



School Effectiveness at Primary Level of Education in Relation to Classroom Teaching

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The study aims to investigate the relationship of School Effectiveness with regard to classroom teaching at primary level of education. The objectives of the study were to identify the more-effective and less-effective schools; 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; to find out the relationship between the school effectiveness and classroom teaching. The descriptive survey method was used to carry out this study. A Total number of 27 more-effective and 35 less-effective primary schools were included in the sample of the present study. And also all principals of selected schools and from each school 2 teachers were selected to know their classroom teaching in the classroom situation. The selection of teachers was based on their teaching the classes (III, IV and V), to investigate their participation in school activities. The findings of the present study on school effectiveness and classroom teaching find adequate support from similar or related studies. Thus, the above discussion reflects that there is no simple combination of factors, which can produce effective school. The study has, however, revealed that school effectiveness has emerged as related to classroom teaching.

Keywords: Community Participation, School Effectiveness, Physical Facilities, Students Performance, Quality Education.

INTRODUCTION

The goal of achieving the Universalisation of Elementary Education (UEE) was further extended to be achieved by 2005. Lastly, on 16th November, 2000 cabinet approved the predictably sealed fate of the long-cherished Universalisation of Elementary Education (UEE) by approving the "Sarva Shiksha Abhiyan (SSA) Scheme", neatly absolving the State of the responsibility of providing elementary education to all children below the age of six years. UEE in its totality is still an elusive goal and much ground is yet to be covered. Also dropout rate continue to be significant, retention of children in schools is low and wastage considerable. One added significant dimension to this all is the quality of education in the context of Education for All.

Education in school is about how to achieve educational objectives. It is important to find out the criteria for the effective schools. Researchers in the field of educational effectiveness face the problem of deciding on the criteria for effectiveness. They must be something else than the characteristics and features of education on the educational system, in schools, and in the classrooms.

Many studies in recent years have also indicated that the attainment level of children is very low in relation to the expected minimum levels (Nagaraju, 1995; Govinda and Verghese 1993; Lockheed, 1991). Most of the studies related to school effectiveness clearly depend upon effective classroom teaching and learning. Willms (1992), Mortmore (1993), and Creemers (1994) found that school effectiveness is clearly depending upon effective classroom teaching and learning and school and teacher effectiveness. Some of the researchers view that the classroom transaction is a major concern for the quality of teaching and learning. Appropriate intervention strategies in teaching make significant shift in the pattern of achievement (Khichi, 1986; Muralidharan et al., 1993; Nagaraju, 1995; Sujatha, 1995; Joshi and Biswal, 1996). Verma & Chhabra, 1996; Padhi et al., 1997; Pandey, 1997 were found their studies on school effectiveness, classroom practices such as frequent assignments of homework its prompt correction, continuous pupil evaluation and feedback, engaging students in class work with close supervision and differential treatment as per need helps to create better climate for learning and making the school more effective. Srivastav (2000) has pointed out in his study that curriculum transaction is not only the means towards the goal of learning but also goal in itself & the teaching learning process is to be characterized by a democratic, open to think freely, ask questions and express their views.

Overall, we can say, improvement of quality of elementary education raised many issues such as curriculum renewal, textbooks improvement, better teaching methods, effective teacher education and provision of material facilities in the schools, progressive method of evaluations, democratization and humanizing school administration and supervision, provision of rich and varied programmes of co-curricular activities, healthy interaction between school and the community, improvement of single teacher schools etc. In fact the issue of wastage, stagnation, dropouts and improvement of education are inter-linked. The reasons for such School effectiveness, Community Participation and Classroom Teaching at primary schools provide us with many valuable insights into the diverse aspects of the problem. Therefore, the researcher realized that there is a need for this type of studies to investigate the relationship of School Effectiveness with regard to Community Participation and Classroom Teaching at primary level of education.

Objectives of the Study

1. To identify the more-effective and less-effective schools.

2. 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.
3. To find out the relationship between the school effectiveness and classroom teaching.

Hypotheses of the Study

1. More-effective schools will be having better physical facilities, Head Master and Teachers' performance and Students' performance.
2. There exists real association between school effectiveness and classroom teaching as a whole.
3. There exists real association between 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 school effectiveness and classroom teaching as a whole.
3. There exists essentially unrelated or independent between school effectiveness and classroom teaching with dimension wise.

METHOD

The present study utilizing descriptive survey method endeavors to select the More-effective and Less-effective primary schools and find out the relationships with regard to Classroom Teaching. For this purpose a two-phased study was planned. In the *first phase* the more-effective and less-effective schools were selected from the rural area. In the *second phase* for getting the Classroom Teaching data, classrooms were observed. Classroom Teaching was compared in both the types of schools at three levels of the teachers' involvement *i.e.* low, moderate and high. This grouping of teachers and community members was done by applying the formula *i.e.*, $\text{Mean} \pm \frac{1}{2} \text{SD}$ to the score values.

Sample Size and Sampling Technique

All the rural primary schools and their Teachers, Students in Orissa constituted the population. There are 30 districts in Orissa. But the sample of the study was taken from two districts viz., *Puri & Ganjam*. These two districts were selected randomly. After selection of these two districts one block from each district was selected by simple random sampling method. *Pipili* Block from *Puri* District and *Hinjili-cut* Block from

Ganjam District were selected. In *Pipili* Block there are 109 Rural Primary Schools and in *Hinjili-cut* Block there are 94 Rural Primary Schools, where 5 or more teachers were working (at the time of selection of schools). In the first phase to find out more-effective and less-effective schools, the interview was taken by the researcher with the *Block Development Officers* (BDOs) for listing the primary schools in their blocks as more-effective and less-effective. In *Pipili* block out of 109 schools, the BDO listed 17 as more-effective and 30 as less-effective schools. In *Hinjili-cut* block out of 94 schools, BDO listed 25 as more-effective and 22 as less-effective schools. A total number of 94 primary schools, 47 schools from each block were listed by the BDOs. Further, the *School Effectiveness Schedule* was administered to the Headmasters/Headmistresses of all the 47 schools of each block. The School Effectiveness score of each school was calculated. The School Effectiveness score were classified into two groups on the basis of their effectiveness i.e., more-effectiveness and less-effectiveness. Finally, the 9 more-effective & 23 less-effective schools from *Pipili* Block and 18 more-effective & 12 less-effective schools from *Hinjili-cut* Block were selected for the final sample. A Total number of 27 more-effective and 35 less-effective primary schools were thus included in the sample of the present study. From each school 2 teachers were selected to know their classroom teaching in the classroom situation. The selection of teachers was based on their teaching the classes (III, IV and V).

Data Collection Instruments

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. *Classroom teaching Observation Schedule*: (General Teaching Competency Scale (GTCS) by Prof. B. K. Passi) For Classroom Observation.

Procedure of Data Collection

After finalizing the developed tools and techniques for data collection the researcher contacted the Block Development Officers (BDOs) of two blocks selected for the purpose. He discussed in detail the purpose of investigation. In the *first phase*, the schools were listed as, more-effective and less-effective by seeking interview with the Block Development Officers (BDOs). The BDO of concerned block was requested to give his free and frank opinion about the effectiveness of schools of his block. The views of the BDOs formed the basis of listing the more-effective and less-effective schools. A total number of 94 schools (each block having 47schools) were rated by the BDOs. In the *second phase*, the researcher visited all the 94 schools (47 from each block) and collected data by employing School Effectiveness Schedule to Headmaster/Headmistress. Requisite information such as: pass percentage of V class students in the last three years, academic achievement, the number of students awarded

scholarships last three years, achievement of students in co-curricular activities in last three years were collected from the school records. About teachers' experience and their outstanding performance the researcher collected information from the headmaster/headmistress. After administration of the School Effectiveness Schedule in 94 schools, they were arranged from the highest to the lowest order. Applying the criterion of 33 percent top and bottom, the 9 more-effective & 23 less-effective schools from Pipili Block and 18 more-effective & 12 less-effective schools from Hinjili-cut Block were selected for the final sample. A Total number of 27 more-effective and 35 less-effective primary schools were thus included in the sample of the present study. In the *third phase*, after selection of final sample schools, the researcher personally observed the classroom teaching-learning activities with the help of General Teaching Competency Scale (GTCS), developed by Prof. B. K. Passi (1994) and collected data from classes III, IV and V at different periods.

DISCUSSION

For identification of more-effective and less-effective schools through School Effectiveness Schedule, the data collected from Headmasters/Headmistress. The School Effectiveness score were classified into two groups on the basis of their effectiveness i.e., more-effectiveness and less-effectiveness by adopting the criteria of $Mean \pm \frac{1}{2} SD$ i.e., Schools scoring $Mean - \frac{1}{2} SD$ were included in *Less-effective school*, those scoring $Mean + \frac{1}{2} SD$ were included in *the More-effective school*. Finally, the 9 more-effective & 23 less-effective schools from Pipili Block and 18 more-effective & 12 less-effective schools from Hinjili-cut Block were selected. A Total number of 27 more-effective and 35 less-effective primary schools were found in both the blocks.

Significance of Differences between More-effective and Less-effective Schools on Physical Facilities; HM and Teachers' Performance; and Students' Performance.

To fulfil the objective-2, to find out the differences between more-effective and less-effective schools on Physical facilities; HM and teachers' performance; and Students' performance the analysis has been done in the following paragraphs.

The calculated 't' value 15.71 is much greater than the table value at .01 level (2.66). Therefore, it can be concluded that it is significant beyond .01 level. Thus, the Null Hypothesis-1 of the study that there exists no significant difference between more-effective and less-effective schools is rejected for all dimensions i.e. Physical facilities; HM and teachers' performance; and Students performance. It is further reveals that the mean scores on all dimensions i.e. Physical facilities; HM and teachers' performance; and Students performance of more-effective schools are higher than that of less-effective schools. It means that in more effective schools existing available Physical facilities; HM and teachers' performance; and Students performance are better than the less-effective schools. Therefore, the Hypothesis-1 of the present study that more-effective schools will be having better Physical facilities; HM and teachers' performance; and Students performance is retained.

The calculated 't' value 10.52 is greater than the table value at .01 level. Therefore, it can be said that it is significant beyond .01 level. Thus, the Null Hypothesis-1 of the present study that there exists no significant difference between more-effective and less-effective schools is rejected for Physical facilities. It also indicates that the mean scores on Physical facilities of more-effective schools are higher than that of the less-effective schools. It means that in more-effective schools existing/available Physical facilities are better than the less-effective schools. Therefore, the Hypothesis-1 of the study that more-effective schools will be having better Physical facilities; HM and teachers' performance; and Students' performance is retained for physical facilities.

The obtained t-value, 10.47 is higher than the table value at .01 level. Hence, the Null Hypothesis-1 of the present study that there exists no significant difference between more-effective and less-effective schools is rejected for HM and teachers' performance. It further indicates that the mean scores on HM and teachers' performance of more-effective schools are 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. Therefore, the Hypothesis-1 of the present study that more-effective schools will be having better Physical facilities; HM and teachers' performance; and Students' performance is retained for HM and teachers' performance.

It can be found from analysis that the obtained t-value, 2.87 is greater than the table value at .01 level. Therefore, it can be said that it is significant beyond .01 level. Hence, the Null Hypothesis-1 of the present study that there exists a significant difference between more-effective and less-effective schools is rejected for Students' performance. It also further reveals that the mean scores on students' performance of more-effective schools are higher than that of the less-effective schools. It means that in more-effective schools Students' performance is better than the less-effective schools. Hence, the Hypothesis-1 of the present study that more-effective schools will be having better Physical facilities; HM and teachers' performance; and Students' performance is retained for Students' performance.

Findings of the present study revealed that there is significant difference between more-effective and less-effective schools in Physical facilities; HM and teachers' performance and Students' performance. The more-effective schools have been found to be having better Physical facilities; HM and teachers' performance; and Students' performance, which is some way linked to a conducive school environment and pupils' performance. It is supported by the many researchers' (*Schweitzer, 1984; Mortimore et al., 1988; Creemers, 1994*) findings that physical and infrastructural environment has an effect of pupils achievement. The findings of studies conducted in India (*Buch & Buch, 1983; Govinda & Verghese, 1991, 1993*) lend adequate support as they are also in conformity with the findings of the present study that the level of infrastructure facilities played an important role in improving teaching learning process, learners achievement level as well as overall school quality. Similarly, the findings of the study conducted by *Saxena (1995)* on "School effectiveness and learners achievement", found that the factors of

educational and physical facilities in schools have shown positive associations with achievement. It also shows in support of the physical facilities dimension of the present study.

In this study, the HM and teachers' performance has been considered a dimension of the school effectiveness. It means HM and teachers' performance plays an important role for development and improvement of school effectiveness. It is conformity with the studies conducted by the eminent researchers i.e. *Burkey (1997)*, *Davies (1998)*, *Tiguryera (1999)*, and *Thrupp (2001)*. Their studies emphasized that performance of the teachers in the learning process, their academic involvement and their qualification plays an important role for the progress of school. In conformity with the findings of the present study, it can be concluded with the findings of many researchers (*Saxena 1995*; *Rath and Rajesh, 1997*; and *Das, 2002*) that the teachers, physical environment in the school and teaching learning materials also have positive association with the school effectiveness.

School Effectiveness in Relation to Classroom Teaching

In this section analysis has been done to fulfil the objective No. 5 of the present study i.e., to find out the relatedness or independence of school effectiveness in relation to classroom teaching. The analysis has been done in two phases i.e. (i) School effectiveness in relation to overall classroom teaching, and (ii) School effectiveness in relation to different dimensions (Planning, Presentation, Closing, Evaluation and Managerial) of classroom teaching. For this purpose, teachers were classified into three groups on the basis of their classroom teaching in the class. The groups were formed as Low, Moderate and High groups by adopting the criteria of $Mean \pm \frac{1}{2} SD$ i.e., teachers scoring $Mean - \frac{1}{2} SD$ on Classroom teaching were included in *Low level* classroom teaching group, those scoring $Mean + \frac{1}{2} SD$ were included in the *High level* of classroom teaching group, and those scoring between these two limits were included in *Moderate level* of classroom teaching group.

School Effectiveness in relation to Overall Classroom Teaching

In this section, in order to see the association between school effectiveness and overall classroom teaching at different level, the analysis and interpretation has been done by using the Chi-square (χ^2) test of independence.

It is observed from Chi-square that the Chi-square (χ^2) value for the Low, Moderate and High classroom teaching groups of teachers in the more-effective and less-effective schools comes out to be 69.13. Since it is much higher than the table value at .01 level of significance, it can be said that it is significant beyond .01 level. Therefore, Null Hypothesis-3(i) of the present study i.e. school effectiveness and classroom teaching are unrelated or independent is rejected for overall classroom teaching. It indicates that the observed results are not close to those expected on the hypothesis of independence and therefore, there is evidence of real association between school effectiveness and overall classroom teaching as followed by the teachers in the class. Therefore, Hypothesis-2 that there exists a real association between school effectiveness and classroom teaching

is retained for overall classroom teaching. It can also be inferred that classroom teaching seems to be one of the factor contributing to the effectiveness of the primary school.

School Effectiveness in relation to different Dimensions of Classroom Teaching

Further for an exhaustively analysis and interpretation the effectiveness and classroom teaching performance the data has been examined at different levels. There are five dimension of the classroom teaching. To know whether each of the dimensions is related or independent of the school effectiveness, the researcher has analyzed each of the dimensions in the following parts.

It is observed from the above table that in Dimension-I (Classroom Teaching-Planning), the teachers were divided into three groups such as Low, Moderate and High groups according to their classroom teaching in more-effective and less-effective schools. The calculated Chi-square (χ^2) value found to be 50.44. This value is greater than the table value at .01 levels of significance, it can be said that it is significant beyond .01 level. Therefore, the Null Hypothesis-3 of the present study i.e. school effectiveness and classroom teaching are essentially related or independent is rejected for teacher's planning of classroom teaching. It is also observed that the observed results are not close to those expected on the null hypothesis of independence and there is evidence of real association between school effectiveness and classroom teaching. Therefore, the Hypothesis-3 of the study i.e. there exists a real association between school effectiveness and classroom teaching is retained for teacher's planning in the classroom process.

It is found that in Dimension-II (Classroom Teaching-Presentation), the teachers were divided into three groups such as Low, Moderate and High groups according to their classroom teaching in more-effective and less-effective schools. The calculated Chi-square (χ^2) value found to be 44.27. This value is greater than the table value at .01 levels of significance, it can be said that it is significant beyond .01 level. Therefore, the Null Hypothesis-3 of the present study i.e. school effectiveness and classroom teaching are essentially related or independent is rejected for teacher's presentation of classroom teaching. It is also observed that the observed results are not close to those expected on the null hypothesis of independence and there is evidence of real association between school effectiveness and classroom teaching. Therefore, the Hypothesis-3 of the study i.e. there exists a real association between school effectiveness and classroom teaching is retained for teacher's presentation in the classroom process.

It is reveals that on Dimension-III of Classroom Teaching-Closing, the teachers were divided into three groups such as Low, Moderate and High groups according to their classroom teaching in more-effective and less-effective schools. The calculated Chi-square (χ^2) value found to be 25.77. It is greater than the table value at .01 levels of significance, it can be said that it is significant beyond .01 level. Therefore, the Null

Hypothesis-3 of the present study i.e. school effectiveness and classroom teaching are essentially unrelated or independent is rejected for teacher's closing of classroom teaching. It is also observed that the observed results are not close to those expected on the null hypothesis of independence and there is evidence of real association between school effectiveness and classroom teaching. Therefore, the Hypothesis-3 of the study i.e. there exists a real association between school effectiveness and classroom teaching is retained for teacher's closing in the classroom process.

On Dimension-IV i.e. Classroom Teaching-Evaluation, the teachers were divided into three groups viz., Low, Moderate and High groups according to their classroom teaching scores on this dimension. The analysis highlights frequencies for more-effective and less-effective schools. The calculated Chi-square (χ^2) value comes out to be 36.47. This value is greater than the table value at .01 levels of significance, it can be said that it is significant beyond .01 level. Therefore, the Null Hypothesis-3 of the present study i.e. school effectiveness and classroom teaching are essentially unrelated or independent is rejected for Evaluation Dimension of classroom teaching. It is also observed that the observed results are not close to those expected on the null hypothesis of independence and there is evidence of real association between school effectiveness and classroom teaching. Therefore, the Hypothesis-3 of the study i.e. there exists a real association between school effectiveness and classroom teaching is retained for Evaluation in the classroom process.

It is observed from the above table that in Dimension-V (Classroom Teaching-Managerial), the teachers were divided into three groups such as Low, Moderate and High groups according to their classroom teaching in more-effective and less-effective schools. The calculated Chi-square (χ^2) value comes out to be 40.95. This value is greater than the table value at .01 levels of significance, it can be said that it is significant beyond .01 level. Therefore, the Null Hypothesis-3 of the present study i.e. school effectiveness and classroom teaching are essentially unrelated or independent is rejected for teacher's managerial skills of classroom teaching. It is also observed that the observed results are not close to those expected on the null hypothesis of independence and there is evidence of real association between school effectiveness and classroom teaching. Therefore, the Hypothesis-3 of the study i.e. there exists a real association between school effectiveness and classroom teaching is retained for teacher's managerial in the classroom process.

The above interpretations is 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*. On the all dimensions, the findings of the present study revealed that there is a real association between school effectiveness and classroom teaching. 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.

Findings of Cohen (1983) noted that school effectiveness is clearly depending upon effective classroom teaching. Similar conclusions about the importance of teaching and

learning at the classroom level are evident in review by Scheerens (1992), Mortimore (1993) and Creemers (1994). In this regard the given importance of teaching learning process and remarked that any effort to improve the quality of education is, teaching learning process in a classroom setting (Scheerens, 1992 and Willms, 1992). The findings of the above study are in conformity with some activities of overall classroom teaching. Findings of the studies related to the classroom teaching variable conducted Pushpanadham (1997) found that the specific talents of primary school teachers were storytelling, singing, and preparing low cost and creative teaching aids, basic content, mastery in primary school subjects and public speaking/communication. Pradhan & Mistry (1996) found that the healthy teacher-pupil interaction in classroom, student-centred methods of teaching and method of instruction followed by the teacher were better in good result school than poor result schools (Nagalaxmi, 1996; Saxena, 1995). The above findings are similar to the findings of the present study findings shows that the teachers in more-effective schools have better classroom teaching than less-effective schools.

The study of Padhi et al. (1997) found that for schools effectiveness was revealed that classroom practices such as frequent assignments of homework its prompt correction, continuous pupil evaluation and feedback, engaging students in class work with close supervision and differential treatment as per need helps to create better climate for learning and making the school more effective. This finding of the present study is in conformity with some activities of the dimension Evaluation. The findings of Padhi et al. (1997), Kamat (1998) Mputhi and Adeole (1998); Hofman & Hofman (2000); Begum (2000); Srivastav (2000) show similar trends in that the curriculum transaction, spacious and clean classroom with learning materials (map, chart, globe etc.) available and used by the teacher, maintaining classroom discipline and classroom works & home works and the checking of these works show effect on the students achievement. Thus, the findings of the present study on school effectiveness and classroom teaching find adequate support from similar or related studies. Thus, the above discussion reflects that there is no simple combination of factors, which can produce effective school.

EDUCATIONAL IMPLICATIONS

On the basis of the findings 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. 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. Although some tall claims on the basis of a 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.

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Turkish Abstract

Sınıf İçi Öğretimin İlköğretim Seviyesinde Okul Etkililiği İle İlişkisi

Bu çalışma ilköğretim seviyesinde Okul Etkililiğinin sınıf içi öğretimle arasındaki ilişkiyi araştırmayı amaçlamaktadır. Çalışmanın amacı daha etkili daha etkili daha etkisiz okulları belirlemek; daha etkili ve daha etkisiz okullar arasındaki farkı fiziki imkanlara, öğretmen, müdür ve öğrenci performansına göre bulmak ve sınıf içi öğretimle okul etkililiği arasındaki ilişkiyi belirlemektir. Çalışmayı yürütmek için betimleyici tarama metodu kullanılmıştır. Çalışmanın örneklemini toplam 27 daha etkili ve 35 daha etkisiz okul oluşturmuştur. Tüm okulların müdürleri ve her okuldan 2 öğretmen sınıf içi öğretim durumlarını belirlemek için seçilmiştir. Okul aktivitelerine katılımlarını belirlemek için öğretmenlerin seçimi sınıf kademeleri (III, IV and V) dikkate alınarak belirlenmiştir. Çalışmanın bulguları literatürdeki benzer veya ilgili çalışmaların bulgularından yeterli desteği bulmuştur. Sonuç olarak, yapılan çalışma etkili okulu oluşturabilecek basit bir faktörler birleşiminin olmadığını göstermiştir. Ayrıca çalışma okul etkililiğinin sınıf içi öğretimler bağlantılı olarak ortaya çıktığını göstermiştir.

Anahtar Kelimeler: Toplumsal katılım, okul etkililiği, fiziksel imkanlar, öğrenci performansı, kalite eğitimi

French Abstract

Efficacité Scolaire à Niveau Primaire d'Éducation par rapport à Enseignement de Salle de classe

L'étude a pour but d'examiner la relation d'Efficacité Scolaire en ce qui concerne la salle de classe enseignant au niveau primaire d'éducation. Les objectifs de l'étude étaient d'identifier le plus – effectif et moins - des écoles effectives; découvrir les différences entre plus – effectif et moins - des écoles effectives par rapport aux installations physiques, le Directeur et la performance des Professeurs et la performance des Étudiants; découvrir la relation entre l'efficacité scolaire et l'enseignement de salle de classe. La méthode d'enquête descriptive a été utilisée pour effectuer cette étude. Un Nombre total de 27 plus – effectif et 35 moins - des écoles primaires effectives a été inclus dans l'échantillon de l'étude présente. Et aussi tous les principaux d'écoles choisies et de chaque école 2 professeurs ont été choisis pour savoir leur salle de classe enseignant dans la situation de salle de classe. La sélection de professeurs a été basée sur leur enseignement les classes (III, IV et V), examiner leur participation dans des activités scolaires. Les découvertes de l'étude présente sur efficacité scolaire et salle de classe enseignant découverte support adéquat d'études semblables ou liées. Ainsi, la susdite discussion le reflète il n'y a aucune combinaison simple de facteurs, qui peuvent produire l'école effective. L'étude a, cependant, révélé que l'efficacité scolaire a apparu comme relate à l'enseignement de salle de classe.

Mots-clés: Participation communautaire, efficacité scolaire, installations physiques, performance d'étudiants, enseignement de qualite.

Arabic Abstract

فعالية المدرسة في المرحلة الابتدائية من التعليم في العلاقة الى التدريس الصفية

تهدف هذه الدراسة إلى التحقيق في العلاقة بين فعالية مدرسة فيما يتعلق بالتدريس الصفية في المرحلة الابتدائية من التربية والتعليم. وكانت أهداف الدراسة إلى التعرف على المدارس أكثر فعالية وأقل فعالية؛ لمعرفة الاختلافات بين المدارس أكثر فعالية وأقل فعالية في ما يتعلق المرافق المادية، انجاز الرئيس والمعلمين وانجاز الطلاب ؛ لمعرفة العلاقة بين فعالية المدرسة والتدريس. تم استخدام المنهج الفحصي الوصفي لتنفيذ هذه الدراسة. تم تضمين إجمالي عدد المدارس الابتدائية 27 أقل فعالية و 35 أكثر فعالية في عينة الدراسة الحالية. وكذلك تم اختيار جميع مديري المدارس المختارة و المعلمين من كل مدرسة لمعرفة التدريس الصفية في الوضع الفصول الدراسية. واستند اختيار المعلمين على تدريسهم هذه الفصول (الثالث والرابع والخامس)، للتحقيق في مشاركتهم في الأنشطة المدرسية. النتائج التي توصلت إليها الدراسة الحالية على فعالية المدرسة والتدريس الصفية تجد الدعم الكافي من دراسات مماثلة أو ذات الصلة. وبالتالي، فإن المناقشة الواردة أعلاه يعكس عدم وجود مزيج بسيط من العوامل، التي يمكن أن تنتج المدرسة الفعالة. ومع ذلك، فقد كشفت الدراسة أن فعالية المدرسة برزت بوصفها ذات الصلة إلى التدريس الصفية.

الكلمات المهمة: المشاركة المجتمعية، فعالية المدرسة، المرافق المادية، وانجاز الطلبة، جودة التعليم.