

# Student's perception of Attributes of School Effectiveness: A Study

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The study highlights the perception of students on the relevance and worthwhileness of the learning experiences being provided to them in their school. It also aims at finding out the attributes of school effectiveness.

## Objectives of the Study

Following are the stipulated objectives of the study.

To identify the functions, policies, programmes and activities envisaged as attributes of school effectiveness at secondary level;

To study students' perception of attributes of effective schooling;

To find out strong and weak areas of schools;

To suggest measures for enhancing school effectiveness.

## Research Tools of the Study

Following research tools were developed.

**Tool 1:** Criteria of School Effectiveness

The tool has two parts.

**Tool 1A:** Criteria of School Effectiveness – Checklist

**Tool 1B:** Information Schedule about the School

**Tool 2:** Students' Perception on Dimensions of Effective Schooling – Rating Scale

**Tool 3:** School's Role in Developing Affective and Psychomotor Behaviours – Questionnaire

#### **Tool 4: Educational Climate and School Effectiveness – Opinionnaire**

The sample schools were studied on the following eleven aspects.

School Policy

School Administration

Learning Environment

Student Welfare

Teacher Efficiency

Academic Achievement

Citizenship Development

Personality Development

School Result

School Reputation

Participation in Competitions

#### **Sample of the Study**

##### **30 Schools**

15 Government, 8 Unaided and 7 Aided schools of Delhi from two Education Districts – West and Central

##### **720 Students**

Boys and Girls of Class XI from Science, Arts, Commerce and Vocational streams

#### **Major Findings**

The expectations of students from their schools are identified as the following.

Giving exposure to students over and above text books to enrich their understanding;

Maintaining impartiality in examinations;

Arranging additional classes for weak students;

Conducting special classes for higher results of class X & XII in the CBSE examination;

In addition, following are also the perceived expectations.

(i) The school should inculcate social, moral and ethical values; and should have a focus on citizenship values with an emphasis on developing secular and democratic outlook.

(ii) In the perception of students, classroom teaching–learning includes student–teacher interaction, monitorial assistance, self study, peer tutoring, small group work and supplementary readings in the library.

(iii) The students have desired for opportunities to communicate with the Principal.

(iv) The students have favoured teamwork to foster fraternity.

(v) Impartiality by the teacher leads to spirit of equality.

(vi) The students consider that the competitions in school programmes develop both leadership and excellence.

(vii) The students have favoured the establishment of discipline in the class, provision of library facility and regular homework.

It is investigated and found that students of class XI are able to form perception of attributes of school effectiveness in all the domains – Cognitive, Affective and Psychomotor.

### **Implications of the Study**

Counseling on personal and career aspects should be made a compulsory component of curricular programmes.

A value oriented curricula should be developed to inculcate Self Confidence, Discipline, Sense of Responsibility, Co–operation, and Self Respect in students.

Outdoor activities are necessary to establish the relevance between ‘in the school’ and ‘out of the school’ environments.

Students of senior secondary classes reach a maturity level that they require their say in the school planning process.

Students expect more activities, programmes, facilities from the schools on

- Arranging additional classes for weak students
- Maintaining impartiality in examinations
- Conducting special classes for higher results
- Giving exposure over and above text books

- Giving awards to students for higher performance

Students have preferred their teacher to be friendly, caring, dedicated, co-operative and problem solving.