



A study on the organizational effectiveness and academic achievement of secondary schools in Assam

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ABSTRACT

The present study is an attempt to find out the relationship between organizational effectiveness and academic achievement. To study organizational effectiveness, descriptive survey method was used. A total of 100 (50 from government aided and 50 privately managed) teachers of the secondary school were taken as the sample on the basis of the purposive random sampling method. School Effectiveness Questionnaire (SEQ) developed by Baldwin et al. (1993) was used to collect the data. Karl Pearson's product moment correlation coefficient test was used to analyze the data. The findings of the study were i) There is a significant relationship between Organizational Effectiveness and Academic Achievement of secondary schools in Assam ii) There is a significant relationship between Organizational Effectiveness and Academic Achievement of Government aided secondary schools in Assam iii) There is a significant relationship between Organizational Effectiveness and Academic Achievement of private secondary schools in Assam.

Keywords— Organizational effectiveness, Academic achievement government aided, Privately managed

1. INTRODUCTION

Education is a necessity and a constructive factor in humans' life and also everyone's right to get it. Education is one of the important factors which formulate the personality of a person. Organizations are described and understood in terms of dimensions, functions, leading system, organizational space, organizational culture or climate. In a human organization like a school, we find a number of individuals working together towards a common goal. Organizational effectiveness is the concept of how effective an organization is in achieving the outcomes, the organizations intend to produce.

Nongauza (2004) argues that good schools are normally those that are well managed, able to link with the communities in which they are found and capable of producing good results. Nongauza (2004) as cited from Sergioanni (2001) argues that he found school effectiveness to have a common meaning and a technical meaning. He describes school effectiveness from a common understanding as "... ability to produce the desired effect." On the technical level, he points out that school effectiveness refers to a school "... whose students achieve well in basic skills or basic competency standards as measured by achievement tests" (p. 163).

2. LITERATURE REVIEW

Much earlier, educational research had seen children's development being substantially determined by their home background (Coleman, 1966 and Jencks et al., 1971). There was a deep concern about the possibility of using schools to improve the levels of pupils' intellectual and social development (Reynolds, 1988). This line of concern is visible in the researches which have tried to study effective schools from various angles to explain what might be contributing to the better performance of learners. Ho, Lin, Kuo, Kuo and Kuo (2008) investigated how school teachers' personal background influences their deeper learning capacity and the school effectiveness. Furthermore, the study examined the correlation between teachers' learning capacity and school effectiveness. Results showed that (a) personal background does affect teachers' deeper learning capacity and school effectiveness and (b) deeper learning capacity had a strong correlation with school effectiveness. Wilson, Abbott, Joireman, and Stroh (2002) found that school environment and partnerships affected students achievement indirectly through constructivist teaching. The study also found there was the direct pathway from the school environment to achievement. Stockrd and May Berry (1992) in their study on effective schools summed up the aspects of school climate that is most strongly related to student achievement outcomes: high exceptions for student achievement, orderly school environment, high morale, positive treatment of students, active engagement of students and positive social relationship in school.

3. THE SIGNIFICANCE OF THE STUDY

In the 1980s, organizational effectiveness became more prominent and switched to being a concept from the status of a construct (Henry, 2011). This concept is related to issues such as the ability of an organization to access and absorb resources and consequently achieve its aims (Federman, 2006). As Gigliotti (1987) said, a unit which is individually ineffective in terms of cooperation with the rest of the organization is doomed to failure. Cameron (1978) pointed out that organizational effectiveness is the proficiency of the organization at having access to the essential resources. However, McCann (2004) noted it as the criterion of the organization's

successful fulfillment of their purposes through core strategies. Students are the main component of the school organization. The success of the school mainly depends upon the students' all-round development. The effective organization can contribute significantly to improving the standard of education. Hence, arises the need for doing research work and understanding various effective organizational characteristics. There are still a number of unanswered questions. A study of Organizational Effectiveness and Academic Achievement of Secondary schools in Assam will be a small effort on the part of the researcher to make the organization more effective.

4. OBJECTIVES OF THE STUDY

- To study the organizational Effectiveness and Academic Achievement of Secondary schools of Assam.
- To find out the Organizational Effectiveness and Academic Achievement of Government Aided secondary schools in Assam.
- To find out the Organizational Effectiveness and Academic Achievement of Privately managed secondary schools in Assam.

5. HYPOTHESIS

1. There is no significant relationship between Organizational Effectiveness and Academic Achievement of secondary schools in Assam.
2. There is no significant relationship between Organizational Effectiveness and Academic Achievement of Government aided secondary schools in Assam.
3. There is no significant relationship between Organizational Effectiveness and Academic Achievement of Private secondary schools in Assam.

6. DESIGN AND METHODOLOGY OF THE STUDY

The present study is a survey based on descriptive and correlation study.

6.1 Sample and area selection

For the selection of an adequate sample for the investigation, the investigator followed purposive random sampling technique. Samples were collected from four districts of Assam- North Lakhimpur, Biswanath, Goalpara, and Nalbari. The sample consisted of two categories a) Teachers of secondary School and b) Record of Student's last examination of Secondary Schools. The samples of the present study are described below:

- I. 100 teachers (50 from Government aided and 50 privately managed) in the Secondary Schools of Assam were selected as a sample to gather the organization effectiveness data.
- II. To gather and analyze the Academic achievement of the students, last examination record of class XI and XII of secondary Schools were collected.

6.2 Tools and statistical technique used

In the present study, the investigator used the survey method as the main technique to investigate the organizational effectiveness and academic achievement of secondary Schools in Assam.

School Effectiveness Questionnaire (SEQ) developed by Baldwin et al. (1993) was used. In the present study, organizations refer to educational institutions mainly secondary schools of Assam.

The School Effectiveness Questionnaire (SEQ) developed by Baldwin, Coney, Fardig, and Thomas (1993). The School Effectiveness Questionnaire grew out of a project conducted by the Orange County, Florida, School District in 1990. Orange County began its project by assembling a committee of district-level staff and head teachers from the various elementary and secondary schools. The committee also included parent and community representatives. The committee agreed upon 11 characteristics of school effectiveness that would be measured in Orange County schools (Baldwin et al., 1993). The committee developed questionnaires for teachers, parents, and students.

6.3 Analysis and interpretation of data

Hypothesis 1: There is no significant relationship between Organizational Effectiveness and Academic Achievement of secondary schools in Assam.

To test or achieve this hypothesis, the Karl Pearson's product moment correlation coefficient test was applied and results are presented in the table.

Table 1: Product Moment Correlation Coefficient of Organizational Effectiveness and Academic Achievement

Variables	N	df	Coefficient of Correlation	Significant Level
Organizational Effectiveness	100	98	0.28	Significant
Academic Achievement	100	98		

The Table shows that the R-value of Organizational Effectiveness and Academic Achievement is 0.28. It is greater than the table value at both 1% and 5% level of significance. ($r = 0.28 < \text{at } 0.01 \text{ and } 0.05 \text{ level of significance}$) (Best W. John and Kahn V. James seventh edition 2004 p:345). From the above table, it is clear that a significant and positive correlation is found between Organizational Effectiveness and Academic Achievement of secondary schools in Assam. Hence we may reject our hypothesis and conclude that there is a significant relationship between Organizational Effectiveness and Academic Achievement of secondary schools in Assam.

Research also shows that Principal's leadership influences positively both organizational effectiveness and student achievement and the influence is most conspicuous over organizational effectiveness. (Chakrabarti Ahana, 2005) (p:216).

Hypothesis 2: There is no significant relationship between Organizational Effectiveness and Academic Achievement of Government aided secondary schools in Assam.

To test or achieve this hypothesis, the Karl Pearson's product moment correlation coefficient test was applied and results are presented in the table.

Table 2: The r-value of organizational effectiveness and academic Achievement

Variables	N	df	Coefficient of Correlation	Significant Level
Organizational Effectiveness	50	48	0.38	Significant
Academic Achievement	50	48		

The Table shows that the r-value of Organizational Effectiveness and Academic Achievement is 0.38. It is greater than the table value at both 1% and 5% level of significance. ($r = 0.38 < \text{at } 0.01 \text{ and } 0.05 \text{ level of significance}$) (Best W. John and Kahn V. James seventh edition 2004 p:345). From the above table, it is clear that a significant and positive correlation is found between Organizational Effectiveness and Academic Achievement of Government Aided secondary schools in Assam. Hence we may reject our hypothesis and conclude that there is a significant relationship between Organizational Effectiveness and Academic Achievement of Government aided secondary schools in Assam.

Hypothesis 3: There is no significant relationship between Organizational Effectiveness and Academic Achievement of Private secondary schools in Assam

Table 3: The r-value of organizational effectiveness and academic Achievement

Variables	N	df	Coefficient of Correlation	Significant Level
Organizational Effectiveness	50	48	0.41	Significant
Academic Achievement	50	48		

7. FINDINGS OF THE STUDY

- There is a significant relationship between Organizational Effectiveness and Academic Achievement of secondary schools in Assam.
- There is a significant relationship between Organizational Effectiveness and Academic Achievement of Government aided secondary schools in Assam.
- There is a significant relationship between Organizational Effectiveness and Academic Achievement of private secondary schools in Assam.

8. CONCLUSION

The present study is of very much importance to educational thinkers, teachers, psychologists and others who are concerned with the sphere of education. Organizational effectiveness has been identified as one of the most critical factors for the future success of education. Organizational effectiveness is closely connected to student's achievement and attitude towards school.

9. REFERENCES

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