



## **Perceptions of Teachers towards Effectiveness of Schools**

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### **ABSTRACT**

The present study has been designed to study the Perceptions of Teachers towards Effectiveness of Schools. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 80 teachers working in secondary schools. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on the Perceptions of Teachers towards Effectiveness of Schools. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, educational qualifications, teaching experience locality and type of management. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

**Key Words:** Perceptions, Effectiveness of Schools.

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### **Effectiveness of schools:**

In order to provide quality education and to achieve the goals of the educational system the schools as formal organizations should work effectively. Effectiveness is a measure of the match between stated goals and their achievement.

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### **Concept of School Effectiveness**

Effectiveness refers to the performance of the organizational unit called 'school.' Effective schools uphold the progress of students, provide them with the suitable environment and facilitate learning to explore and express and also evaluate their intellectual, social and emotional outcomes. The effectiveness of schools can be measured in terms of the average performance or achievement of students at the end of a period of formal schooling which is called as 'output' of the school. 'easy', low-standard goals.

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### **Need and significance of the study:**

Children in their formative years spend eight long hours every day at the school. School is the basic foundation for the overall development of a child. It is a place where children acquire knowledge on various aspects such as people, literature, history, mathematics, politics, and other numerous subjects which decide his/her future life and the future of the society. School life is highly significant for a child to succeed and achieve his dreams and to get higher education, a good job, acquire useful life skills and lead a better life. School serves as a socializing agency and prepares the child for a good social life. School is the first stepping stone in the life of a child, wherein he/she develops hobbies, refines them, learns basic etiquettes, acquires skills at multi-tasking, develop social skills. The school plays a significant role in equipping a child for a quality life as an adult. School, is a channel of building confidence, promoting team spirit and teaching life skills which make children competent and courageous to face the future. School through its established schedule guides the youngsters and enables them to become the effective and productive members of society which is the utmost important goal of school education in the present time. Hence we are in need of effective schools which ensure a secure environment where children are enabled to attain their potential. Students regard effective schools with high respect, and enter the school with attitudes more conducive to learning. Effective schools expect students to succeed and hence students at these schools learn more. Significance of the present study lies in the fact that accurate knowledge of the various aspects of a prevailing system leads towards reform or improvement. Significance of the present study lies in the fact that accurate knowledge of the various aspects of a prevailing system leads towards reform or improvement. As such only those educational institutions that have suitable learning culture and effective leadership qualities can provide the society with quality education. The school also deliberately and incessantly has to build a secure, constructive, respectful, sympathetic and encouraging culture that establishes student conscientiousness for learning and consequently leads to shared ownership, high expectations and pride in those concerned with the school. School Learning Culture and Leadership Behaviours of their heads may play a vital role in effective functioning of schools. At present schools are facing high competition in the pretext of restructuring, modification of governance structure, receptiveness to community influence, accountability, setting and stating high standards for performance and bringing about innovations in

their strategies of learning and teaching. Reforming the existing school system would contribute to the effectiveness of schools. It would propel the teachers to teach innovatively and effectively and therefore, would bring about an enhancement in the motivational level learning of the learners.

Since secondary education stands as a bond between the elementary and higher education, and takes a significant role in building up the personality of an adult student and makes him or her responsible adult of the society. The future of a child primarily depends upon the education it receives at the secondary level. Secondary schools have a vital role in the making of the future generation of our country. Apart from preparing the foundation and focus for the higher education of a child, secondary education can be a channel to shaping and determining a child's future as a responsible and contributing citizen of a nation. To make it reality, a deep understanding of school learning culture and Leadership Behaviour of the Heads of institutions and their influence on school effectiveness is desirable. Hence the researcher found a high scope for research in this area.

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### Objective of the study

1. To study the Effectiveness of Schools.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e. gender, qualification, teaching experience, locality and management towards School Effectiveness

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### Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Effectiveness of schools.
2. There is no significant difference among the perceptions of teachers based on their general qualification towards Effectiveness of schools.
3. There is no significant difference among the perceptions of teachers based on their professional qualification towards Effectiveness of schools.
4. There is no significant difference among the perceptions of teachers based on their teaching experience towards Effectiveness of schools.
5. There is no significant difference among the perceptions of teachers based on their locality towards Effectiveness of schools.
6. There is no significant difference among the perceptions of teachers based on their school management towards Effectiveness of schools.

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### Review of Related Literature:

**Rugg, Linda Jeanne Moor (2005)** in the study "Teacher satisfaction with principal transformational leader behavior" It also found that teachers were more satisfied with principals possessing higher transformational behaviour. It also reveals that there were no associations between teacher satisfaction and transformational heads of different geographic locations, gender, age, or years of experience. It is found that there were no association between teacher satisfaction and transformational principals of urban, rural, and suburban schools or of different ages and gender of principals.

**Pounder (2008)** investigated the effect of transformational leadership behaviour of school instructors in the classroom on undergraduate business students of university business school. The researcher examined this relation in a university classroom context, and the results revealed that transformational classroom leadership was positively associated with desirable classroom leadership outcomes.

#### *Design of the Study*

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 40 statements as perceived by the Teachers.

#### *Reliability and Validity:*

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the self Effectiveness of schools as perceived by Teachers was 0.92 and for the validity of the scale it is based on the content and construct validity.

#### **Administration of Tool:**

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

#### *Data Collection:*

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

**Statistical Techniques Used:**

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

**Table 4.1 Overall perceptions of teachers towards Effectiveness of Schools**

N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
100	40	200	134.56	67.28	14.08

Table 4.1 shows that, teachers expressed above average perceptions towards Effectiveness of Schools in Prakasam District. The mean and percentages are found to be 134.56 which is 67.28% of their total score respectively.

**Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Effectiveness of Schools**

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	48	135.02	16.17	0.31 <sup>NS</sup>	0.75
	Female	52	134.13	11.97		
Academic Qualification	UG	11	130.09	13.56	3.86*	0.03
	Degree	44	134.07	13.74		
	PG	45	136.13	14.55		
Professional Qualification	D.Ed.	21	134.76	12.24	0.46 <sup>NS</sup>	0.84
	B.Ed.,	55	134.85	13.66		
	M.Ed.,	24	133.71	16.84		
Teaching Experience	Below 10	42	136.10	12.40	5.25**	0.00
	10 to 20	39	136.44	15.43		
	Above 20	19	127.32	12.97		
Locality	Rural	89	134.26	13.34	3.01*	0.03
	Urban	11	137.00	19.69		
School Management	Government	14	129.64	11.38	3.05*	0.05
	Municipal	2	132.00	8.49		
	Private	84	135.44	14.50		

There is no significant difference among the perceptions of teachers based on their gender and professional qualification towards Effectiveness Schools in Prakasam District.

There is a significant difference among the perceptions of teachers based on their academic qualification towards Effectiveness Schools in Prakasam District and PG qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their teaching experience towards Effectiveness Schools in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their locality towards Effectiveness Schools in Prakasam District and urban area teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their school management towards Effectiveness Schools in Prakasam District and Private school teachers perceived high than that of the rest.

**Findings of the study:**

- There is no significant difference among the perceptions of teachers based on their gender and professional qualification towards Effectiveness Schools in Prakasam District.
- There is a significant difference among the perceptions of teachers based on their academic qualification towards Effectiveness Schools in Prakasam District and PG qualified teachers perceived high than that of the rest.
- There is a significant difference among the perceptions of teachers based on their teaching experience towards Effectiveness Schools in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.
- There is a significant difference among the perceptions of teachers based on their locality towards Effectiveness Schools in Prakasam District and urban area teachers perceived high than that of the rest.

- There is a significant difference among the perceptions of teachers based on their school management towards Effectiveness Schools in Prakasam District and Private school teachers perceived high than that of the rest.

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### Recommendations:

- The Department of Education through DIETs, and BRCs could organize training programmes with input sessions where the orientation and knowledge of the factors determining the School Effectiveness are given.
- Programmes could be organized to improve effective instructional leadership, have a clear and focused mission, to provide a safe and orderly environment and a positive school climate, develop high expectations, recognize the need for frequent assessment/monitoring of student assessment, give emphasis on basic skills, provide maximum opportunity for learning, improve parent/community involvement, master a strong professional development, and teacher involvement in decision –making.
- Promoting safe and orderly environment, establishing a conducive school environment will certainly help students to perform well and bring about high achievement of their goals. The head of the schools should be motivated from time to time to play their role by providing them with orientation programmes which will enable them to build strategies for effective instructional leadership and strong professional development. These factors will influence the learning level of students and task performance of teachers and hence promote high level of School Effectiveness.
- The teachers need to be motivated to establish a School Learning Culture in which experiences are structured in such a way that students are enabled to investigate, explore and take risks in developing new ideas and insights. Every teacher should strive to give their best to their performance as teachers and promote positive School Learning Culture in their respective schools which will result in high School Effectiveness.

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### Suggestions for further Research:

1. Studies can be undertaken to study the influence of factors of School Effectiveness.
2. Studies can be undertaken to assess the School Learning Culture of Primary Schools as well.
3. Studies can be taken up to design strategies for improving School Effectiveness.
4. Studies can be taken up to design strategies to enhance School Learning Culture and foster transformational leadership behaviours in heads of school.

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