UNIT 16 EFFECTIVENESS OF EDUCATIONAL ORGANISATIONS

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16.1 INTRODUCTION

Educational organisations are mainly known for their quality of performance, be it academic achievement of the students or overall quality of organisational environment, or any other component of organisational functioning, by different beneficiaries, namely, students, parents, state and national governments and employers. This is why the educational organisations realise the importance of increasing the effectiveness of their organisations. Although effectiveness of an educational organisation is generally interpreted in terms of the final outcomes of the organisational operation, it is subjected to several interpretations by different authors and from different perspectives. An economist may look at effectiveness of an organisation from cost-benefit analysis. An instructional designer may look at it from the effectiveness of instructional processes. A sociologist may look at it from the perspective of group dynamics, leadership style etc. Similarly, a philosopher may look at it as to how well the broad goals of life are achieved. Hence, educational effectiveness has several interpretations. In this unit, we will mainly discuss the concept of educational effectiveness and its characteristics.

15.2 OBJECTIVES

After going through this unit, you should be able to:

- define the terms effectiveness and educational effectiveness;
- differentiate between effectiveness and efficiency;
- discuss theoretical views on organisational effectiveness;
- identify factors affecting educational effectiveness;
- enumerate the role of head in organisational effectiveness; and
- explain the role of teacher in organisational effectiveness.

16.3 WHAT IS EFFECTIVENESS?

In making an attempt to understand the concept "effectiveness", one may come across several terms which are associated with effectiveness like efficiency, accomplishment, quality improvement, evaluation, monitoring, reviewing, accountability, performance etc. Similarly, the term is also subject to different interpretations by different professionals and different end users. We have already said that economists, psychologists, sociologists and philosophers have their own ways of interpreting the term. Similarly, the end users or the beneficiaries like headmaster, parent, government and the society may perceive it differently. The headmaster of a school may look at it in terms of the students' performance in the external examinations. The parents may interpret it in the way their children behave at home. The society may perceive it in terms of the good moral behaviour of the children. The government may come out with certain indicators-internal performance indicators, outside performance indicators, etc. to assess the effectiveness of an educational organisation. In spite of all these interpretations, effectiveness can broadly be linked to attainment of educational goals, both short-term and long-term. This is the extent to which the set goals (long-term) and objectives (short-term) of an educational organisation are accomplished. Such effectiveness can be looked at from the quality, quantity, equity or equality of educational experiences imparted in the organisation. To be effective, an organisation should be 'doing the right things' (Drucker, 1977) or, more prosaically, achieving outcomes which are consistent with its expectations (Hoy and Miskel, 1991). These demand:

1) An appropriate means of deciding what these 'things' should be and periodically reviewing such choices.

2) A means of allocating accountabilities to ensure that its decisions are carried out. The 'right things' are done and the quality of outcomes matches expectations. (Fidler, 1997)

Effectiveness of an educational organisation should not be confused with educational effects which take into account unexpected outcomes of education. Suppose certain special inputs provided in the instructional system may bring in unusual pupil performance in the school. Similarly, educational effectiveness is also to be distinguished from educational efficiency. Educational efficiency is concerned with the relationship between the effects of education and the inputs of education. In other words, this is the extent to which the inputs produce the expected output in an educational setting. On the other hand, "Effectiveness stresses the point that factors at the different levels of the educational system contribute to educational outcomes: the student level, the classroom level, the school level and the contextual level." (Creemers, 1997).

Cheng (1993) has differentiated between effectiveness and efficiency in terms of short-term output versus long-term outcomes.

According to him, technical effectiveness and efficiency refer to "school outputs limited to those in school or just after schooling (e.g. learning behaviour, skills obtained, attitude change, etc.)". Whereas social effectiveness and efficiency relate to "effects on the society level or the life-long effects on individuals (e.g. social modility, earning, work productivity)." If one combines these two dimensions, four types of school output can be distinguished.

Table 16.1: Distinction between School effectiveness and School Efficiency [cited from Cheng (1993)]

	Nature of school output	
Nature of School input	In school/Just after schooling. Short-term effects Internal (e.g. learning behaviour, skills obtained)	On the society level long-term effects. External (e.g. social mobility, earnings, productivity)
Non-monetary (e.g. teachers, teaching methods, books)	School's societal effectiveness	School's technical effectiveness
Monetary (e.g. cost of books, salary, opportunity costs)	Schools technical efficiency (internal) economic effectiveness)	Schools societal efficiency (external economic effectiveness)

Source: Scheerens (2000)

Cheng's interpretation of effectiveness is mainly from the viewpoint of economic criterion in which inputs and outputs have been taken into consideration. In the next section, we will discuss theoretical views on organisational effectiveness.

Check Your Progress 1

Notes: a) Space is given for your answer.

b) Compare it with the ones at the end of the unit

1) What is the meaning of 'effectiveness' in the context of educational organisation?

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2) Differentiate between educational effectiveness and educational efficiency.

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16.4 THEORETICAL VIEWS ON ORGANISATIONAL EFFECTIVENESS

It is not easy to define the term organisational effectiveness. Also, organisational effectiveness cannot be described in a straightforward manner. There are various theoretical interpretations of the concept of organisational effectiveness. We present here five major theoretical models as presented by Scheerens (2000).

Economic Rationality Model

According to this model, effectiveness of an organisation is defined in terms of its productivity. That means, goals are formulated as output of the primary production process of the organisation. Productivity is chosen as the basis for choosing criteria for effectiveness. For example, student achievement and well being of students are certain criteria which explain the productivity of the organisation. Thus, economic rationality model emphasises quantifying and operationalising goals of education. Although productivity explains the effectiveness of an organisation, there are other factors, which are important for the functioning of the organisation. Let us examine these through other theoretical models.

The Organic Systems Model

According to the organic systems model, organisations can be compared to biological systems which adapt to their environment. The main characteristic of this approach is that organisations are considered to interact openly with their surroundings. Thus, they need not be passive objects of environmental manipulation but can themselves actively exert on the environment (Scheerens, 2000). The organisation also needs to be flexible for its survival by way of securing essential resources. Flexibility and input adaptability are determinants of organisational effectiveness. The best example of this model is that schools and colleges convey their performance i.e. student enrolment, academic achievement in public examination, certification and recognition by the national accreditation and or validation international bodies like NCTE, NAAC etc. to prove their effectiveness.

Human Relations Model

According to this model, the quality of human relations determines the effectiveness of educational organisation. The relations between different human elements namely, the organisational head (head teacher), teachers, students, administrative personnel etc. count towards effectiveness. General well-being of the individuals, consensus and collegial relationship, democratic participation, motivation to work and professional development are the criteria which form parts of human relations and contribute to the effectiveness of the organisation. From this perspective, job satisfaction of workers and their involvement within the organisation are appropriate criteria for determining the effectiveness of the organisation.

The Bureaucratic Model

According to this model, the educational institution has a well-defined structure of positions and duties which is called 'bureaucracy'. So long as the organisational structure continues to operate with a reasonable degree of certainty, the effectiveness of the organisation does not get affected. Hence, from this perspective, certainty and continuity of the existing organisational structure is the effectiveness criterion.

The Political Model of Organisation

This model of organisational theory looks at educational institutions as political battlefields. Departments, individual workers and management staff use official duties and goals in order to achieve their own hidden-or less hidden-agendas. Good contacts with powerful outside bodies are regarded as very important for the standing of their department or of themselves (Scheerens, 2000). According to this model, the effectiveness of educational organisations is judged from the manner internal bodies of the organisation such as the governing council, comply with the demands of external stakeholders.

Table 16.2: Organisational-effectiveness Models

Theoretical background	Effectiveness criterion	Level at which the effectiveness question is asked.	Main areas of attention
(Business) economic rationality	Productivity	The Organisation	Output and its determinants
Organic system theory	Adaptability	The organisation	Acquiring essential inputs
Human relations approach	Involvement	Individual members of the organisation	Motivation
Bureaucratic theory; system members theory, social, psychological, homeostatic theories	Continuity	The organisation + individuals	Formal structure
Political theory on how organisations work	Responsiveness to external stakeholders	Sub-group and individuals	Independence power

Source: Scheerens (2000)

Check Your Progress 2

Notes: a) Space is given for your answer.

b) Compare it with the ones at the end of the unit

3) What are different models of organisational effectiveness?

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4) Discuss any two models and explain how they influence effectiveness of educational organisations.

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16.5 FACTORS AFFECTING EDUCATIONAL EFFECTIVENESS

Although there are different theoretical views on organisational effectiveness, no theory can exclusively explain the effectiveness of organisation. But, it can be viewed that these theories complement each other to define the concept of effectiveness. Having understood the concept of effectiveness, let us discuss various factors which affect educational effectiveness. Researchers have been engaged, every now and then, to find out the factors responsible for educational effectiveness. Most of these researchers are concerned with studying the school organisation. However, their findings about the factors of educational effectiveness have wider implications. Sammons, et. al (1995), after reviewing a number of research studies on school effectiveness, have arrived at some of the key factors (or correlates) of effectiveness. But these factors are not independent of each other. Instead, they provide a better understanding of possible mechanisms of effectiveness. These are the following:

1) Professional leadership
2) Shared vision and goals
3) A learning environment
4) Concentration on teaching and learning
5) Purposeful teaching
6) High expectations
7) Positive reinforcement
8) Monitoring progress
9) Pupil rights and responsibilities
10) Home-school relationship
11) A learning organisation

Professional leadership

The leadership role of the institutional head is very much crucial for the effectiveness of the institution. Both primary and secondary leaderships constitute a key factor for institutional effectiveness. Apart from the quality of individual leaders, their style of management, their relationship to the vision and values and goals of the institution and their approach to bring in changes count a lot for effectiveness. A leader must be firm and purposeful in his/her decision-making processes. He/she must share responsibilities with other members of the management team as well as the teachers of the institution. Thus, a participative approach instead of autocratic and over-democratic ways of workers is very important for effectiveness. The leader, apart from his/her role as an administrator should also be a leading professional. She/he must know about what goes on in a classroom, how students progress in the class, how teachers perform the duties they are assigned etc. Thus effective professional leadership is essential for organisational effectiveness.

Shared Vision and Goals

The members of an educational institution formulate the vision and goals of the institution in a consensual manner and follow them up through consistent and collaborative ways

of working and the decision-making. This is important to raise and achieve institutional aspiration and purpose. Unity of purpose combined with a positive attitude towards various aspects of institutional functioning is important for effectiveness. Moreover, there should be consistency among the staff members while implementing rules and regulations, practising different activities such as recruitment, examination, assessment, use of curriculum guidelines, maintenance of discipline etc. The staff members must co-operate and collaborate among themselves to achieve the vision and goals of the institution. There should be reciprocal relationship of support and respect and strong sense of community feeling among staff and students.

A Learning Environment

Learning environment refers to the climate in which students work for their learning goal. This is crucial for determining the effectiveness of an institution. The learning environment must be orderly and vibrant; not chaotic and lethargic. It should provide students a strong zeal to learn. Students' goal of practice of learning and behaviour must be reinforced by the teachings. A learning environment is also dependent on the instructional environment created by the teachers. The physical environment and the logistics also contribute to the kind of learning environment an institution has. Attractive and stimulating working conditions develop morale of students whereas poor infrastructure discourages students' spirit and encourages negative learning environment.

Concentration on Teaching and Learning

The primary focus of any educational institution is on the teaching-learning activities organised by the teachers. The ultimate achievement of students is dependent on the effectiveness of the teaching-learning process. Hence, there is a need to focus on the quality as well as the quantity of teaching and learning which takes place. There is evidence to prove that students' learning time has positive correlations with their learning outcomes. Researchers have provided several measures of learning time. These include:

- Proportion of the day devoted to academic subjects;
- Proportion of time in lessons devoted to learning or to interaction with students;
- Proportion of teachers' time spent discussing the content of work with students as opposed to routine matters;
- Teacher's concern with cognitive objectives rather than personal relationships;
- Punctuality of lessons; and
- Freedom from disruption coming from outside the classroom.

Apart from giving emphasis to student learning time, the focus of educational institution on academic achievement of their students decides effectiveness. For example, some schools mainly focus on enhancing academic achievement of their students. Hence, attention should be given to utilise student-learning time and to promote student achievement in order to be effective.

Purposeful Teaching

The quality of teaching is vital for the institutional effectiveness. The teacher's background expertise in the subject content, training background, personality behaviour with students etc. does contribute to effective learning and ultimately effective schooling. Even if a teacher is well qualified but is unable to adopt good teaching styles and strategies, it may lead to poor teaching performance. Classroom teaching is an art and a

teacher has to master it in order to be an effective teacher. A teacher must be well organised and absolutely clear about his objectives. He must plan and present his lessons systematically and evaluate student's performance objectively. A teacher should also be sensitive to different learning styles of his/she students and where feasible, identify and use appropriate strategies to cope with various styles.

High Expectations

Now-a-days there are high expectations from educational institutions in terms of student behaviours, academic performance, and annual student results. These expectations are set by schools or colleges themselves or parents expect high performance from them. Sometimes, the education department of a government also sets high expectations of educational institutions. Just setting high expectations does not decide the effectiveness of an institution; the institutions must provide intellectually challenging lessons to correspond to these expectations which will lead to better student performance. Hence, high expectation, challenging learning environment, good academic performance and effectiveness are closely related. On the other hand, low expectations, poor learning environment and poor academic performance lead to ineffectiveness of educational institution.

Positive Reinforcement

Rewards, praise, feedback on students' behaviour and performance contribute to effectiveness. On the other hand, punishment, humiliation and no feedback do not foster effectiveness. Clear and fair discipline on the school campus is also a sign of effective school whereas frequent use of punishment may create negative environment and lead to unruly behaviour of students. When students are provided immediate feedback in the form of praise or delayed feedback in the form of rewards, incentives and prizes, they are encouraged to perform better. Therefore, positive reinforcement has a great role in enhancing effectiveness.

Monitoring Progress

The effectiveness of an educational institution is largely dependent on how well various activities occurring in the institution are monitored. Monitoring includes monitoring the performance and progress of students, classroom teaching, examination and assessment, overall development of the institution etc. Monitoring can be done at different stages by different personnel. In a school, a head teacher himself monitors many activities and delegates many other activities to subordinate teachers. Monitoring can be done by both formal and informal means. With the advancement of computer technology, monitoring can be done by a well-developed Management Information System (MIS).

Pupil Rights and Responsibilities

When pupils in a school are given certain rights and responsibilities, these raise their self-esteem and they take active part in school's functioning. Researchers have found that positions of responsibility have positive effects on both pupil behaviour and examination success. Similarly, pupils respond when they are given greater control over what happens to them at school. Similarly, relationship of teachers with their students, their attitudes towards them, their way of communication with them, the respect given to them and the personal support rendered and feeling expressed about them go, to a great extent, in recognising the student and their needs. All this contributes significantly to the good teacher-students relationship which in turn adds to the effectiveness.

Home-School Relationship

Supportive relations and co-operation between home, i.e. parents and schools also contribute to the effectiveness of school. Frequent Parent-Teacher Associations' (PTA) meetings draw attention of both school authorities and parents to discuss various issues and measures pertaining to optimum learning of the children. Particularly, at the primary school level, such parental involvement with their children's learning has great impact on the overall development of the children. Apart from getting involved in children's learning process, parents can also contribute to other developmental activities of the school such as organisation of annual days, school festivals, school exhibitions, sports days, construction and improvement of school campus etc. Hence, home-school partnership is recognised as an important component of school effectiveness programme.

A Learning Organisation

Educational institutions are basically learning organisations. All the members of an educational institution, namely, students, teachers, staff and the head of the institution along with the members of the management committee need to be engaged in updating their knowledge, training and skills pertaining to better institutional practice.

Hence, all kinds of staff-development programmes in terms of organising in-service training courses in the institution or deputing the staff members to attend continuous or recurrent programmes being held in professional develop institutes contribute significantly to the institutional effectiveness.

Check Your Progress 3

Notes: a) Space is given for your answer.

b) Compare it with the ones at the end of the unit.

5) List, according to you, any five important factors which influence effectiveness of educational organisation.

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16.6 A COMPREHENSIVE MODEL OF EDUCATIONAL EFFECTIVENESS

We have, by now, discussed the concept of educational effectiveness, theories and factors affecting educational effectiveness. In the subsequent section, we will discuss a comprehensive model of educational effectiveness. Although there are main indicators or factors of educational effectiveness, some experts have made attempts to develop models of educational effectiveness by collating several factors of effectiveness. One such efforts was made by Bert Creemers (1997), who developed a comprehensive model of educational effectiveness. We are presenting his model with explanations. Creemers (1997) has taken four broad levels in his model. These are student level, classroom level, school level and the content level. He has detailed out these levels by providing several components/characteristics of these levels. For a detailed understanding of the model, you may refer to the fig. 16.1. We discuss each of these levels in greater details.

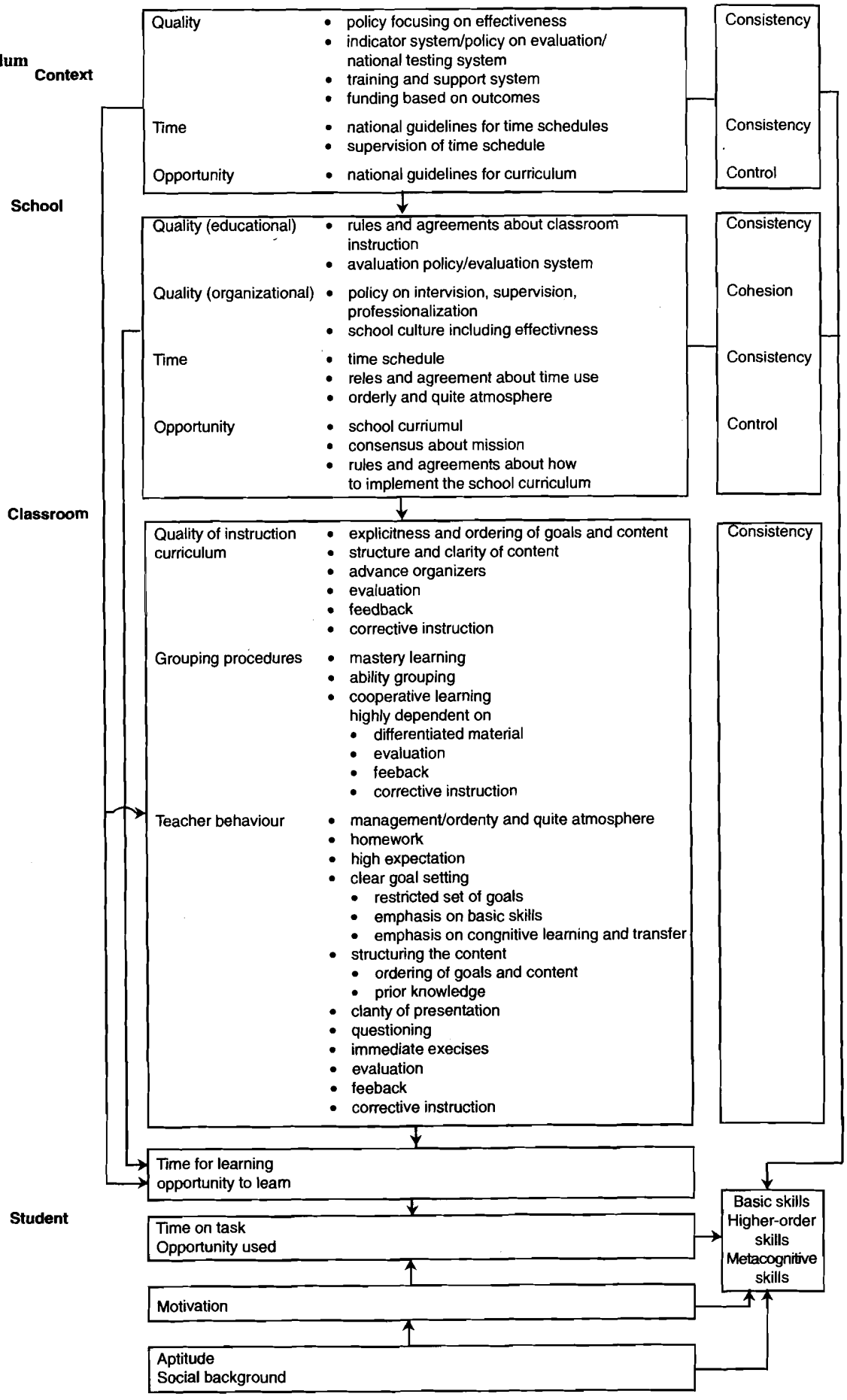

Fig. 16.1: A Comprehensive Model of Educational Effectiveness

Source: Creemers (1997), Page 115

Student Level

Students constitute an important component of an educational institution. There are many factors associated with students which determine the effectiveness. Their backgrounds, personality characteristics, motivational level, attitudes and aptitudes, learning styles etc. do contribute to educational effectiveness. Time on task which relates to their time spent at home and school on learning supported by opportunities to learn is very much important for effectiveness. Opportunities to learn are concerned with the supply of learning materials, learning experiences and activities by which learners can acquire knowledge and skills. Hence, students' learning time and the supportive learning opportunities are crucial for student performance in school.

Classroom Level

The quality of instruction constitutes an important component of educational effectiveness. Creemers (1997) has identified three components of quality classroom instruction. These are curriculum, grouping procedures and teacher behaviour.

Curriculum

- explicitness and ordering of goals and content;
- structure and clarity of content
- advance organisers
- material for evaluation of student outcomes, feedback and corrective instruction

Grouping Procedures

- mastery learning
- ability grouping
- co-operative learning; all of which are highly dependent on
- differentiated material
- material for evaluation, feedback and corrective instruction

Teacher Behaviour

- management and orderly and quiet atmosphere
- homework
- high expectations
- clear goal setting
- restricted set of goals
- emphasis on basic skills
- emphasis on cognitive learning and transfer
- structuring of content
- ordering of goals and content
- advance organisers
- making use of prior knowledge of students
- clarity of presentations
- questioning
- immediate exercise after presentation of new content
- evaluation, feedback and corrective instruction

Although all of these comprise the components of classroom instruction, teachers play a pivotal role in making use of curricular materials, carrying out grouping procedures and structuring of content.

School Level

According to Creemers (1997), school-level factors are defined as conditions for classroom-level factors. All those conditions at the school level, which help enhance quality of instruction, time or opportunity to learn constitute school level factors. These conditions at the school level are related to educational aspects, organisational aspects, and time at the school level and opportunity to learn. The details of these are presented as follows:

Educational Aspects

- rules and agreements about all aspects of classroom instruction, especially curricular materials, grouping procedures and teacher behaviour and the consistency between them;
- an evaluation policy and a system at school level to check pupil achievement, to present learning problems or to correct problems at an early stage, including regular testing, remedial teaching, student counselling and homework assistance.

Organisational Aspects

- a school policy on intervision and supervision of teachers, departmental heads and head teachers (educational leadership), and a school policy to correct and further to professionalise teachers who do not live up to the school standards;
- a school culture inducing and supporting effectiveness.

Time at the School Level

- the development and provision of a time schedule for subjects and topics;
- rules and agreements about time use, including the school policy on homework, pupil absenteeism and cancellation of lessons;
- the maintenance of an orderly and quiet atmosphere in the school.

Opportunity to Learn at the School Level

- development and availability of a curriculum, school working plan or activity plan;
- consensus about the mission of the school; rules and agreements about how to proceed, had to follow the curriculum, especially with respect to transition from one class to another or from one grade to another (Creemers et. al. 1992)

Content Level

Creemers (1997) talks of three major dimensions at the content level. These are quality, time and opportunity to learn.

Quality

- a (national) policy that focuses on effectiveness of education;
- the availability of an indicator system and/or a national policy on evaluation or a national testing system;
- training and support systems promoting effective schools and instruction;
- funding of schools based on outcomes.

Time

- National guidelines regarding time schedules of schools and the supervision of the maintenance of schedules.

Opportunity to Learn

National guidelines and rules with respect to the development of the curriculum, the school working plan and the activity plan at the school level.

According to Creemers (1997), "it is clear that at the different levels, certainly at the content level, resources are also important, but resources should be defined as in this model; availability of materials, teachers and other components supporting education in schools and classrooms. At the content level, consistency, constancy and control are again important formal characteristics, emphasising the importance of the same material characteristics over time and of mechanisms to ensure effectiveness".

Check Your Progress 4

Notes: a) Space is given for your answer.

b) Compare it with the ones at the end of the unit.

7) What are the four important elements of Creemers Model of Educational Effectiveness? Which one of these elements do you think is more important than others?

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16.7 ROLE OF THE HEAD OF THE ORGANISATION IN ORGANISATIONAL EFFECTIVENESS

The head of an educational institution plays a significant role in making the institution effective and efficient. She/he is like a spring in the watch, a wheel in the machine and an engine in the steamship. She/he performs multiple roles to run the institution effectively. She/he is basically the leader of the institution and works in collaboration with other members of the organisation for the realisation of organisational goals. In order to be an effective leader, the head of the institution should possess the following qualities:

i) Sociability

ii) Intelligence

iii) Self-confidence

iv) Adaptability

v) Responsibility

vi) Dependability

vii) Initiative

viii) Creativity

ix) Co-operation

x) Scholarship

xi) Risk taking

xii) Verbal clarity

Apart from the above personal qualities as the leader of the institution, the head is also organiser, governor, director, guide and coordinator of school programmes.

The head of the institution is both an administrative leader and an instructional leader. As administrative leaders, he ensures utilization of existing human and material resources through the adoption of sound management techniques for the progress of the institution. As institutional leaders, he provides assistance to his teacher colleagues in planning, designing and implementing instructional strategies to attain the objectives of instruction.

As leader of the institution, the head of the institution performs the following activities:

- Plans and organises school activities;
- Allocates duties to teachers and non-teaching staff;
- Maintains relationship with parents, community and government;
- Develops networking with other schools.
- Acquaints himself with recent trends in information and communication technology.
- Procures infrastructure and material resources.
- Mobilises available resources for the development of the institution.
- Visualises the future activities of the school.
- Appraises the performance of teaching and non-teaching staff.
- Monitors the performance of the students.
- Conducts staff meetings of the institution.
- Ensures a positive organisational climate.
- Boosts morale of the teachers and students.
- Promotes good academic culture in the institution.
- Inculcates in the members of the institution a sense of identity and pride in the school.
- Creates a positive attitude among the members towards the institution.
- Ensures high quality performance in curricular and co-curricular activities.

- Formulates sound institutional policies in the areas such as curriculum, teaching and learning activities, classroom management, learning problems, guidance and counselling, campus discipline, management of resources and infrastructure, relationship with outside agencies like the community and the government and professional development of teachers.

All the above activities of the head of the institution are very crucial for the effectiveness of the institution.

Check Your Progress 5

Notes: a) Space is given for your answer.

b) Compare it with the ones at the end of the unit

7) Explain how administrative and instructional leadership of the head contributes to the effectiveness of the organisation.

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16.8 ROLE OF THE TEACHER IN ORGANISATIONAL EFFECTIVENESS

Like the head of the institution, a teacher has also a great responsibility to foster effectiveness of the institution. Let us examine the role of the teacher in institutional effectiveness. The teacher is the soul of the school. The aims of education, which the school sets before it, are achieved by the dedication and committed leadership of the teacher. The Education Commission (1964-66) has rightly said: "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high recruits to the teaching profession, providing them with the best possible preparation and creating satisfactory conditions of work in which they can fully be effective." Hence, an educational institution, be it a school or a college, depends on its teachers for its excellence and effectiveness.

A teacher is a friend and guide to his/her students and steers his/her students towards the realisation of educational goals. She/he is the instructional leader in the classroom. As a leader, she/he has to motivate students for better learning. She/he has to guide students in a variety of matters – proper selection of subjects, to the wholesome choice of vocation. She/he has to respect their personality, identify and appreciate their strengths and weaknesses and adjust his own attitudes and behaviour accordingly.

As a teacher, she/he has to help students develop right attitudes towards work. She/he has to set an example by having the right attitude to work. She/he has to inculcate in students the habit of punctuality and regularity. The teacher has to help students organise

their work on a systematic basis. She/he should not impose on students but stand by and intervene as and when necessary. A teacher should bring desirable and constructive changes in students through instruction, example and influence.

A teacher performs various roles, which lead to institutional effectiveness.

Teacher as a Manager

As a manager, the teacher performs a variety of role. These are:

Management of curriculum planning and instruction

- Plans and prepares curriculum for the subject she/he is teaching.
- Implements and evaluates curriculum.
- Develops and implements instructional strategy.
- Identifies instructional objectives for each lesson.
- Plan each lesson well, incorporating questions explanations and feedback.
- Selects methods and media as per the content analysis and objectives.
- Provide learners individual space to learn and encourage them to reach the learning outcomes.
- Sets tasks in varied and imaginative ways.
- Uses different teaching skills as per the need of classroom instruction.
- Motivates students to learn and sustain their interest in learning.
- Be aware of the latest developments in subject matter and information and communication technology.

Management of Resources

- Manages classroom resources like textbooks, blackboard, furniture, maps, charts and other equipments.
- Looks after language laboratory, science laboratories, educational technologies like overhead projector, television, cassette recorder, radio, cameras, computer etc.
- Identifies available resources in the community, maintains them and develops accountability towards control and monitoring of resources.

Management of Co-curricular Activities

The teacher is the key in the management of co-curricular activities. He takes decisions with regard to:

- Suitability of different co-curricular activities like debates, seminars, quizzes, dance, music, sports, health campaign, visits etc.
- Identification of talent among students.
- Organisation of different co-curricular activities in advance.
- Organisation of morning assemblies, educational tours, exhibition, field trips etc.

Management of Examination

A teacher:

- Decides dates, place, time and invigilators for an examination.
- Decides the examination pattern by counselling other teachers.
- Prepares question papers on a scientific basis.
- Assesses and evaluates student performance.
- Decides remedial strategies for backward students.

Management of Time

A teacher:

- Prepares annual timetable for the school.
- Prepares class timetable for his class in consultation with other teachers.

Management of Conflict

A teacher:

- Acts as an impartial judge when there arise conflicts among students with multicultural and multi-ethnic background.
- Focuses on issues and facts rather than personalising the conflict.
- Provides and creates an open environment for discussion between the concerned individuals.

Management of Innovation and Change

A teacher:

- Creates conditions and environment so that any innovation can be implemented with maximum effectiveness. For example, if the school intends to introduce computer-mediated instruction, the teacher has to prepare a detailed plan of action in terms of teacher preparation, infrastructure facilities, time availability etc. for implementation of the innovation.

Teacher as a Norm Builder

As a norm builder, a teacher sets examples before the students by setting up certain norms and put them into practice by planning them.

Teacher as a Facilitator

A teacher is a facilitator of student learning. When performing his instructional job, he does not resort to 'spoon feeding'. Rather, She/he encourages students to learn on their own. She/he creates conducive learning environment so that students interact among themselves as well as with him in order to optimise learning. She/he helps them in identifying the right kind of learning resources and materials from the library, Internet and other available sources. She/he always co-operates with them and remains considerate to their learning problems.

Teacher as a Counsellor

As a counsellor, the role of the teacher is to provide all kinds of help, guidance and support to students who face different kinds of personal problems. Apart from problems

related to learning, school, studies etc., a teacher attends to student problems pertaining to their relationship with fellow students, socio-emotional condition, health conditions, family matters, future career, etc. In order to be an effective counsellor, a teacher needs to be a keen observant, sensitive, empathetic and objective in his approach.

A teacher, therefore, performs multifarious roles, which contribute to organisational effectiveness. She/he is basically the key to the overall growth and development of an educational organisation.

Check Your Progress 6

Notes: a) Space is given for your answer.

b) Compare it with the ones at the end of the unit

8) List the important managerial roles of a teacher, which determine organisational effectiveness.

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16.9 LET US SUM UP

In this unit, we focused on effectiveness of educational organisation. Although, effectiveness is perceived differently by different beneficiaries of educational services, it can broadly be linked to attainment of educational goals – both short-term and long-term. Such effectiveness can be looked at from three major parameters – quality, quantity and equity. While effectiveness is related to attainment of goals, efficiency is concerned with the relationship between inputs and outputs of education. There are five theoretical models which explain organisational effectiveness from different perspectives. These are economic rationality model, organic systems model, human relations model, bureaucratic model and political model. Researchers have tried to find out various factors that influence school effectiveness.

Based on their research findings, eleven factors or correlates have been arrived at. But some researchers have tried to develop a model of educational effectiveness. One such model developed by Creemers comprises four important elements. These are student, classroom, school and content. The head of the institution, be it the headmaster of a school or the principal of a college, plays a significant role in organisational effectiveness. Similarly, the teacher is also the key to overall effectiveness of the educational organisation.

16.10 UNIT-END ACTIVITIES

1) Visit any school in your locality whose students have been performing very well in Board examinations consistently. Study different factors in the school, which are contributing to the good performance of students.

2) Identify any two schools in your locality. Compare them in terms of effectiveness parameters.

16.11 POINTS FOR DISCUSSION

1) "Effectiveness of an educational organisation depends upon the ownership feeling of staff members." Discuss.

2) "Effectiveness and efficiency are two sides of the same coin". Discuss.

16.12 SUGGESTED READINGS/REFERENCES

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16.13 ANSWERS TO CHECK YOUR PROGRESS

1) Effectiveness, in the context of educational organisation, refers to attainment of educational goals – both short-term and long-term. Short-term goals are generally objectives identified by the organisation to be achieved immediately and long-term goals are in set goals to be achieved on a long term basis.

2) Educational effectiveness is related to attainment of educational goals – short-term and long-term, whereas educational efficiency is concerned with the relationship between inputs and outputs of education.

3) i) Economic rationality model

ii) Organic systems model

iii) Human relations model

iv) Bureaucratic model

v) Political model and organisation

4) Human relation models – According to this model, the quality of human relations determines the effectiveness of educational organisation. Relations among the headmaster, teachers, administrative personnel and students determine effectiveness.

5) i) Professional leadership

ii) Shared vision and goals

iii) Purposeful teaching

iv) High expectations

v) Positive reinforcement

6) The four important elements of Creemers model of Educational Effectiveness are student, classroom, school and content. In our view, all the components are equally important and contribute to the overall effectiveness of educational organisation.

7) The head of the institution is both an administrative leader and an academic leader. As administrative leader, she/he maximally utilises both human and material resources for the development of the institution. Similarly, as academic leader, she/he helps his colleagues to develop and implement effective instructional strategies. Thus, by performing the dual role he contributes to the effectiveness of the institution.

8) i) Management of curriculum planning and instructions.

ii) Management of resources.

iii) Management of Co-curriculum activities.

iv) Management of examination.

v) Management of time.

vi) Management of conflict.

vii) Management of innovation and change.