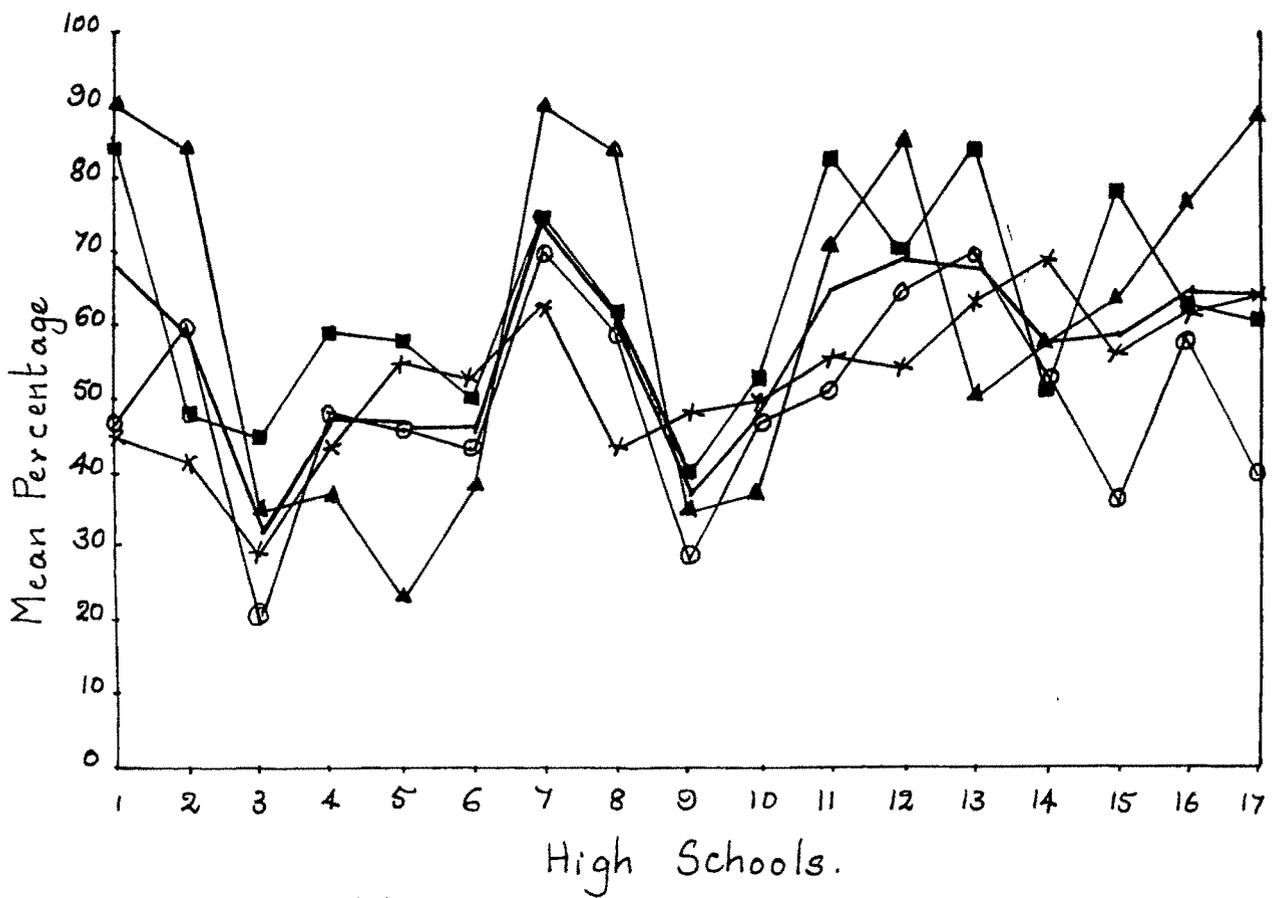
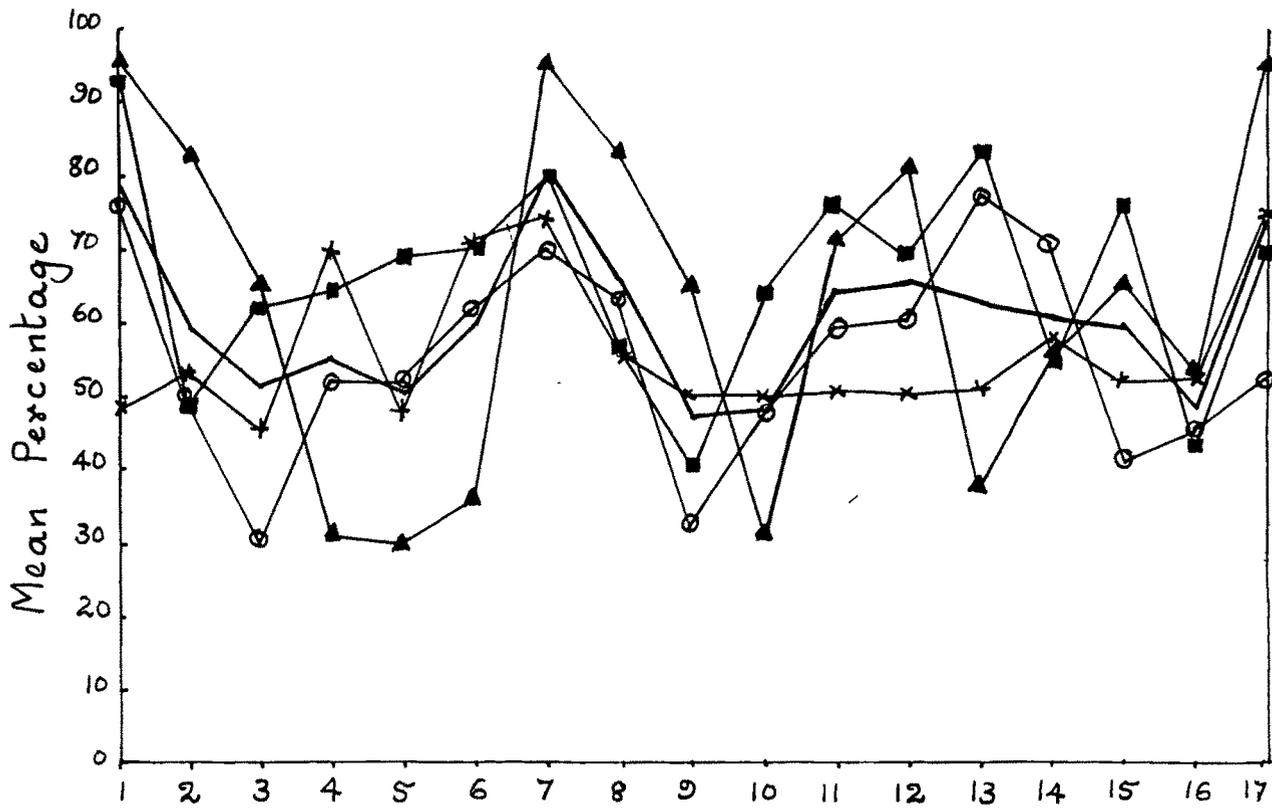
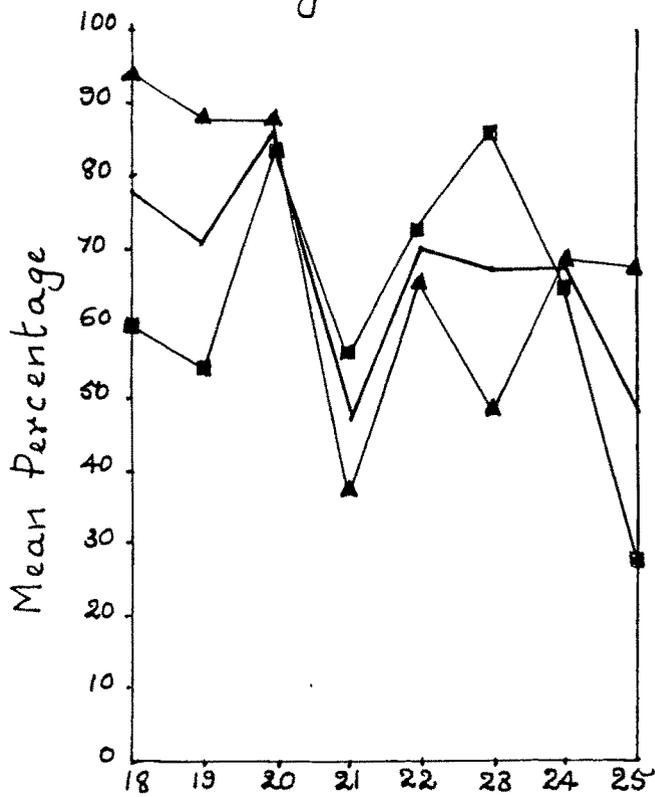


Fig 5.42. Profile of the Aspect: School Community Relations

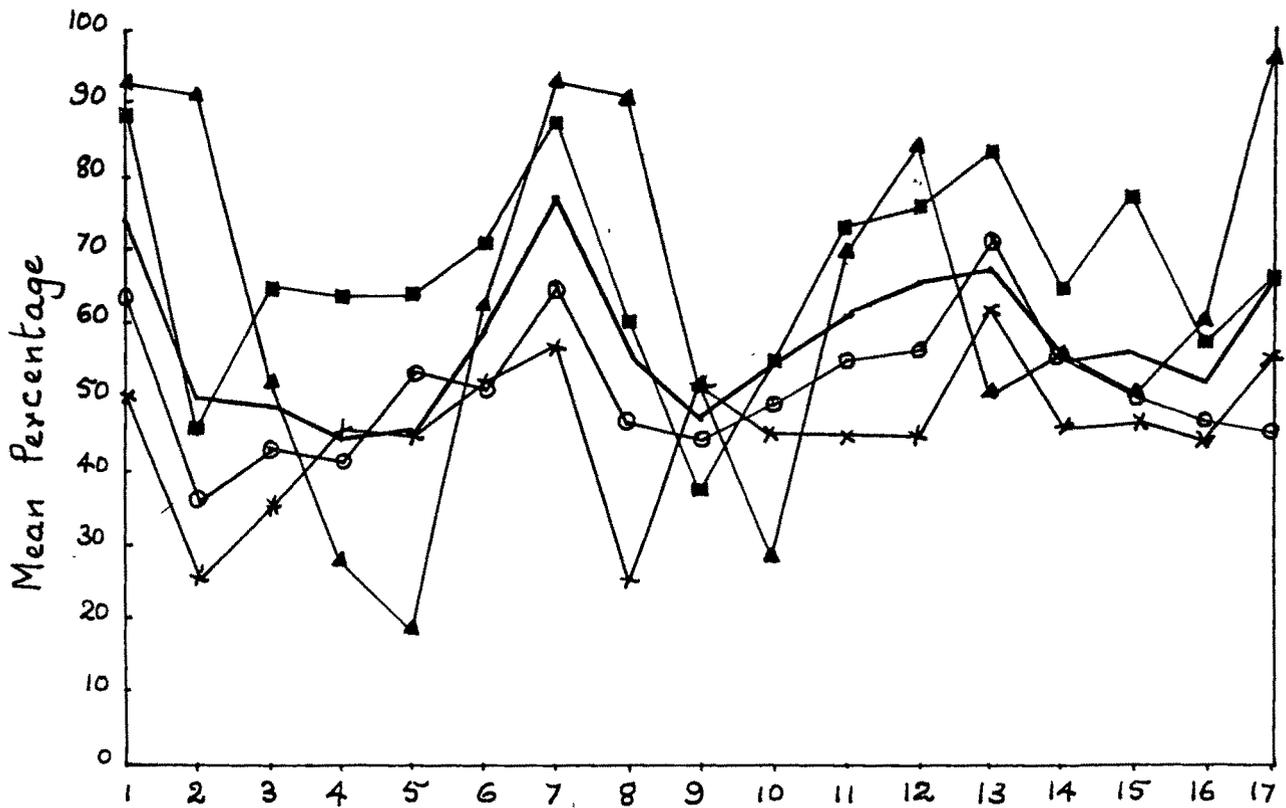


High Schools

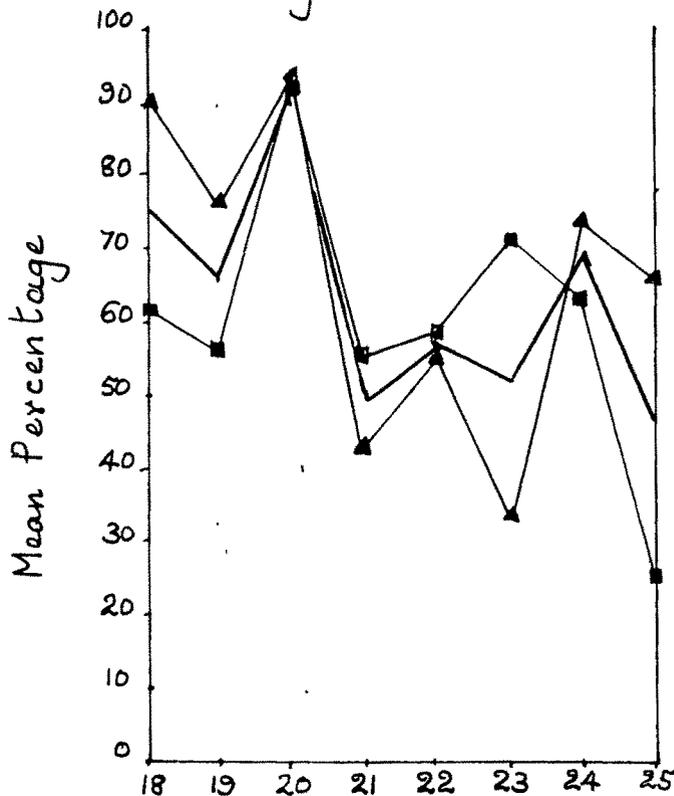


Elementary Schools

Fig. 5.43 Profile of the Aspect: Religious and Moral Education

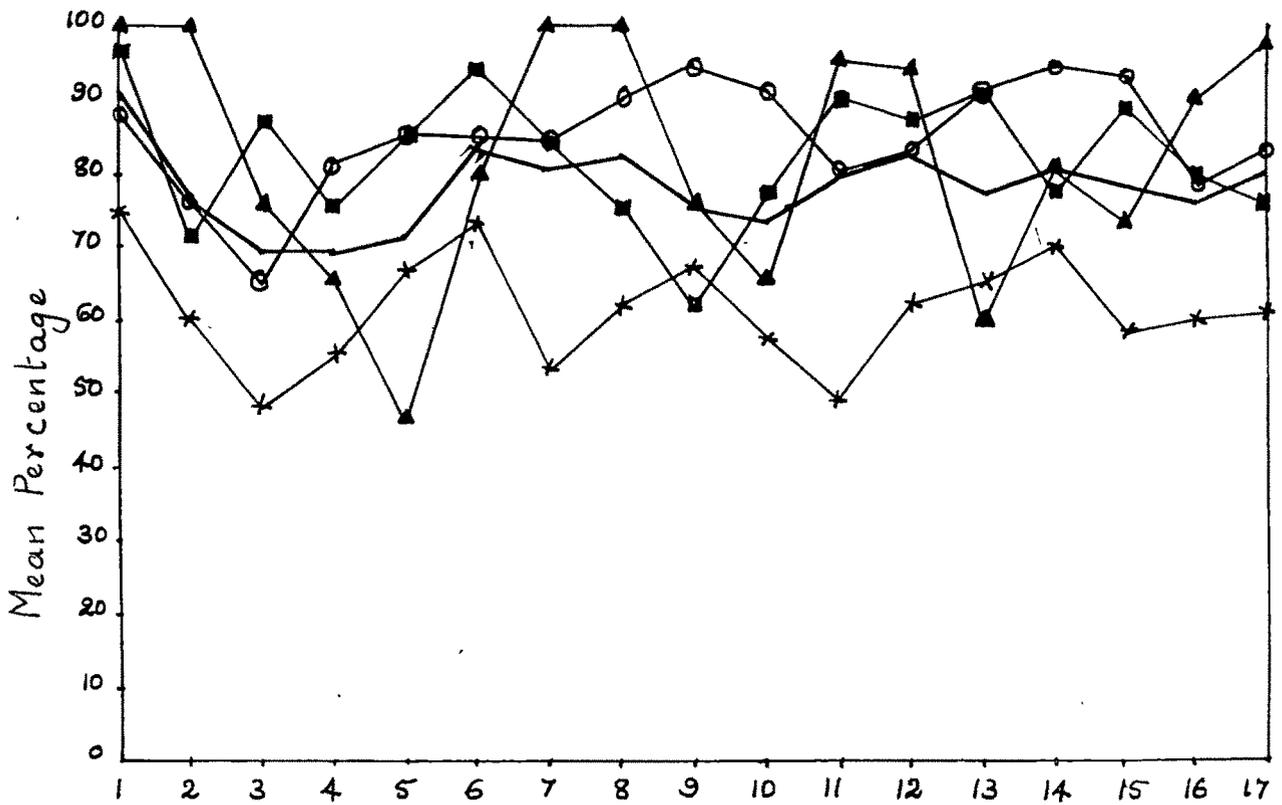


High Schools

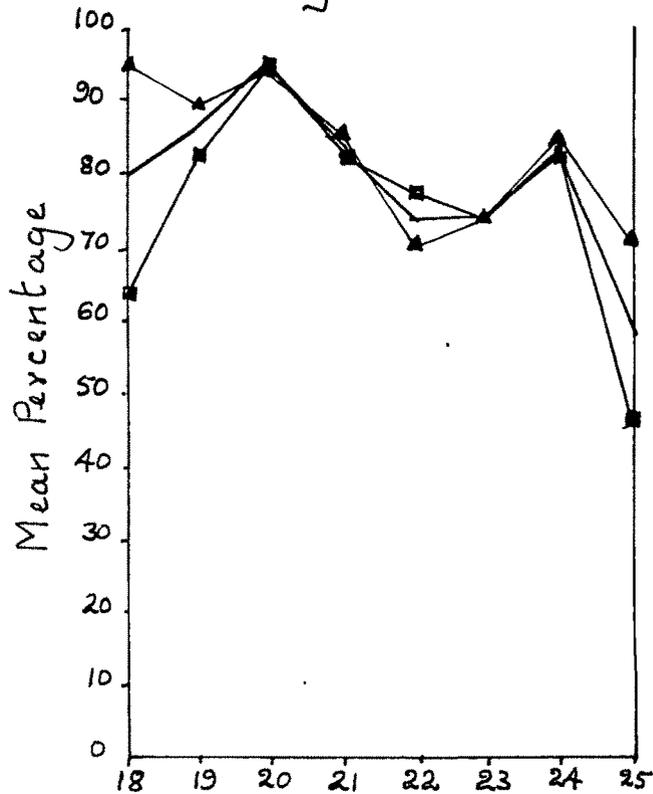


Elementary Schools

Fig: 5.44. Profile of the Aspect: System Maintenance

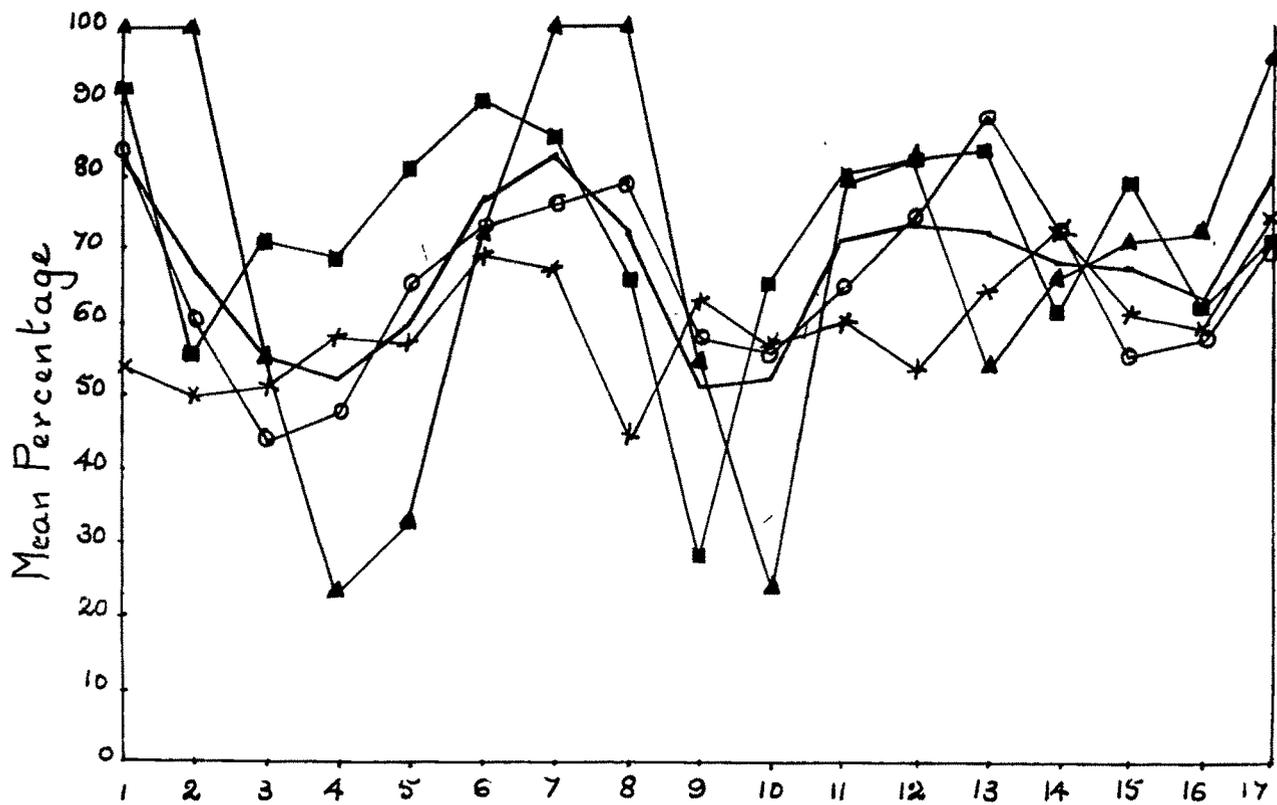


High Schools

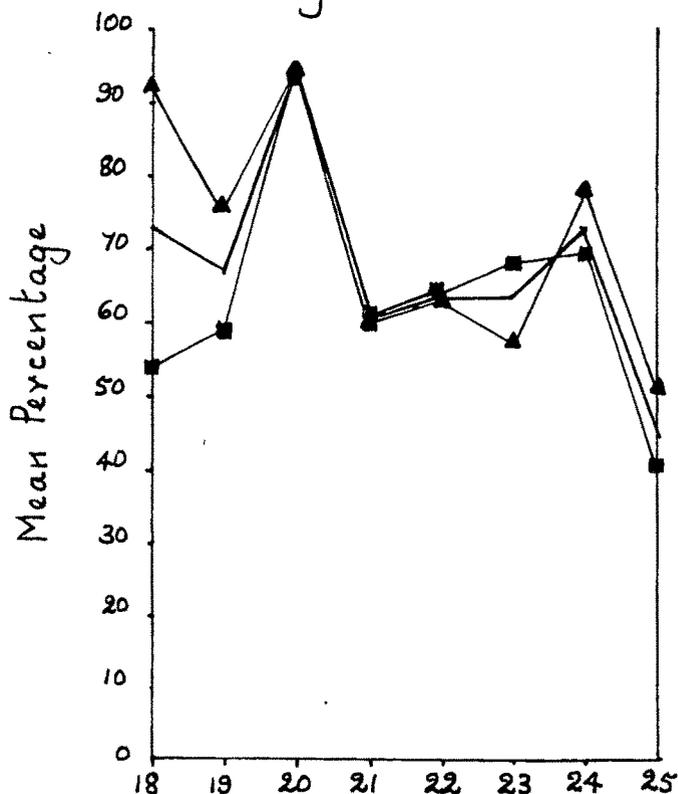


Elementary Schools.

Fig: 5.45. Profile of the Aspect: System Renewal

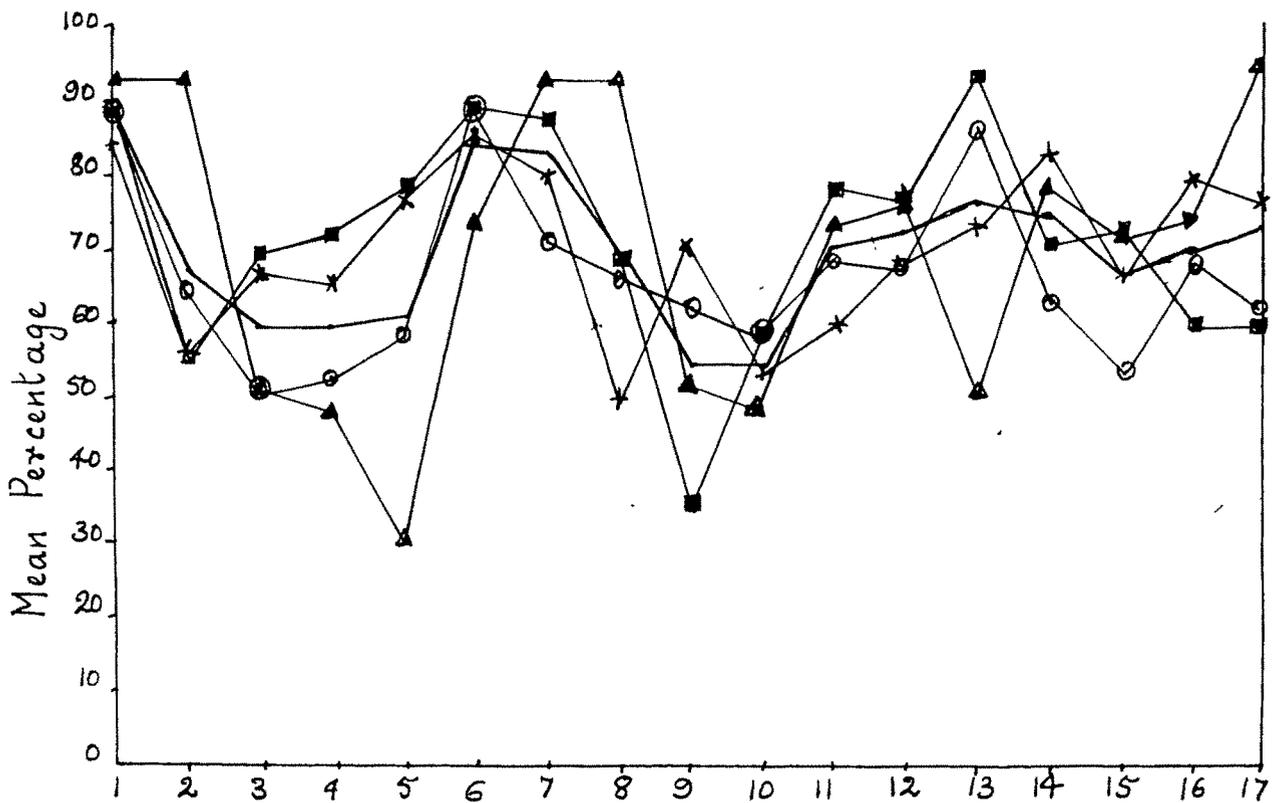


High Schools.

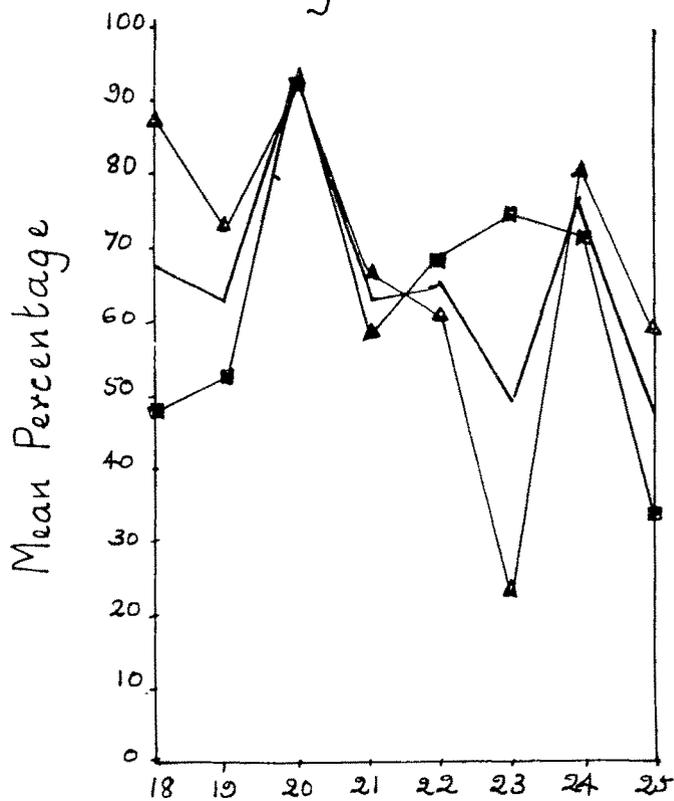


Elementary Schools.

Fig: 5.46 Profile of the Aspect: Investment

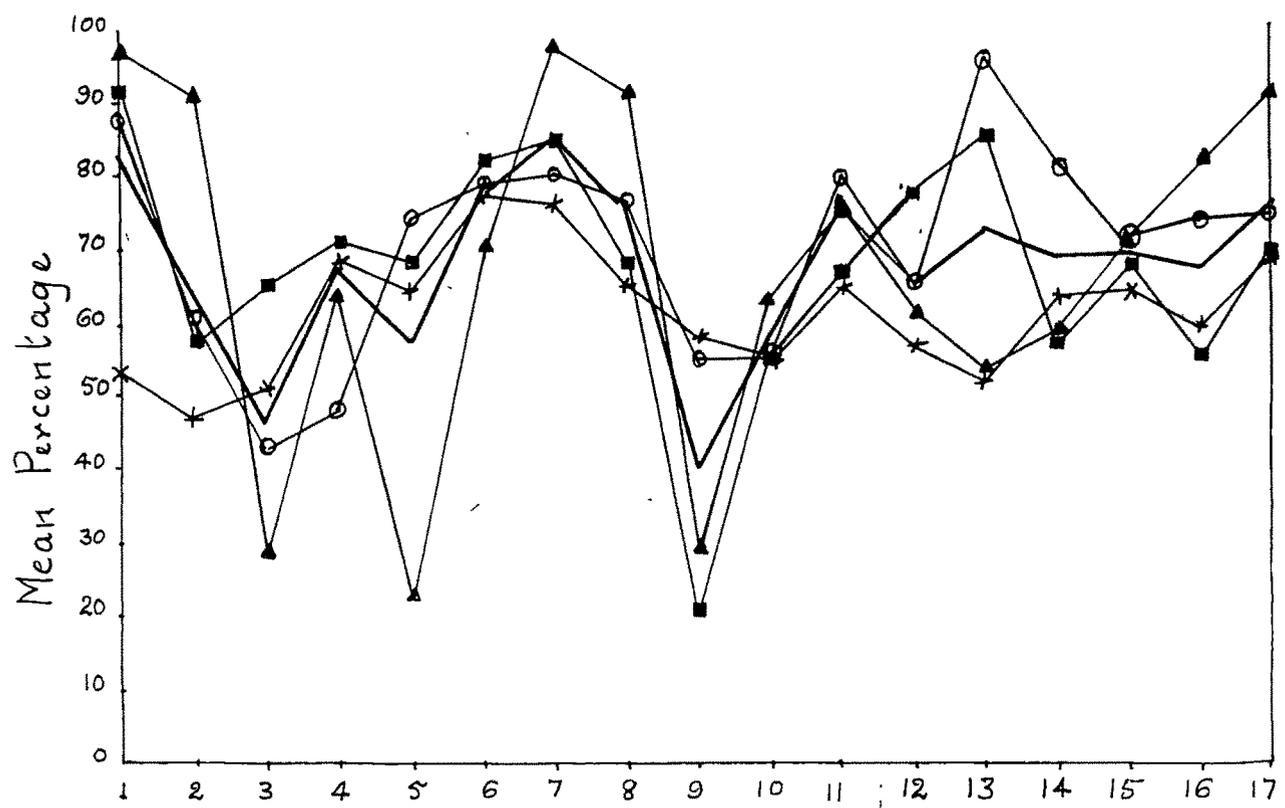


High Schools

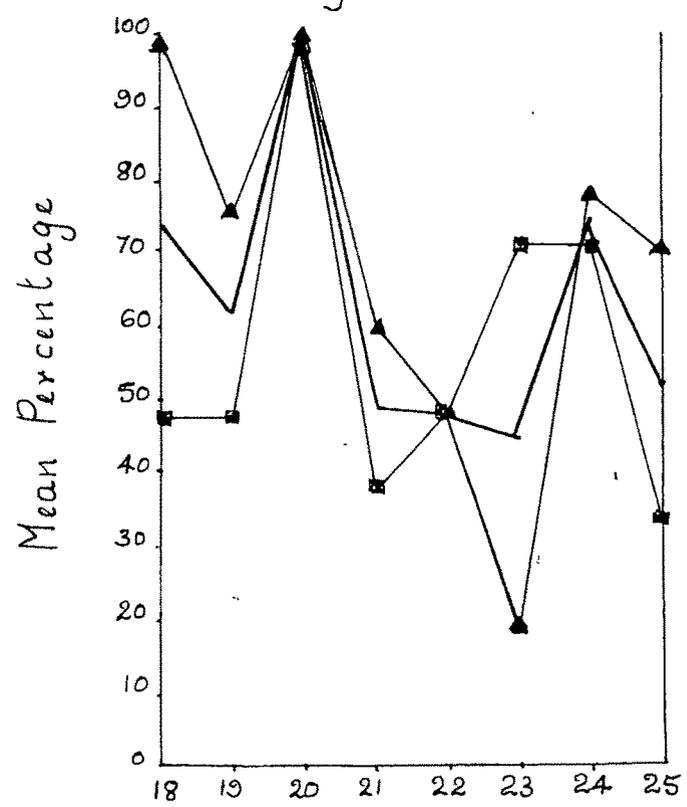


Elementary Schools.

Fig: 5.47 Profile of the Aspect: Innovations



High Schools. :



Elementary Schools.

### 5.5.3. J.M.J. Schools Evaluation Grid

#### 5.5.3.1 High Schools

The scores of the SAQ of the four groups - Headmistresses, teachers, students and parents were calculated and their percentages were found. The average percentages of these four groups for the thirteen aspects of each school are put together to form the evaluation grid. Since all the schools have average mean percentage in all the aspects above 30, the representations is made in the following way in Table 5.72.

Table 5.72 Aspects wise Distribution in Evaluation Grid - High Schools.

Class Interval	Level	Colour	%
31 - 45%	Low	: Violet	3%
46 - 60%	Average	: Blue	28%
61 - 80%	High	: Red	57%
81 - 100%	Very High	: Green	12%

The aspects which have average percentage between 31 - 45% are marked in violet; those which lie between 46 - 60% are marked in blue; the aspects whose average % lie in the

interval 61 - 80% are marked in red and those aspects which are rated from 81 to 100% are marked in green (Fig 5.48).

#### Observations

There are 3% of the aspects falling in the interval 31 - 45% and they are considered to be low. There are 28% of the aspects in the interval 46 - 60% and they are taken to be average. The interval 61 - 80% contains a maximum of 57% of aspects and they are considered high and 12% which falls in the interval 81-100% are considered very high in the High Schools. This shows that 69% of the aspects are above 60% and it is rather a good picture of the state of affairs of the schools.

The school 1 has many aspects in the very high category and is found the most effective High School. 7,8,11,12,13 & 17 have all their aspects in high and very high categories. The schools 2, 6, 14, 15, and 16 fall in the high category.

The schools 3, 4, 5, 9 and 10 are found in the average category. School No. 9 has all the aspects scored average or low and is also found to be the least effective high school. Looking at the grid aspect wise, system maintenance is rated high or very high in all the schools. The least scored aspects are Pupil Welfare Services in three schools, Religious and Moral Education in three schools and

# J.M.J. High Schools' Evaluation Grid.

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	
1	X	X	X	X	X	X	X	X	X	X	X	X	X	* Very High: 81-100% * High: 61-80% * Average: 46-60% * Low: 31-45%
2	X	X	X	X	X	X	X	X	X	X	X	X	X	
3	X	X	X	X	X	X	X	X	X	X	X	X	X	
4	X	X	X	X	X	X	X	X	X	X	X	X		
5	X	X	X	X	X	X	X	X	X	X	X	X	X	
6	X	X	X	X	X	X	X	X	X	X	X	X	X	
7	X	X	X	X	X	X	X	X	X	X	X	X	X	
8	X	X	X	X	X	X	X	X	X	X	X	X	X	
9	X	X	X	X	X	X	X	X	X	X	X	X	X	
10	X	X	X	X	X	X	X	X	X	X	X	X	X	
11	X	X	X	X	X	X	X	X	X	X	X	X	X	
12	X	X	X	X	X	X	X	X	X	X	X	X	X	
13	X	X	X	X	X	X	X	X	X	X	X	X	X	
14	X	X	X	X	X	X	X	X	X	X	X	X	X	
15	X	X	X	X	X	X	X	X	X	X	X	X	X	
16	X	X	X	X	X	X	X	X	X	X	X	X	X	
17	X	X	X	X	X	X	X	X	X	X	X	X	X	
School Number														
Awareness of the Aim														
Institutional Planning														
Leadership														
Organization														
Curricular Programme														
Co-curricular Activities														
Parent Welfare Services														
School Community Relation														
Religious, Moral Education														
System Maintenance														
System Renewal														
Investment														
Innovations														

Fig: 5.48

innovations in one school. The next least in rating are School Community Relations and Awareness of the Aim.

### 5.5.3.2 Elementary Schools

The scores of the SAQ of the two groups - headmistresses and teachers were found and their percentages were calculated. The average percentages of these two for the thirteen aspects of each of the school are put together to form the evaluation grid. The grid is depicted in colours representing the class intervals of percentages as given below in table 5.73

Table 5.73 Aspect wise Distribution in Evaluation Grid - Elementary Schools.

C.I.	Level	Colour	%
31 - 45%	Low	Violet	10%
46 - 60%	Average	Blue	20%
61 - 80%	High	Red	46%
81 - 100%	Very High	Green	24%

The 8 schools have 10% of their aspects rated in the interval 31 - 45% which is considered low. 20% of the aspects fall in 46 - 60%, the average groups and 46% in the high group of 61 - 80% and 24% of aspects fall in the

interval 81 - 100% which is taken as the very high group. Thus 70% of the aspects are rated to be high and very high in the elementary schools which is similar to that of high schools (Fig 5.49).

Looking at the evaluations grid school wise, school no. 20 has all the aspects rated very high and is found to be the most effective elementary school. The schools 18, 19 and 24 have all the aspects either in the high or very high groups and schools 22 and 23 are also placed in the high group considering the common percentage of the total scores. The school 21 falls under the average group and 25 in the low group. The school No. 25 is found to be the least effective school.

Aspect wise, the least scored are co-curricular activities in two schools, Pupil Welfare Services in two schools; The aspects institutional planning, leadership, organization, co-curricular programme, pupil welfare services, religious and moral education and school renewal are rated low in school no. 25.

## J.M.J. Elementary Schools' Evaluation Grid.

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII
18	X	X	X	X	X	X	X	X	X	X	X	X	X
19	X	X	X	X	X	X	X	X	X	X	X	X	X
20	X	X	X	X	X	X	X	X	X	X	X	X	X
21	X	X	X	X	X	X	X	X	X	X	X	X	X
22	X	X	X	X	X	X	X	X	X	X	X	X	X
23	X	X	X	X	X	X	X	X	X	X	X	X	X
24	X	X	X	X	X	X	X	X	X	X	X	X	X
25	X	X	X	X	X	X	X	X	X	X	X	X	X

School Number	
Awareness of the Aim	
Institutional Planning	
Leadership	
Organization	
Curricular Programmes	
Co-curricular Activities	
Pupil-Welfare Services	
School-Community Relations	
Religious-Moral Education	
System Maintenance	
System Renewal	
Investment	
Innovations	

- X Low : 31-45%
- X Average : 46-60%
- X High : 61-80%
- X Very High : 81-100%

Fig: 5.49

## Conclusion

From the evaluation grid of the High schools and elementary schools, it appears that more Telugu Medium schools (14 out of 18 = 77%) have high and very high scores than English Medium (4 out of 7 = 75%). More elementary schools have high scores (6 out of 8 = 75%) than high schools (12 out of 17 = 70%). Of the 16 urban schools 10 got high scores (62%) and out of 9 rural schools 8 (88%) got high scores. This finding differs from the study of Rodrigues (1982) where in one found that primary schools have low score.

The Telugu Medium Schools, almost all are having headmistresses who are experienced and qualified. They have trained, well qualified and experienced staff. They are financially stabler as they are all receiving grant-in-aid, with security of posts, salary, service and retirement benefits. In the English Medium schools, though most of the staff are trained and qualified, experienced ones are found to be a few. Though they are paid well, they do not have the security of retirement benefits, like the teachers in aided posts. They seek the first opportunity to be absorbed in aided posts in Telugu Medium or in any other managements like Zilla Parishad, Municipality for monetary benefits.

The investigator is tempted to come to the conclusion that principals or headmistresses with leadership, a dedicated staff with high morale in an open climate, effect change and improvement in J.M.J. Schools.

#### 5.6 Summary of Major Findings

Summarising the many and varied findings derived so far from the appraisal, the investigator perceives the following trends.

1. The four responding groups, headmistresses, teachers, students and parents rate the following aspects very high in the High Schools.

- i) Institutional Planning
- ii) Leadership
- iii) Organization
- iv) System Maintenance.

2. The aspects seen to be high are

- i) Curricular Programme and
- ii) Investment

3. The aspects seen to be average are :

- i) Awareness of the aim
- ii) Co-curricular activities
- iii) System Renewal
- iv) Innovations

4. The aspects seen to be below average are :

- i) Pupil Welfare Services
- ii) School Community Relations
- iii) Religious and Moral Educations.

5. There are discrepancies in the perception of the four groups in awareness of the aim and co-curricular activities, where the Headmistresses and teachers seem to have a common perception on the higher dimension whereas the students and parents seem to concur around the lower levels. The reason may be the aim and purpose of the school is not made known to the students and parents efficiently, where as the headmistresses and teachers are given orientation to a certain extent in this. Similarly the expectation of the parents and students regarding the co-curricular activities seems to be different. Hence there could be an open dialogue between these constituent groups of the school regarding the various aspects of the school, their expectations, perception, contribution, evaluation etc.

It is also observed that there is a marked difference in the perception of the parents from the other three groups regarding Leadership, Organization, and System Maintenance.

It may be that they are not very much in touch with the school or their high expectations are not met with in these aspects. Most of the schools do not have parent teachers association. The score on pupil welfare services, school community Relations and Religious and Moral education being the least for all the four groups reveal the weak points of the schools and many improvement activities are to be had in the school to strengthen them.

On the whole, the headmistresses and teachers seem to have a higher score for the schools, and the students and parents seem to have similar perception, a little less than that of the two other groups. The parents scores are the least in almost all the aspects revealing a higher expectation on their part.

To summarise, the JMJ schools are strong in certain aspects, average in some and weak in a few aspects. The common average shows all the aspects except Pupil Welfare Services and Religious and Moral Education above 60%, which is a rather satisfactory picture. But given the opportunities of resources both human and material and the efforts organised for the improvement of JMJ schools it is below the expectation. There are a few excellent schools, but also ordinary schools.

With respect to the Elementary schools also the above findings hold good. Their strong aspects are :

- (i) Awareness of the aim
- (ii) Leadership
- (iii) Organizations
- (iv) Curricular Programmes and
- (v) System Maintenance

Their weak aspects are the following

- (i) Religious and Moral education
- (ii) Co-curricular activities
- (iii) School Community Relations
- (iv) Pupil Welfare Services.

There is a lot of consensus between the ratings of the two groups regarding school no. 20; which has come out to be the most effective elementary school.

There is a lot of disparity in the ratings of Headmistresses and teachers of school No.25. The expectations of the teachers in this school are not achieved. There is a marked difference in the perception of the two groups regarding curricular programmes, the teachers rating it very high.

Looking at the mean scores of the English and Telugu Medium schools except in the case of students there seems to be not much difference. The table 5.74 gives a bird's view point of significance of the difference in means.

Table 5.74 English Medium Vs Telugu Medium

Level of Significance	H.M.	Teachers	Students	Parents
0.01	-		1,6,7,9, 10,11,13.	2,7
0.05	-	7,10,11	8	1
Not Significant	All aspects	-	-	-

In the perception of the headmistresses there is no significant difference between the aspects in both the media. The teachers find Pupil Welfare Services, System Maintenance and System Renewal significantly differing at 0.05 level. The students perceive a lot of difference in many aspects:- Awareness of the aim, Co-curricular activities, Pupil Welfare Services, Religious and Moral Education, System Maintenance, System Renewal, and Innovations at 0.01 level and School Community relations at 0.05 level. The parents find less difference. Their scores are significantly different at 0.01 level in Institutional Planning and Pupil Welfare Services and at 0.05 level the aspect awareness of the aim. It is remarkable to note that the mean scores of the Telugu Medium school students are higher in all the aspects than that of the English Medium school students. Hence though in the view of

Headmistresses, teachers and parents, there is not much difference between English and Telugu medium schools, the students of Telugu Medium schools consider their schools to be better than English Medium schools. The reason may be that the Telugu Medium schools are more systematically organised, have more experienced and long standing teachers. The expectations of English Medium students may be higher than that of the Telugu Medium students.

The inter group comparison reveals that except in the case of the aspect - Awareness of the aim, all the groups differ in their perception significantly at 0.01 level, which shows there is no consensus in their ratings. The disparity of opinions among these groups are to be clarified by open dialogue and discussions. Participative decision - making and involvement of the concerned groups in the implementation will result in common understanding and collaborative efforts for the improvement of the schools.

In the Elementary schools, there seems to be a lot of consensus between the ratings of the two responding groups: Headmistresses and teachers. There is significant difference only in three aspects: Awareness of the aim at 0.05 level and curricular programmes and Pupil Welfare Services at 0.01 level. Regarding the aspects awareness of

the aim and curricular programmes, the teachers seem to rate the schools much higher than the headmistresses and in Pupil Welfare Services the headmistresses seem to be more satisfied with. In almost all the aspects the average scores of the headmistresses are higher than those of the teachers.

Effectiveness wise the schools were divided into three categories. Four schools 1, 11, 13 and 20 come under the high effective group schools. Eighteen of them, 3, 4, 5, 6, 7, 8, 10, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23 and 24 are in the average effective groups and three schools 2, 9, and 25 fall under the low effective group based on the scores of the teachers. The high Effective schools are scored very high by teachers and low effective are rated very low.

Table 5.75 High Effective Vs. Low Effective

Level of Significance	High School			Ele.School	
	HM + Techs	St.	P	HM	Teach
0.01	1 to 12	5,6, 8,9, 11,12 & 13	-	All	All
0.05	13	2	-	-	-
N.S	-	1,3, 4,7&10	All	-	-

The teachers including headmistresses find all the aspects in both High schools and Elementary schools significantly different at 0.01 level in the high effective and low effective schools. Students find some of the aspects - Awareness of the aim, Leadership, Organization, Pupil Welfare Services and System Maintenance, the same and the parents find none of the aspects in both the group significantly different. Hence in the perception of the parents there is not considerable difference among the schools. Students find some of the aspects different and teachers find all the aspects differing. The divergence in their perception may be due to the level of contact and involvement in the school activities. Since the teachers are very much a part of the school, they get a deeper and clearer insight about its aim, planning and organization. Students also are more in touch with the school than parents and hence the difference in the outlook on the aspects. There needs to be more involvement of all the concerned group to make the school improvement programme a success.

The correlational analysis reveal the interrelatedness of the various aspects with each other.

Table 5.76

Inter-Correlation Level	Total Sample			Teachers		Teachers	
	Teachers	Students	Parents	E.M	T.M	H.E	L.E
0.01	All the Coefficient (except mentioned below)	Almost all	All Other Coefficients	All C's	The rest	Almost all	1 with 2,5,6,9 3 with 4 5 with 7,12 6 with 8,9,12,13 8 with 9,11 9 with 11,12 13 with 11 and 12
0.05	-	10 with 4,6,7	8 with 2	-	4 with 7 & 11	1 with 8 & 10	1 with 3,7,8,11,12,13 2 with all except 10
N.S	-	10 with 2	-	-	4 with 1,5,9,13	1 with 3,5,11	All the rest.

According to the perception of the teachers, all the aspects of school Appraisal are significantly correlated with each other in the total sample. The students scores reveal all aspects except system maintenance with Institutional Planning all other aspects are interrelated. The aspects system Maintenance with Organizations, Co-curricular activities, and Pupil Welfare Services are correlated only at 0.05 level and all other coefficients are significant at 0.01 level showing high correlation. The parents scores also reveal high inter-correlation among all the aspects of the total sample. Except Institutional

Planning with Community Relations (0.05) all other coefficients are significant at 0.01 level showing very high correlation. Hence it is evident that all the aspects of school appraisal are highly inter-related. This also reveals the reliability of the tool SAQ.

Medium wise also all the aspects are inter-related as their correlation coefficients are significant at 0.01 level according to the perception of the teachers of English Medium, and almost all aspects in Telugu Medium schools.

With regard to the high effective schools, all the aspects, except Awareness of the Aim with several aspects, are highly correlated with the rest, according to the scores of the teachers. In the low effective schools, there is not very significant correlation among the aspects since many of the coefficients are not significant.

From Principal Component analysis it is clear that the first factor in English Medium schools explains for 80.22% of the total variance and the first five components account for 94.2% of the variance. In Telugu Medium schools also the first five factors explain 94.2% of the total variance and the first component alone accounts for 67.4% of variance. On comparing the components, the first principal component seems to be very similar. Only Leadership, organization and Investment are different in both.

In high effective schools the first principal component explains for 83.45% of the variance and the first five components account for 99.55% of total variance. In the low effective schools, the first component explains 89.8% of variations and the first five components account for 99.99% of the variance. The first principal component of the high effective and low effective schools, there are ten common factors and only System Maintenance, Awareness of the aim and leadership are not in common. But in the other four principal components, the two groups of schools differ very much in their factors.