



TEACHERS' PERSPECTIVE ON CONCEPTUALIZATION OF INSTITUTIONAL EFFECTIVENESS AT SECONDARY SCHOOL LEVEL: A PHENOMENOLOGICAL STUDY

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ABSTRACT

The purpose of this research study was to understand the secondary school teachers' perspective on conceptualization of institutional effectiveness. The research used qualitative phenomenological study design with a sample of 32 secondary school teachers of different school boards from greater Mumbai, India. The participants of the study were selected using non-probability sampling method based on the criterion that the participants are secondary teachers with minimum 5 years of teaching experience participated in this research study. Participants were required to write in detail their views on the theme under study. The research findings represent the teachers' perspectives about institutional effectiveness consist institutional image, influence & effectiveness and student-friendly teaching-learning strategies. In the present paper, an attempt has been made to highlight the aspects that are expected to achieve enhance institutional effectiveness in the present secondary school education system and contributing towards institutional excellence at secondary school level.



KEYWORDS : institutional effectiveness, research findings, education system.

BACKGROUND

It is not important for one to be educated for his/her own personal sake, but for the sake of those who come after him/her. The collective knowledge that has been built up for over centuries is because of those educated people had shared their knowledge with the next generation. Education should inspire one to share one's knowledge with those who come after him/her. And take one's inspiration and share it with others to inspire them to become educated.

Educational institution is the place where we educate the heart of the student so that he can be a good member of the institution and ultimately a good member of the society. This indicates that preparing good citizens depends largely on all those who work in educational institutes and their level of effectiveness.

Like any other system, effectiveness in education depends upon both its quantity and quality aspects. Because of globalization, competition among education providers within the country and all over the world quality has become more important concern these days. Due to quantitative expansion of education at the primary, secondary and tertiary levels in the last decade or so, the concern for quality is being expressed by all the stakeholders. Moreover, quality in education at all the levels is

being encouraged in the country because of the academic, social, political and economic advantages. If we want to succeed in or get recognition nationally and internationally, we have to improve and sustain the quality of our education system. With quantitative development/expansion, quality parameters have to be strictly adhered too. This, of course, would require improvement in infrastructure, change in curricula, and launch of new academic programmes, use of innovative teaching learning methods, utilization of ICTs potential and development of favourable attitude in teachers, students and community towards quality education.¹

Institutional effect is a broader concept as compared to institutional effectiveness whereas institutional effect refers to those outcomes that are influenced by conditions that prevails in the institution. Thus, these outcomes could be positive or negative; favourable to the social conditions or unfavourable; desired by the wider community or undesired for the growth; and sustenance of the wider community. On the other hand institutional effectiveness includes only the positive outcomes that are desirable in a particular social context of education. An institution can be said an effective institution only if it attains socially desirable, politically and economically relevant pre-determined objectives national, regional and institutional.

Georgopolous and Tannenbaum (1957)² states *"The extent to which an organization, given certain resources and means, achieves its objectives without placing undue strain on its members is organizational effectiveness."*

The world has realized that the economic success of the states is directly determined by the quality of their education systems and that the most effective factor of production is human capital expressed in knowledge, skills, creative abilities and moral qualities of individuals in society.³ Hence, there has been interest in the idea of the 'institutional effectiveness'. There are different perspectives about institutional effectiveness and factors that lead to high- performing school such as the staff, education system, leadership and management of the institution, school climate, teaching-learning & assessment pattern and professional development of teachers etc. The concept of institutional effectiveness has developed rapidly and emphasis is given to educational excellence so that the institutions can be made more effective.

LITERATURE REVIEW

Shukla (2006)⁴ conducted a study of secondary school principals' psychological and behavioural characteristics as factors of school effectiveness. The objective of the study was to find out the cause-effect relationships between school effectiveness and principals' administrative styles and his personality characteristics such as his self-concept, attitudes, mental health, and social maturity. The research was descriptive in nature. Data was collected from 58 school principals and 300 teachers using questionnaire. The results of the study reveal positive relationship between the principals' positive self-concepts, favourable attitudes and good mental health and school effectiveness.

Jenkins (2007)⁵ conducted a study on institutional effectiveness and student success on high- and low-impact community colleges. Data was collected from 6 colleges of which 3 were high impact minority student success and 3 were low impact colleges. The research findings revealed that the high-impact colleges were more likely than the low-impact colleges to coordinate their programs and services to support student success. It also found that minority students were generally more successful in colleges that had support services targeted specifically to their needs. The study also suggested that a more important factor for institutional effectiveness than adopting particular policies or practices is how well a college manages and aligns its programs and services to support student success.

Aruna (2011)⁶ conducted a study on role performance of school principals, organizational health and school effectiveness of higher secondary schools. The sample was collected from 124 schools and 616 teachers in the higher secondary schools of Chennai, Kancheepuram and Tiruvallur districts. The study used survey method. The findings of the study proved that the role performance of the school principals has an impact on school effectiveness. Three of the variables namely, administrative, managerial and morale are found to contribute significantly. Of these managerial and administrative are dimensions of role performance of school principals and morale is a dimension of organizational health.

Uramanatti (2011)⁷ conducted a study on correlation of school effectiveness from the perspective of teacher and the institution at the secondary level in Karnataka. The aim of this study was to identify variables responsible for school variance responsible for differences in effectiveness. The study was descriptive survey and the data was collected from 800 teachers of Belgaum district. The findings of the study revealed that schools having better students, teachers, Heads of schools and institution performance were identified as more effective schools. It is essential to identify schools which are less-effective and provide necessary help to develop their facilities and other aspects so as to develop the performance of students in order to increase school effectiveness.

Trinet (2012)⁸ conducted a study of relationship between school effectiveness and school culture of secondary schools in Thailand. The research aimed to determine the relationship between the school culture and school effectiveness. The data was collected from 1586 secondary school teachers using survey method. The results of the study indicate that school culture influence the school effectiveness in many aspects i.e. students- achievement, teachers- performance, effective teaching & learning, school climate, and home-school relationship.

Millán, Kastanis & Fahara (2014)⁹ conducted a study on effectiveness indicators as interpreted by the subcultures of a higher education institution. The objective of the research was to deepen the knowledge of the relationship between organizational culture and effectiveness in institutions of higher education and to find effectiveness indicators interpreted in a higher education institution with differentiated culture. The research used ethnography approach. The sample was collected from 23 informants using interviews, observation, and documentary information. The result of the study revealed that the educational institution studied has a differentiated culture and that the main cultural groups maintain a series of shared values with which they interpret a series of effectiveness indicators in a similar way. The research also showed that there are some indicators that are not acknowledged by the cultural subgroups, and it is also observed that a series of indicators is interpreted differently by each subculture. On the Basis of these results, it is possible to consider that the acknowledgement of the existence of a differentiated culture in a higher education institution allows its leaders to send the right messages to its members and to leverage from its culture to develop more effective higher education institutions.

Sodhi (2016)¹⁰ conducted a study on accrediting processes and institutional effectiveness at California community college. The study used case study qualitative approach. Data was collected from focus group interviews with 12 participants with experience in accreditation as well as documents from a community college in California. The themes emerged from the study are: negative perceptions, relevance, integration, and efficacy. The study findings showed that the prevailing climate and the negative perceptions held by the institutional participants presented challenges in interpreting and applying Standard.

Ayuk & Jacobs (2018)¹¹ conducted a study on developing a measure for student perspectives on institutional effectiveness in higher education. Data for the study were collected from 807 students. The study presented a multidimensional approach to the depiction and measurement of institutional effectiveness from a student perspective. It made a handy initial contribution to a grossly under-researched phenomenon in the South Africa higher education sector.

Mamman (2019)¹² conducted a study on effectiveness and sustainability of social entrepreneurship with special reference to entrepreneurial training institutes. The objective of study was to develop a best practice model of social venture sustainability which explains the social impact creation and effectiveness in the context of existing social entrepreneurial training institutes. The research used a multiple case study design to investigate the process of formation and development of three Social Entrepreneurial Training Institutes in South India. The primary source of data was collected through interviews with Directors/ Founders/ Managers of founding non-profit organisations and individuals responsible for initiating and founding case study ventures. The results of the study showed that the effectiveness and sustainability of social venture depends on need for achievement of founders and persistence in vision accomplishment, top level management played a major role in effectiveness and sustainability of the venture in relation with the social value creation, so top-down

approach is essential for effective management of social enterprises. Further, the findings highlight the critical role of the individual founder who positioned at the centre of the parent organisation, and the founder's relationships with other important actors both within and outside the organisation.

Gokarna & et. al. (2021)¹³ conducted a case study on exploring the antecedents of institutional effectiveness of higher education universities in India. The purpose of the study was to explore the impact of academic leadership on institutional effectiveness with a mediating role of campus culture and faculty involvement in decision making. The researcher used a cross-sectional research design. Data was collected using purposive sampling technique from 80 permanent faculties and 249 students of private engineering colleges located in the Karnataka state of India. In this research, the researcher used structured questionnaire for data collection. The findings of the study showed academic leadership and campus culture has high influence on institutional effectiveness. Also, the faculty in decision making and campus culture mediates to some extent between academic leadership and institutional effectiveness.

Despite the numerous researches conducted on institutional effectiveness, it was noticed that the areas researched has taken place mainly on the impact of different factors/ variables on institutional effectiveness. Many of the references in the literature review are conducted outside India. Furthermore, the research done to date includes both qualitative and quantitative method in nature. Majority of researches are conducted at college and university level and few researches are available at secondary school level. There is dearth of research available on the conceptualization of institutional effectiveness in India. The researcher could not locate any study to understand teachers' perspective at secondary school level on conceptualization of institutional effectiveness. Hence, to fill the gap in the knowledge the researcher has conducted a study on teachers' perspective on conceptualization of institutional effectiveness at secondary school level.

Research Question: Following was the research question that guided the study:

How teachers conceptualize institutional effectiveness?

Methodology: This study used phenomenology as the method under the qualitative approach. Qualitative research allows attaining insight into people's behaviours, attitudes, experiences and preconceived assumptions of the research question. Phenomenological research is used to probe into the various unexplored dimensions and describe structures of experiences gained in order to arrive at a deeper understanding of any given phenomena. Hence, the researcher chose phenomenological method to understand the perspectives of teachers on conceptualization of institutional effectiveness at secondary school level.

Participants of the Study: The goal of qualitative research is to provide in-depth understanding and therefore, targets a specific group, type of individuals, event or process. To accomplish this goal, qualitative research focuses on criterion-based sampling, a non-probability sampling techniques to reach the target group.

In the present study, the researcher has selected a combination of criterion and convenience sampling techniques. These techniques allow the researcher to pick all cases that meet same criterion, useful for quality assurance and also save time, money and effort.

The participants were selected to get the perspectives of male and female teachers of Mumbai representing different boards of school. The participants were from different boards of schools namely S.S.C. (state board), C.B.S.E., I.C.S.E., I.B. and I.G.C.S.E. to gain an overall understanding of conceptualization of institutional effectiveness at secondary school level. The research setting was the natural settings of the school. Teachers were given open-ended questionnaire to answer as per their convenience. In the present research, the participants selected were 32 teachers teaching at secondary school level in schools of different boards which includes 2 male and 30 female teachers.

The following tables show the composition of the sample and list the boards of school.

Table 1: Gender Wise Distribution of Research Participants

Boards	Female	Male	Total
S.S.C.	21	02	23
C.B.S.E.	01	00	01
I.C.S.E.	05	00	05
I.G.C.S.E.	01	00	01
I.B.	02	00	02
TOTAL	30	02	32

Table 2: Teaching Experience Wise Distribution of Research Participants

Boards	5-9 Years	10-14 Years	15-19 Years	20 Years & above
S.S.C.	15	04	01	03
C.B.S.E.	-	-	01	-
I.C.S.E.	03	01	-	01
I.C.G.S.E.	01	-	-	-
I.B.	01	01	-	-
TOTAL	20	06	02	04

Instrumentation and Data Collection:

Qualitative data consist of words and narratives. The analysis of qualitative data can be in many forms including highlighting key words, extracting themes and elaborating on concepts. In qualitative method the researcher aims to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. The qualitative method focuses the 'why' and 'how' of decision making, not just what, where, when.

The data in this research are presented in the form of words, quotes from transcripts and analysed by extracting theme. The research is idiographic and thus aims to understand the conceptualization of institutional effectiveness. For the purpose of present study, open-ended questionnaire was used and data was collected in the form of essays/ write ups (unstructured) from the respondents. It gives freedom to the participants for presenting their views, thoughts and opinions. In addition, the researcher also prepared personal data sheet for the purpose of data collection.

Results:

In the present study analysis was done both manually and with the help of computer. The researcher labelled the hand written essays under the codes and analysed. Data analysis started immediately as and when the essays were received. The essays were read carefully and segregated into different codes on individual level. The analysis of the codes was done minutely for formation of different categories. MS Excel and MS word were used for storing and analysing the data. Option like highlighting tabulation arrange off codes made the task possible. The theme emerged from the answers of participants was "Institutional Effectiveness". The theme with participants' statements is illustrated in the following paragraph.

Categories	Theme
<p>Institutional Image, Influence and Effectiveness</p> <p>Aspires to Operate as Best Ability to Survive and Meet Goals Dynamic institution with good education and scientific exploration Goodwill of School Positive Influence School Effectiveness Effective and Continuous Improvement Satisfying Performance Continuous and Ongoing Efforts to Manifest a Subjective Framework Nurturing Worthy Human Being Stakeholders' Satisfaction</p> <p>Student-friendly Teaching-Learning Strategies</p> <p>School Readiness to Adapt Changes Encouragement for Innovation Innovative and Successful Organization Mixture of Curricular and Co- Curricular Activities Experimental School Hands on Experience Quality of Teaching/Education Fun Learning/ Active Learning Result of Transitional and Transformational Activities Freedom To Learn</p>	<p>Institutional Effectiveness</p>

Evidence in Participant's Statements:

While writing the unstructured responses, research participants rigorously described their perspectives about conceptualization of institutional effectiveness. The research participants contributed different amounts of information to the theme that comprise the narrative. Every participant expressed her/his perspectives on the phenomenon discussed freely. Thus, the participants' views are represented in this study.

"Core values such as confident decision making and to aspire as best need to be effective and should give a sense of confidence among each of us."

"When the goals of an efficient institution are clear and become achievable and holistic such institutions achieve excellence."

"For bringing excellence you need to have a dynamic institution where education and scientific exploration have always been on the pinnacle and where innovations are encouraged and incorporated."

"As famous Aristotle quote that excellence is not an act, it's a habit. For gaining a reputation of quality means delivering great results every time."

"It is mainly an academic process by which students and teachers are motivated by leaders to learn and teach in ways wherein they sustained and develop positive influence on how they think, act and feel."

"School effectiveness is an important aspect which shows institutional excellence."

"It is a school-wide commitment involving many dedicated stakeholders aligned by a common vision of effective and continuous improvement of an institution."

"It refers to the abilities, capacities and resources needed to effectively monitor, plan and assess an Institutional performance."

"The continuous efforts to manifest a subjective framework to increase the level of institution with motivation and encouragement for students and teacher."

"In my opinion, students' brilliant academic performance is a good parameter of institutional excellence, but as compared to the academic achievements, holistic development of each student has far reaching repercussions on the society in general, did the institution excel in that, too? Was it successful in nurturing a 'worthy' human being?"

"It means whether the persons involved in it, be it the management or the staff or students are a 'satisfied' lot. Do they genuinely feel that the institution is 'worth' their involvement or their presence or their time or their money?"

"The common factors in all famous institutions are that they are open minded to new ideas, openness to adapt, review and accept new challenges and change with advancement in technology."

"It should be a place to learn, research and work where innovations are encouraged and incorporated."

"It can be described as innovative and successful organization where good quality of education is provided by institution."

"According to me the new concept of an experimental school is one of the best example of institutional excellence."

"Where children get freedom to learn with their own experiences and get opportunity to explore the nature, they can learn through the environment and with the new technologies, they get hands on experience."

"The term has been widely used by accreditation schemes in the management field of education, to define the level of quality of services provided by institutions."

"It can be said when students can learn while enjoying."

"For many, it is often the result of transitional and transformational activities."

"It is an institution which provides truest form of freedom, nurturing environment and doesn't promote fear in any individual. Where an individual grows like a plant-unstoppable."

CONCLUSION:

Based on data analysis, the emerged theme answers the research question representing secondary teachers' perspectives on conceptualization of institutional effectiveness. In the opinion of secondary school teachers, institutional effectiveness is conceptualized in two aspects, namely, a) institutional image, influence & effectiveness and b) student-friendly teaching-learning strategies.

a) Institutional Image, Influence and Effectiveness: Institutional effectiveness is making good institutional image by delivering quality results every time. It is the process of making positive influence on students by motivating them to learn for sustainable development. Institutional effectiveness is the collective efforts of people involved in any organization towards achieving common goals of institution and to survive in any circumstances. It refers to the abilities, capacities and resources needed to effectively monitor, plan and assess an institution's performance and making the parents, teachers and students proud and happy by delivering satisfying results. It is the ongoing efforts to manifest a subjective framework to increase the level of institution with motivation and encouragement for students and teachers. It is the ability of confident decision making and operating as best in education and scientific exploration where innovations are encouraged and incorporated. It refers to the satisfaction of people involved with that institution for the holistic development of the students and nurturing worthy human being. Institutional effectiveness is an important aspect of institutional excellence.

b) Student-Friendly Teaching-Learning Strategies: Institutional effectiveness is the optimistic approach for new ideas, openness to adapt, review and accept new challenges and change with advancement in technology. It is improvement in facilities provided by the school to its students, teaching and non-teaching staff such as quality of education, services provided to students, virtual programming and facilities that encourages innovation and incorporates digital inventions. The experimental school is one of the best examples of institutional effectiveness where children get truest form of freedom to learn with their own experiences without any fear. It is giving children the opportunity for fun learning by exploring the nature and learning from environment and latest technologies. Therefore, institutional effectiveness is the result of these transitional and transformational teaching-learning strategies.

Implications of the Findings:

The purpose of the study was to explore and understand the teachers' perspectives, feelings and opinions on the conceptualization of institutional effectiveness at secondary school level. The findings will benefit educationists, academicians, administrators, faculty members and policy makers to understand the conceptualization of institutional effectiveness in order to attain institutional excellence in the field of education through institutional effectiveness.

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