

A STUDY ON SCHOOL EFFECTIVENESS AT PRIMARY LEVEL IN RELATION TO COMMUNITY PARTICIPATION AND CLASSROOM TEACHING

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OBJECTIVES:

1. To develop research tools for the study, i.e. School Effectiveness Schedule and Community Participation Interview Schedule.
2. To identify the more-effective and less-effective schools.
3. To find out the differences between more-effective and less-effective schools in relation to physical facilities, Head Master and Teachers' performance and Students' performance.
4. To find out the relationship between the school effectiveness and community participation.
5. To find out the relationship between the school effectiveness and classroom teaching.

HYPOTHESES:

1. More-effective schools will be having better physical facilities, Head Master and Teachers' performance and Students' performance.
2. There exists real association between:
 - i. school effectiveness and community participation as a whole.
 - ii. school effectiveness and community participation with dimension wise.
3. There exists real association between:

- i. school effectiveness and classroom teaching as a whole.
- ii. school effectiveness and classroom teaching with dimension wise.

To test the above hypotheses for the present study the researcher following null hypotheses were framed.

1. There exist no significant differences between More-effective and Less-effective schools in Physical Facilities, Head Master and Teachers' performance and Students' performance.
2. There exists essentially unrelated or independent between:
 - i. school effectiveness and community participation as a whole.
 - ii. school effectiveness and community participation with dimension wise.
3. There exists essentially unrelated or independent between:
 - i. school effectiveness and classroom teaching as a whole.
 - ii. school effectiveness and classroom teaching with dimension wise.

METHODOLOGY

The study will follow descriptive survey method endeavors to select the more-effective and less-effective rural primary schools and find out the relationships with regard to Community Participation and Classroom Teaching.

SAMPLE:

The study will follow random sampling procedure. There are 30 districts in Orissa. The sample of the study was taken two districts of the state viz., Puri and Ganjam. The total numbers of 27 more-effective and 35 less-effective primary schools were selected as a sample of the study. After selection of the more-effective and less-effective schools, from each school 2 teachers were selected

to know the classroom teaching in the classroom situation. The selection of teachers will be based on their teaching the classes (IV and V). And also 5 community members from each locality of these schools were selected incidentally, to know their participation in school activities. A total number of 124 teachers and 310 community members were selected as sample for the study.

TOOLS:

In order to collect data from the selected samples, following tools were used. School Effectiveness Schedule and Community Participation Interview Schedule tools were developed by the researcher himself. A standardized classroom teaching observation schedule by Prof. B. K. Passi was used in this study.

1. ***School Effectiveness Schedule:*** For Headmaster/ Headmistress
2. ***Community Participation Interview Schedule:***
For Community Members.
3. ***Classroom teaching Observation Schedule:*** (General Teaching Competency Scale (GTCS) by Prof. B. K. Passi) For Classroom Observation.

STATISTICAL TECHNIQUES:

The following statistical techniques were used for analysis of data.

- Mean was used as a measurement of central tendency. It was used to find out the average score of the Teachers Classroom Teaching activities and Participation of Community Members in school activities and also for making the groups among the teachers and community members.

- For School Effectiveness Schedule, data was analyzed by using 't' test.

- Chi-square (χ^2) test of independence was used to analyze the Classroom Teaching and Community Participation data for more-effective and less-effective schools.
- In the present study Chi-square (χ^2) was used to find out relatedness or independence of school effectiveness (more-effective schools and less-effective schools) in respect of Classroom Teaching and community participation.

MAIN FINDINGS

Findings on the Differences between More-effective and Less-effective Schools

- The more-effective and less-effective schools were found to differ significantly in terms of Physical facilities, HM and teachers' performance and Students' performance.
- The mean scores on Physical facilities of more-effective schools were higher than that of the less-effective schools. It shows that in more-effective schools existing/available Physical facilities are better than the less-effective schools.
- The mean scores on HM and teachers' performance of more-effective schools were higher than that of less-effective schools. It means that in more-effective schools HM and teachers' performance are better than that of the less-effective schools.
- The mean scores on students' performance of more-effective schools were higher than that of the less-effective schools. It means that in more-

effective schools Students' performance is better than the less-effective schools.

- The more-effective schools were having better Physical facilities; HM and teachers' performance; and Students' performance in comparison to less-effective schools.

Findings on the School Effectiveness in Relation to Community Participation

- A significant majority of the community members belonging to the more-effective schools participates more in the school activities as compared to less-effective schools. It can also be observed that high community participation is associated with increasing the school effectiveness. It advocates that community participation is likely to increase the school effectiveness.
- It was also found that where schools were functioning more-effectively, there was higher community participation in *improving school complex* Dimension in comparison to those schools functioning less-effectively.
- It was observed that where schools were functioning more-effectively, there was higher community participation in *Resource Mobilization* Dimension in comparison to those schools functioning less-effectively.
- Where schools were functioning more-effectively, there was higher community participation in *Organizing Socio-cultural Activities* Dimension in comparison to those schools functioning less-effectively.
- On comparing the community participation for *Management of the School*, it was found that where schools were functioning more-effectively, there

was higher community participation in *Management of the School* Dimension in comparison to those schools functioning less-effectively.

- On comparing the community participation for *Improving Academic Environment*, it was found that where schools were functioning more-effectively, there was higher community participation in *Improving Academic Environment* Dimension in comparison to those schools functioning less-effectively.
- In the present study there is a real association between school effectiveness and community participation as overall and in all the five dimensions such as: *Community participation in improving school complex, Resource Mobilization, organizing socio-cultural activities, the management of the school and improving academic environment of the school*. It is also very clear that in more-effective schools, there is a higher community participation in all the activities covered under all the dimensions.

Findings on the School Effectiveness in Relation to Classroom Teaching

- The present study reveals that a significant majority of the teachers belonging to the more-effective schools follow better classroom teaching in the class as compared to less-effective schools. It can also be inferred that classroom teaching seems to be one of the factor contributing to the effectiveness of the primary school.
- It was also observed that where schools were functioning more-effectively, there was higher classroom teaching in terms of *Planning* Dimension in comparison to those schools functioning less-effectively. This can be interpreted to mean that classroom teaching in terms of planning is associated with increasing the school effectiveness.

- The study found that where schools were functioning more-effectively, there was higher classroom teaching in terms of *Presentation* Dimension in comparison to those schools functioning less-effectively. This can be interpreted to mean that classroom teaching in terms of presentation is associated with increasing the school effectiveness.
- There exists a real association between school effectiveness and classroom teaching is retained for teacher's *Closing* in the classroom process. This can be interpreted to mean that better classroom teaching in terms of better *Closing* process is associated with increasing the school effectiveness.
- It was also observed from the present study that where schools were functioning more-effectively, there was higher classroom teaching in terms of *Evaluation* Dimension in comparison to those schools functioning less-effectively. This can be interpreted to mean that classroom teaching in terms of *Evaluation* is associated with increasing the school effectiveness.
- It was also observed that where schools were functioning more-effectively, there was higher classroom teaching in terms of *Managerial* Dimension in comparison to those schools functioning less-effectively. This can be interpreted to mean that classroom teaching in terms of *Managerial* is associated with increasing the school effectiveness.
- the findings of the present study revealed that there is a real association between school effectiveness and classroom teaching as overall and in terms of all the five dimensions viz., *Planning, Presentation, Closing, Evaluation, Managerial*. The findings also show that all these processes/activities are higher in case of teachers belonging to more-effective schools in comparison to less-effective schools.

EDUCATIONAL IMPLICATIONS

On the basis of the findings of the present study it is revealed that the schools having better Physical facilities, HM and teachers' performance and Students' performance were identified as more-effective schools. It is essential to identify schools which are less-effective and provide necessary help to develop their physical facilities and other aspects so as to develop the performance of students in order to increase school effectiveness.

One of the significant findings of the present study is the higher community participation is associated with greater school effectiveness. Community members must constitute the integral part of school education. School activities must be organized in constitution with the Village Education Committee (VECs). VEC must actively engage in the programmes meant for development of the school. So in order to make them actively participate and to get their whole hearted co-operations. School must organize community awareness programme on different occasions. It is also revealed that in decision making process such as taking decision on financial matters, improvement of physical facilities etc. there is lower community participation. Thus particular measure should be taken so as to make them on participation participate in the decision-making processes of the schools.

Better teachers profile, healthy student-teacher interaction and effective teaching and evaluation process are the parameters for effective learning which lead to higher school effectiveness. Inspecting authorities like BDOs, HM etc. must check the punctuality of the teachers and teaching of teachers in class. Emphasis must be given on child centred approach and activity based learning so as to make the student dynamic and active in class. Teacher must give suitable assignment to student to develop their skill and level of understanding.

All school must be provided with appropriate teaching-learning material and at the same time the teacher must be encouraged to develop the improvised teaching Aids so as to suit the need of child in the classroom. During pre-service and in-service training programme, the teacher-educators and experts should give emphasis on development of the teachers profile, development of teacher-students interaction and the teaching activities. The orientation programmes for teachers should be organized at a regular interval. At the time of orientation and training programmes the HM/teachers from more-effective schools should be given a chance to exchange of their ideas and experiences on the classroom teaching techniques which were found effective in enhancing the school effectiveness at primary level.

Therefore, the findings of the present study has implications for Govt personals, educational planners, administrators, researchers, designers and others who involved with the task improvement of school effectiveness by improving learning environment and encouraging the community members to participate in school activities. VEC must be empowered in the development of school effectiveness programme.

Although some tall claims on the basis of an humble research effort based on a mere adequate sample cannot be made, however, it can be said in that the present study has implications for improving the school effectiveness at primary level of education. The findings of this study provide direction to improve the state primary education in the country, provided efforts are to be made in the right direction and at right moment.
