

## A STUDY OF PERCEPTION OF STUDENTS FROM DIFFERENT SCHOOL BOARDS TOWARDS THEIR SCHOOL EFFECTIVENESS

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**Abstract:**

Education is an important tool which motivates individuals to achieve upward social mobility and avoid downward social mobility. High-quality schools are generally regarded as important means to reach higher education by providing a strong organizational framework and broad, balanced curriculum. The present study opted to study the attitude of school students towards their perceived School-Effectiveness. It was found that Students belonging to different school boards perceived school-effectiveness in different ways. Identifying effective and ineffective schools is a major issue in education in light of the increasing concern for welfare in the society. The effective schools movement continues gaining momentum among school personnel whose primary responsibility is to provide strong and professional principals and teachers, a clear positive environment conducive to learning.

**Keywords:** School Effectiveness, State Board, Other School Boards

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**Introduction:**

Education is important for the growth and future of our country. It is a tool from which individuals can achieve upward social mobility and avoid downward social mobility.

High quality education is an essential tool for high quality knowledge and developing modernization in society. According to some studies, high-quality schools usually have more abundant material resources and thus their outstanding performance is considered to be based on an unequal distribution of educational resources or enrollment policies (Liu et al. 2009) rather than on school effectiveness itself. It is through the schools that education could reach every child. Education is a means to empower the learners to become active participants in the transformation of the society in which they live. Schools hold an important place as the agents of social, economic and political change. The broad principles and objectives of education are related to the long-term national goals, the development of the county and the complex short term problems it is called upon to solve.

Schools have been the learning centers. Since their inception, schools have transmitted society's values, shapes the skills, attitudes, beliefs, been repositories of knowledge and powerful agents of change. They are the formal agencies of education and play an important role in molding a child's life. The Growth of society depends upon the quality of education which plays an important role in molding a nation's future by facilitating all round development of its future citizens. The Children of today are the leader and future of our nation. The destiny of our nation is formed in classrooms and schools play a significant role to make responsible citizens of tomorrow. The growth and future of our country highly depends upon the quality of the present school education system. Adding to this, the aspects of school and the rights of the child which includes the right to survival, protection, development and participation take a prominent role



in determining the quality of education. In the early times within the school effectiveness research tradition had a direct role of denial and was said school hardly can cause any differences (SER) had been established since 1979. In data collection and data analysis it becomes correspondingly related. Despite the good performance of (SER) still includes faults over a number of years, Although much of that faults have been corectify by authors who had belonged to the school effectiveness research community. More fundamental external issues had been raised.

Schools have been a molding center for each and every person and thus it is considered as a learning center for each and every person, no matter what school has always conveyed culture and values and devoted knowledge and being a powerful negotiation of change. There has always been an organization of education and played an important framework in each and every child's life. The study of school effectiveness and the identification of factors associated with it are growing fields of research. The concept 'school effectiveness' means degree of goal attainment of a school and this has led to a global debate. (Mortimore, 2000). According to Sun, Creemers and De Jong (2007), studies of and secondly, to identify differences between education outcomes in these schools. This article refers to school effectiveness research (SER) and the reason to choose the topic is it will investigate performance differences between and within schools as well as it can easily influence factors enriching school functions (especially by students progress report).

#### **Review and Literature:**

More efficient school management and administration procedures, a supportive school atmosphere and cultural framework for teaching and learning, respectful partnerships with management and staff, peer teachers and teachers with pupils, and teachers with parents and society can all be used to measure school effectiveness ([Riyatuljannah, 2020](#))

At present, a relatively consistent finding in academia is that some general characteristics of schools, such as their socioeconomic status, access to resources and quality, are closely linked with the student academic performance. Research continues to link High socioeconomic status schools can significantly provide environments that encourage the development of skills necessary for success at school, prolong their years of education, and raise their educational expectations ([Palardy 2013](#); [Wu and Huang 2016](#)). Chinese scholars show that compared to ordinary middle schools, students at key middle schools have significant advantages in terms of academic performance, have better school systems with better teachers and more educational resources and are more likely to enter high school and elite universities ([Ye 2015](#); [Tang 2015](#)). Among disputes on the input effectiveness of school material and human resources, the most widely known are the multi-round debates between two researcher Hanushek and Hedges. Hanushek holds that after controlling for student family background, there is no systematic correlation between the allocation of school resources (including the allocation of faculty) and student academic performance. Such school resources include the average expenditures of students, the ratio of students to teachers, teachers' salaries, class size, school facilities, teachers' overall education levels, and experience ([Hanushek 1989, 1997](#))

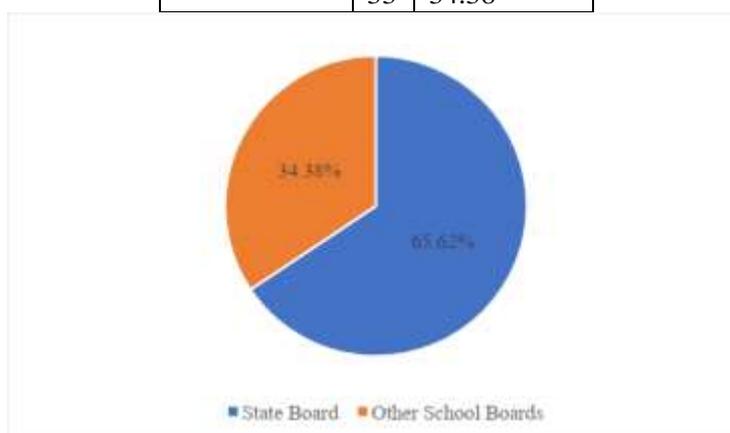
#### **Methodology and Study of the Sample:**

A Descriptive survey was carried out in order to study the attitude of school students from various School boards towards their perceived school effectiveness. Convenient sampling technique was used for data collection. For the purpose of the study data was collected from 97 students school students from Secondary and Higher Secondary level. School effectiveness questionnaire designed by Joyce Mary Claris D'sa (2015) and was used to collect data from the students which scored on a point rating scale from Strongly agreed, Agree, Disagree to Strongly Disagree.

Out of the total 97 students 67 were School Students from State board Schools and 33 were from Schools belonging to other School Boards. The following table 1.1 depicts the sample size.

**Table 1.1 : Sample Size for the present study based on school boards.**

State Board	N	Percentage
State	63	65.62
Other boards	33	34.38

**Figure 1.1: Pie Chart depicting State Board and Other School Boards Board.****Scope and Limitations of the Study:**

The proposed study was conducted and the data was collected from students belonging to different schools affiliated to different boards like SSC, IGCSE, CBSE, ICSE, IB, Etc. Only english medium students were considered and rural class students were not taken into consideration. Even college students belonging to CBSE, ICSE, NIOS and MUMBAI boards were not inspected.

The present study took the attitude of students towards School Effectiveness into consideration, and the attitude of teachers, parents, principals, management, etc were considered. Most probably the student's attitude and behavior was given utmost priority. Other variables affecting School Effectiveness like personality, experience, well-being, urban-rural area, etc were excluded.

A descriptive survey method was adopted, other methodology of research like observation, interviews, case-study was not carried out.

**Hypothesis Testing and Interpretation of Data:**

**Hypothesis 1** -There is no significant difference in the attitude of School Students towards their perceived School Effectiveness.

**Hypothesis 2** There is no significant difference in the attitude of School Students towards their perceived School Effectiveness based on School Boards.

**Table 1. 2 : Relevant Descriptive Statistics**

	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
All Students	119.94	114	105	24.52	-0.19	0.81

The above table will show relevant descriptive statistical measures that were used to test hypothesis 1 and 2

**Hypothesis 1:** The mean for school students was found to be 119.94 median was found to be 114, mode was found to be 105 and Standard Deviation was found to be 24.52. The values of Mean, Median and Mode are in ascending order therefore, the distribution is negatively skewed. The skewness is found to be -0.19. There is no significant difference in the attitude of secondary school students towards their School Effectiveness. The kurtosis is found to be 0.81 which is positive and thus the distribution is Leptokurtic

**Table 1.3 Inferential Data Analysis**

	N	Mean	t value	p value	LoS
State Board	63	129.06	5.86	< 0.0001	S
Other School Boards	33	102.52			

**Hypothesis 2:** The t value for state board and other boards was found to be 5.86 and the p value was found to be less than 0.0001 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference in attitude of school students towards School Effectiveness based on school board. The mean score of the State board is 129.0635 and the mean score of the other school board is 102.5152.

Thus the mean for the state board is greater than the other school board.

#### **Discussion and Conclusion:**

The purpose of the study was to identify the school methodology and teachings and to understand the improvement that needs to be brought in terms of state boards and other boards.

The previous research shows that a convenient sampling technique was used for data collection. For the purpose of the study data was collected from 97 school students from Secondary and Higher Secondary level.

Considering the research important elements such as student's performance according to the new rules permitted, cleanliness maintained, teacher's teaching considering academic as well as co-curricular activities. So that would lead to holistic development of the students. The study focused on if there is no significant difference in the attitude of School Students towards their perceived School Effectiveness based on School Boards.

The study implies that there is further scope for studying state and other boards and research should be conducted to find which factors was and can be affecting in the students' performance. So for the betterment of the students future research will be helpful.

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