

## AN ABSTRACT



### Introduction

Education has a holistic character. The NPE (1986) highlights on the holistic development of students and this is what the schools today need to aim at. Supporting the idea of a holistic character of education, Kolesnik (1975) perceived it as enhancing growth of persons into a whole human being not as intellectuals only but who can love, feel deeply, expand their inner self, create and who can continue the progress and individuality of persons. Humanistic educators like Maslow (1954), Rogers (1961) and Purkey (1984) take into account the uniqueness and individuality of persons. The focus is on the individual. Each individual presents immense potentiality, which has to be developed through education and by giving opportunities to develop themselves, so that they will be well equipped to face the challenges of today's competitive society. Carl Rogers (1961) suggested to give ample opportunity for self-development and motivate the individual intrinsically, applying "non-directive" teaching in school. This would lead the person to voluntary learning and freedom to choose.

The modern science and technology is bringing rapid change in society and simultaneously there is change in individual's need. Therefore, man has to face a number of challenges to have success and achievement. Often he struggles with old traditional ways hoping to attain the new location of his goal due to changes that have occurred and the individual is unaware. In many cases, the school education is victimized due to the lack of awareness of principals and teachers about the changes in different areas of man's life, which affects the development of the students directly. Together with changes, in ways and techniques, the values and priorities have also changed. Hence, the challenges before the society with regard to

the present education are – will today's school students be effective in tomorrow's society? Will the students we are educating today be able to find their place in a world that is global, competitive and diverse? Schools therefore need to be aware of the present reality not only in thinking and debating but by moving forward to implement ideas into action and thus making an effective movement (Downey, 1994) that would enhance the school effectiveness.

### **School Effectiveness :**

The characteristics of school effectiveness provide a picture of success. Dave (2001) perceived school effectiveness as the attainment of educational objectives by the pupils. Therefore, school effectiveness is reflected in the achievement of educational objectives namely, cognitive, psychomotor and Affective learning outcomes that the school has been able to develop in its pupils. Therefore, the greater the learning achievement of pupils in a school, the greater would be its effectiveness (Dave, 2001). School effectiveness also has been defined as the positive aggregate of the following factors : academic achievement, attendance, school climate and teacher and student satisfaction (Pond, 1995). The effectiveness of any organization always depends on the human resources engaged in it. In the school organization, therefore, the principal and teachers have great role to play in making the school effective by fulfilling its conditions co-operatively.

### **Factors Associated to School Effectiveness :**

School effectiveness has the capacity to include any number of factors in itself. Rinehart (1998) expressed that school effectiveness includes measures like students achievement, motivation for schooling,

attitude towards teachers, students' individual development, teachers' self-awareness, communication and interpersonal relationship, individual development, the overall climate of the school and leadership style of principal. Uline (1998) spoke of two underlying dimensions of school effectiveness, instrumental and expressive functions. Instrumental functions are the means for organizational effectiveness, such as : students' achievement which is related to social-emotional growth of students, satisfaction of teachers, efficient use of resources, innovativeness, adaptability and goal accomplishment, adaptability and goal accomplishment. On the other hand, expressive activities convey organizational meaning. The activities are significant in which the members develop a sense of social cohesiveness and build organizational culture. These activities create teacher and student commitment, trust and morale. However, both the expressive functions and instrumental activities go hand in hand with student achievement in effective schools. Though effectiveness of any school organization is multi-dimensional, one thing is acceptable to all is that in effective schools things are inter-related example: A sense of purpose rallying people to a common cause, teachers and students working together with a spirit of co-operation and accomplishment. The success is readily recognized and celebrated by all.

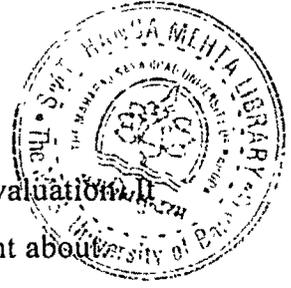
The present study of school effectiveness has focused upon the specific variables both independent and dependent that are involved directly in making the school effective. These variables are : The principal's leadership, the vision and mission of the school, school ethos, teachers' satisfaction, staff-development and student achievement both academic and personal.

## **Transformational Mentoring :**

Transformation refers to radical changes. It includes both personal and organizational transformation. Personal transformation is a change at the level of one's identity and change in attitude, which involves shift in one's thinking and behaviour with other people in the organization. In the same way, organizational transformation is about the change of the level of the identity of an organization. It involves the elements such as vision and mission statement. She values the organization, the ways in which all members are treated and relationship between the organization and the environment (Hay, 1995). Organizational transformation occurs when the individuals are motivated and inspired to transcend their own self-interest for the higher collective purposes and vision.

## **Mentoring :**

Mentoring eludes tight definition. The word mentor has been used to mean such diverse images as teacher, coach, trainer, counselor, positive role model, developer of talents, opener of doors, protector, sponsor or successful leader (Schein, 1978). The word mentoring has been understood in different meanings like : showing people the ropes and helping them to climb, passing on knowledge and skills formally or informally, looking after people to put learning into practice, being a role model, being a guide, being a champion, talking to people about their careers, counselling and coaching (Hay, 1995). Hamilton (1996) looked at mentoring as a way of helping another understand more fully and learn comprehensively from their day-to-day experience. Therefore, in his opinion it works best when there is a confidential relationship, which gives the learner the opportunity to speak freely about any concerns they may have. Deeper still, mentoring has been looked at as a help to respect and appraise one's performance



believing that the self-evaluation is better than someone else's evaluation. It helps raising awareness and ensuring that matters are fully thought about.

In today's society of constant change and development, no one can be an expert in anything or any field. He needs to keep learning. So, one who is a mentor tomorrow due to the developments that occur in the society and in human needs. Mentoring, therefore, is accepted as relationship between equals, say between colleagues (teachers) or students. This relationship between equals has been termed as 'Developmental Alliance' (Hay, 1995). The term developmental alliance can be understood as development through alliance and alliance for specific purpose of development. This idea makes clear that the developmental alliance is the relationship between equals who help each other to develop through mentoring and the development to that takes place is in different dimensions. The relationship between equals has also been termed as co-mentoring (Mullen, 2000) through which members engaged in it can assist each other and thus it promotes partnership support.

## **The application of mentoring scheme in school organization**

Mentoring is the process of development since the education is a team work, mentoring scheme can be applied in the following manner :

- Principal, the overall mentor in the school
- Co-mentoring by collaborative relationship
- Teacher-student mentoring relationship
- Students mentoring one another (peer mentoring).



personally and professionally. The personal empowerment was intended to enhance the individual teacher's interpersonal relationship and communication. It also led to the awareness and effects of their behaviours with students and others. This enhanced the awareness of teachers regarding the consequences of their behaviours that would help them to monitor and take responsibilities entrusted to them. Staff development programme also attempted to make teachers aware of the school mission which would motivate them to be more responsible, creative and innovative in order to be more effective in their teaching profession and maximizing students' learning.

Having a shared vision statement and the staff development programme for all teachers in the school, they are expected to develop their group cohesion, help each member to see things from the same perspective. It became easy for the principal and teachers to build themselves up as a team, which aimed at providing conducive environment for the introduction the successful mentoring programme that hopefully would lead to school effectiveness.

The staff development programme also aimed at equipping teachers with mentoring skills, which would be helpful for teachers to bring quality in their service to students. If so, teachers are able to bring quality in students' achievement, which is a sure indication of school effectiveness. The higher the quality, the more is the effectiveness. In the schematic representation of school effectiveness, teachers' satisfaction is presented as the resultant effect of other variables included in the present study. Teachers' satisfaction may be considered as one of the measures of school effectiveness.

Above all, these variables mentioned in the diagram, the principal's leadership is all-pervasive which affects all aspects of school functioning.

The principal is the spark plug from where all the school functions start. It is difficult to depict it in the diagram as it would require a three dimensional representation.

Thus, all the factors shown in the diagram are inter-related to one another for school effectiveness. The present study is an intervention approach to enhance school effectiveness through the application of mentoring scheme in the school and thereby study its impact on :

(a) Students, (b) Teachers, (c) School environment (Ethos) and (d) Principal's leadership; all of which are important aspects of school effectiveness.

### **Rationale of the Study :**

Quality is a byword for all aspects of life today. Education is not an exception in looking for quality. Quality teaching is that which maximizes learning (comprehensive growth) for all students. This idea is supported by NPE (1986) when it speaks of the holistic development of the child. It is the students' satisfaction with school experience and the degree of success in achievement as the criteria to measure the quality of education today. At this juncture, schools are facing a great challenge to be able to put the desired foundation of quality in the youngsters in terms of academic and professional competencies, self-esteem and inter-personal skills and sensitivity. This definitely demand teachers' efficiency and skills, commitment, competence, industriousness and creativity to be able to help students to have optimum level of learning and achievement which would enhance school effectiveness.

The conceptual framework reveals that the nature of the school effectiveness in multidimensional. It includes any number of factors to be considered like : students' academic achievement, school climate, teacher

morale, leadership behaviour, teachers' personal and professional development, innovative proneness of teachers, parents' involvement and community support etc. The literature reviewed in chapter two shows that no comprehensive study has been done on school effectiveness, except some dimensions of school effectiveness have been manipulated. Therefore, an attempt has been made by the investigator to make a comprehensive study of school effectiveness. To include all the variables is an impossible task. Therefore, the present study has focused upon the specific dimensions which are directly involved in making the school effective today like : principal's leadership, school ethos, personal and professional development of teachers and students' achievement both personal and academic. Teachers are directly involved with the school education. It is only they who can make the school effective. Therefore, they need to be empowered with different skills that will enhance their effectiveness. It is in this light the present study has been conceptualized and conducted. An intervention package to enhance school effectiveness incorporating some of the above-mentioned dimensions was prepared and implemented.

### **The Study is Titled :**

The present study is entitled as : "A Study of Transformational Mentoring Strategy on Enhancing School Effectiveness".

### **Objectives of the Study :**

The study aims to :

1. develop a transformational mentoring strategy
2. implement and study the effectiveness of transformational mentoring strategy on :
  - a) Teachers in terms of :
    - self-awareness of their behaviours

- the communication and interpersonal relationship
  - professional and personal satisfaction.
- b) Students in terms of :
- motivation for schooling
  - individual development
  - attitude towards their teachers
  - academic achievement.
- c) The school Ethos
- d) The principal's leadership.

### **Research Questions :**

Based on the concept of school effectiveness presented and objectives stated above, the investigator has formulated the following research questions :

What would be the possible impact of the intervention programme and implementation strategies on :

1. Teachers' interaction among themselves and with students?
2. Teaching learning process?
3. Students' liking for school?
4. Student-teacher relationship/communication?
5. Teachers' perception on their principal's leadership?
6. Teachers' perception on school environment?
7. Students' achievement both as individuals and in academics?
8. Teachers' satisfaction?

### **Delimitation of the Study :**

The study is restricted to one school. Therefore, its scope is exploratory and does not intend to make any larger generalization.

However, it is assumed that if similar conditions are met, similar results could be expected. In this aspect, the study is generalizable.



### **The Operational Definitions :**

#### **a) Mentoring :**

The meaning of mentoring in the concept of the present study is defined as “the relationship between a superior and subordinate or between equals in which one or more of those involved is enabled to increase awareness, identify alternatives and initiate action to develop themselves” (Hay, 1995).

#### **b) School Effectiveness :**

School effectiveness in this study has been understood in terms of “the outcome of instrumental and expressive dimension of functioning that includes the aspects like : the principal’s leadership, school Ethos, teachers’ personal and professional development, their degree of satisfaction and student’s academic and personal achievement”.

### **Design of the Study :**

The present study was an intervention study following a pre-test – post-test single group design. It aims at finding out the impact of the prepared transformational mentoring strategy on school effectiveness.

### **Sample :**

The study was carried out in Ursuline English Medium School, Muri, Ranchi. The selection of the school was based on the willingness of the school principal and teachers to adopt the approach of mentoring. The total

number of teachers of the school (23) and students of class VI, VII, VIII and IX (207) were included in the study during the first phase of data collection. Since the second phase of data collection was done after six months when new academic year was started after the school annual examination was over, 28 students either failed, left the school or left the questionnaire incomplete. Therefore, 179 students participated in the study. Among 23 teachers, 3 did not participate in the intervention programme as they were on sick leave and 3 were absent from the school. Therefore, only 17 teachers were included in the study.

### **Tools and Techniques Used in the Study :**

The following tools and techniques were used to ascertain the effectiveness of the intervention programme.

#### **(A) Questionnaires :**

The following tools were employed on :

##### **1. Teachers :**

- a) Ego state scale (Pearl Drego) – The tool identified teachers' personality structure.
- b) Style Profile of Interaction Role in Organization – SPIRO-M (Udai Pareek) – It measured teachers' interpersonal style and communication pattern.
- c) OCTAPACE (Udai Pareek) – It was a measure of school Ethos.
- d) Leadership Behaviour Description Questionnaire – LBDQ (Halpin and Winner) – It measured principal's leadership aspects.

##### **2. Students :**

- a) Junior Index of Motivation Scale – JIM (Jack Frymier) – It measured students' motivation for schooling.

b) Self-Esteem Inventory (Rosenberg) – It measured the individual development of students in terms of their self-esteem.

(B) Marks of two examinations before and after intervention were taken as measure of students' academic achievement.

(C) **Unstructured Interviews :**

This technique was used before and after the intervention programme on teachers and students. Before the intervention, it helped the investigator to investigate the internal realities of the school and classrooms. The unstructured interviews were used on:

i) **Teachers :** To ascertain the effect of the intervention if there is any in the area of :

- The principal's leadership
- School environment
- Personal benefits from the intervention programme

ii) **Students:** To identify their attitude towards their teachers.

iii) **Parents:** The representative sample of 27 (15%) parents of students were randomly interviewed to know if they noticed any difference in their children either in their personal behaviour or academic performance.

Besides, these teachers were asked to maintain a journal to write their personal learning about students from mentoring process as well as the progress seen in those students they have been mentoring.

#### **(D) Semi-structured Interview Schedule :**

**Teachers :** To identify the personal and professional as well as organizational benefits noticed by them from co-mentoring.

**Students :** To identify personal benefits from teacher–student mentoring relationship and peer mentoring.

#### **Intervention :**

As specified under objectives in chapter 1, an intervention programme was prepared and implemented on teachers with a view to enhance school effectiveness. It consisted of aspects such as Team Building (working together), Formulation of vision and mission statements, awareness of personality dimensions and interpersonal communication using TA as a tool and mentoring skills. The intervention period was for 6 days for 5 hours per day – following up to 30 hours of orientation. The whole programme was based on experiential learning model.

#### **Procedure for Data Collection :**

The data collection was carried out in two phases and the same tools and techniques were used in pre and post-intervention programme. The gap between the 2 phases of data collection was 6 months.

Prior to the intervention programme for teachers, the investigator participated in all the activities of the school and had personal observation during and outside the school hours, interacting and making rapport with them for one month. During this period, the specific points that were observed by the investigator were relationship between teacher and taught, teachers communication style, the classroom environment created by the teacher, his/her way of motivating and understanding attitude, giving

importance to the individual student and not the content alone. Besides this, the unstructured interviews of teachers and students were undertaken to identify the needs and concerns of the school, their attitude towards the school and the activities in the school. Prior to the conduct of intervention programme for teachers the investigator employed pre-testing of teachers and students separately. Thereafter, the intervention was developed keeping in mind the observed data (working in collaboration, having a common purpose, interaction styles and interpersonal relationship and classroom environment, problems faced by students both cognitive and affective domain). The themes of intervention were on developing different skills like working together, formulating vision and mission statements, developing awareness of their communication style, interaction and motivating behaviours using TA as a tool and mentoring skills.

The developed intervention programme was implemented over a period of 6 days (30 hours). At the end of the programme, the participants designed an action plan. After the intervention programme was over, the investigator visited the school three times and stayed with them, monitoring and participating in their activities, observing and conducting interviews of teachers, students and their parents as well as employing post-testing of teachers and students to see the effect of the programme on the personal and academic performance of students. The marks of students of class VI, VII, VIII and IX at the two examinations before and after intervention was taken into consideration to measure their academic achievement.

### **Analysis of Data :**

The effectiveness of the transformational mentoring strategy was evaluated with the help of data obtained. The data being quantitative and qualitative were analysed both quantitatively and qualitatively. The

quantitative scores obtained from administering different questionnaires on teachers and students before and after intervention programme including the marks obtained from two examinations, both pre and post-intervention programme were analysed through 't' test. Ego state profile and SPIRO-M profile of each teacher were graphically presented and were compared with overall profiles of each. The qualitative data obtained from personal observation, unstructured interviews, and semi-structured interviews practice were summarized and presented under appropriate headings to draw out its meaningfulness and inferences there upon. Data obtained from classroom observation were shown in tables based on frequency of each teacher's OK and not OK interaction in the classroom.

### **The Major Findings :**

The following is a summary of the major findings of the study :

1. The study showed that there was increase in the measure of healthy aspects of the persons namely Nurturing Parent (NP), Adult (A) and Natural Child (NC). The increase in these healthy aspects resulted in corresponding decrease in the significant reduction in the negative aspects namely, Controlling Parent (CP), Rebellious Child (RC) and Compliant Child (CC).
2. Teachers said that they were clear about the shared vision and mission statements of the school.
3. The overall personality profile of all 17 teachers indicated that majority of them were able to increase the percentage scores on appropriate behaviours of Ego States, namely Nurturing Parent (NP), Adult (A) and Natural Child (NC).
4. The personality profiles showed that the majority of teachers were able to reduce the percentage scores on negative personality

dimensions, namely Controlling, Aggressive and Compliant Child Ego states after the intervention.

5. There was significant increase in OEQ scores on all the six dimensions of SPIRO-M scale, namely Supportive Vs. Rescuing, Normative Vs. Prescriptive, Problem Solving Vs. Task Obsessive, Innovative Vs. Bohemian, Confronting Vs. Aggressive and Resilient Vs. Sulking.
6. The group interaction profile of 17 teachers indicated that most of the teachers had high score on Resilient Vs. Sulking. This means they were able to operate from positive aspect of Compliant Child Ego state.
7. The classroom observation of individual teachers showed that teachers were able to increase the frequency of occurrence of positive interaction style after intervention programme, which resulted reduction in negative interaction style of teachers. Most of the teachers showed that they were supportive in their interaction style in post-intervention classroom observation. This means they were operating from the positive aspect of Nurturing Parent Ego state.
8. OEQ scores showed that there had been a few shifts from prescriptive to Normative, from Rescuing to Supportive and from Task Obsessive to Problem Solving interaction styles in post-intervention administration of the SPIRO-M scale for teachers.
9. The findings showed that students' motivation improved for the positive. It was reflected in students' regular attendance and participation in different school activities.
10. Students of class VII and IX showed significant difference in the scores of self-esteem.

11. Majority of students' attitude towards their teachers was reported to be more caring after the intervention. However, a few students expressed their negative attitude towards a few teachers.
12. The overall academic performance of students showed that there had been significant difference only in class IX. However, there had been significant difference in some subjects in other classes also.
13. The scores on school examination for standard VI, VII and VIII showed that the students had low performance in subjects like Maths and Science in post-intervention examination.
14. The findings showed that students of standard VIII were not able to show significant difference in any of the three variables : Motivation for schooling self-esteem and the academic performance.
15. The findings showed that there had been significant differences in all the three variables : Motivation for schooling, self-esteem and the academic performance.
16. The unstructured interviews with teachers indicated that the majority of them felt that there was a positive and free school atmosphere after intervention. They felt they were important part of the school.
17. The statistical data showed that teachers did not perceive their Principal's leadership style to be any different after the intervention. However, the majority of them expressed that the leadership behaviour of the principal was more humane after intervention.
18. Majority of the teachers reported that they were more Nurturing in their behaviour with students after intervention programme.
19. It was observed that majority of them were able to create an open climate in the classroom after the intervention programme.

20. Almost all the teachers reported that co-mentoring was helpful in taking important decisions and enhanced the teamwork.
21. Majority of the teachers accepted that co-mentoring provides a climate of support, which enhances self-confidence in personal as well as professional life.
22. Majority of students reported that teacher-student mentoring relationship helped them to build good rapport with teachers and helped to gain confidence and trust in their teachers.
23. Majority of students reported that the peer mentoring helped them in solving academic problems with regard to difficult lessons. It also supported them in overcoming the emotional crisis.
24. Majority of the parents reported that they were satisfied with academic performance of students in ICSE examination and the activities of the school.
25. Majority of the parents reported that there was constant change of teachers and lack of qualified teachers in the school, which stood as barriers before school effectiveness.

## **Conclusion :**

School effectiveness in today's context is a very critical and debatable issue, because of its accommodative nature. Most of the researches on effectiveness have agreed that it is to be measured by students of the schools. Often it is felt in practical setting that there is the danger that much of its vitality can be lost if it is subjected to too much academic analysis, because school effectiveness is a dynamic idea (Rao, 1999). Harber (1999) is of the opinion that the schools must ask pupils what they think would make schools more effective. The students in effective schools are treated with dignity and encouraged to participate in all activities that

are organized, keeping them in focus. Therefore, the effective school culture includes many of the core values associated with democracy, such as tolerating and respecting others, participating and expressing views, sharing and disseminating knowledge, valuing equity and equality and the opportunity for students to make judgments and choice (Harber, 1999). In the present study, when asked about students' attitude towards their teachers and the teacher-student mentoring relationship they seemed to give more importance to their personal development more than the academic achievement and the subject mastery of their teachers.

Teacher is the soul of the school system who brings life to the school by facilitating interpersonal conditions which promotes conducive atmosphere to students and enhances more learning. It helps students to have liking for school, positive attitude towards their teachers and develop self-esteem. The behaviour of teachers in the classroom is one of the most important factors, which can promote learning and personal development. Contrary to this Controlling Parent behaviour and Aggressive Child behaviour of teachers promotes fear, bitterness, low self-esteem, dislike for the school, the teacher and his/her subject. This study therefore attempted to make teachers aware of their interpersonal style in support of the studies reviewed.

Effectiveness of any work depends on the clarity of goal. The present study suggests that the school must have clear vision that would give direction to the school activities of different varieties leading to effectiveness. The vision is flexible according to the time and need. This implies change in school. The principal being the overall mentor therefore should be open to change. He must motivate every member in the school team to commit themselves to shared vision statement and thereby provide

an appropriate environment and opportunity to develop themselves so as to execute the statement more effectively.



If the school is to be effective, the rigid structure and autocratic rule should give way to flexibility, co-mentoring relationship and democratic process. Collaborative decision-making and transformational leadership would facilitate effectiveness as has been demonstrated by the study. The principal as the overall mentor and the key person needs to maintain the principal-teacher mentoring relationship in raising the achievement at the level of students. It is upto him to make the teachers feel secure, loyal to school, to their colleagues and to their profession. This would lead the teachers to have a sense of achievement, which would give personal and professional satisfaction, and feel self-esteemed in the team. Teachers also need to be taken into confidence before new practices are introduced. Teachers need to be involved in sharing the decision in policy making, as they are the people who eventually implement the policies. Therefore, a face-to-face communication between the principal and teachers in developing policies would be the best course of ensuring the co-operation of teachers.

Professional capability of the teachers, of course, is essential to the effectiveness of the school, which needs to be enhanced by staff development programmes. However, a person may be capable professionally, his/her productivity and creativity would depend on the climate of the school. The climate can either contribute or constrain the effective use of creative potential of teachers. Therefore, the principal will have to think in terms of colleagues rather than subordinates, participants rather than employees, utilizing the force of the group rather than controlling the group by power, fraternity, fearlessness, friendliness and

fellow feeling rather than inducement of fear and frustration. It is in this condition, the eight values OCTAPACE can work effectively.

In the competitive world of today man is influenced by science and technology. This seems to focus more attention to cognitive domain than the affective domain of life. Yet, science and technology cannot take care of child's spirit and body. He needs human touch to develop socially, spiritually, emotionally and physically. Therefore, the school needs people who would be able to mentor students for their holistic development. So that these students may find today's education effective in their real life. Keeping these factors in mind, schools must select such principals and teachers who would be efficient to deal with understanding and respect providing and conducive environment to develop the young individuals. The selection of the principal and teachers should not be based on the intellectual capacity and the teaching experience alone but also on skills, both technical and interpersonal. This can be possible only when the principal and teachers are trained in interpersonal as well as team skills, together with new methods of teaching and learning. The pre and in-service training of the principal and teachers on this line must be the thrust of 21<sup>st</sup> century in order to participate fully with the world in search of effectiveness.