

ANALYSIS OF SCHOOL EFFECTIVENESS AT SECONDARY LEVEL IN
KHYBER PAKHTUNKHWA



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KHYBER PAKHTUNKHWA



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DECLARATION

I, scholar of Ph.D. at Institute of Education and Research, University of Peshawar, do hereby solemnly declare that the Thesis titled '**ANALYSIS OF SCHOOL EFFECTIVENESS AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA**' submitted by me in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education, is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by me for obtaining any degree from this or any other university of institution.

Dated:_____

Salma Sami

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of

Allah

The Most Merciful, and the Most
Compassionate.

DIDCATION

***This Effort is dedicated to My
Loving Family in general and
particularly to my Parents
whose love and prayers
transform my dreams to
reality***

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TABLE OF CONTENTS

Acknowledgements	i
Abstract	x
Chapter 1: INTRODUCTION	01
1.1 SIGNIFICANCE OF THE STUDY	05
1.2 OBJECTIVES OF THE STUDY	06
1.3 RESEARCH DESIGN	07
1.4 POPULATION AND SAMPLING	07
1.5 DELIMITATION	08
1.6 INSTRUMENTATION	08
1.7 DATA COLLECTION	07
1.8 DATA ANALYSIS	08
Chapter 2: REVIEW OF THE RELATED LITERATURE	09
2.1 SCHOOL EFFECTIVENESS AND EFFECTIVE SCHOOLS	11
2.2 THE PROBLEM OF EFFECTIVE SCHOOLING	12
2.3 RELATED STUDIES	14
2.4 OTHER FACTORS	14
2.5 HISTORY OF SCHOOL EFFECTIVENESS RESEARCH	17
2.6 HISTORY OF TEACHER EFFECTIVENESS RESEARCH	27
2.7 ISSUES IN SCHOOL EFFECTIVENESS RESEARCH	30
2.8 SCHOOL EFFECTIVENESS RESEARCH IN DEVELOPING COUNTRIES	31
Chapter 3: RESEARCH METHODOLOGY	34
3.1 POPULATION AND SAMPLING	34
3.2 DELIMITATION	34
3.3 INSTRUMENTATION	34
3.4 DATA COLLECTION	63

3.5	DATA ANALYSIS	35
Chapter 4:	ANALYSIS AND INTERPRETATION OF DATA	64
4.1	DISCUSSION	72
Chapter 5:	FINDING, CONCLUSIONS AND RECOMMENDATIONS	75
5.1	FINDING	75
5.2	CONCLUSIONS	79
5.3	RECOMMENDATIONS	81
	BIBLIOGRAPHY	83
	ANNEXURES	103
	ANNEXURE-A	103
	ANNEXURE-B	108
	ANNEXURE-C	113
	ANNEXURE-D	114
	ANNEXURE-E	115
	ANNEXURE-F	116
	ANNEXURE-G	117
	ANNEXURE-H	118
	ANNEXURE-I	119

LIST OF TABLES

Table No:		Page No:
1	Articulation of a school vision is done	36
2	Articulation of a school mission is done	36
3	Articulation of a school core values is done	36
4	Principals have high expectation for teachers	37
5	Principals have high expectation for students	37
6	Principals spend most of the time with teachers to improve instruction	38
7	Principals are actively involved in diagnosing instructional problems	38
8	Principals observe what is going in class	39
9	Principals observe the teacher performance regularly	39
10	Principals observe the students performance regularly	40
11	Principals provide necessary resources	40
12	Principals use his own knowledge and skills	41
13	Principals monitor instructions regularly	41
14	Principal support teachers' professional development	42
15	Principal helps to modify teachers' teaching method	42
16	Principal models instructional practices	43
17	Principal himself teach a class	43
18	Principal formally work for professional development of teacher	44
19	Principal reads books and articles for development	44
20	Principal assumes an assertive instructional role	45
21	Principal provide a vision of excellence	45
22	Principal monitor classrooms frequently	46
23	Principal monitors teachers performance systematically	46
24	Principal monitors' students progress systematically	47
25	Principal provide personal attention to weak teachers	47

26	Principal provide personal attention to weak students	48
27	Principal provide staff development for teacher to address their instructional problems	48
28	Principal collaborates less planning and preparation	49
29	Principal co-ordinates in daily lesson planning	49
30	Principal guided in preparation of daily lesson	50
31	Principal guided in preparation of weekly lesson	50
32	Principal guided in preparation of monthly lesson	51
33	Principal helps to follow academic calendar	51
34	The principal knows his/her priorities	52
35	The principal deals with the students in his office	52
36	The principal controls the situation in school	53
37	The principal accomplishes their responsibilities	53
38	The principal ignores small incidents	55
39	The principal realizes that small incidents can become a major one	55
40	The principal shares his vision with the member of educational community	55
41	Participation of the children in the school programs is important	55
42	Children from bad environment do not pay attention in school programme	56
43	Teacher, parent's cooperation is important for the progress of the school	56
44	Children achieve academic success in the school	57
45	There is a lack of mutual understanding between the school function and mission	57
46	The role of leadership in all the situations in school is important	58
47	Teachers are not in contact with one another	58
48	Teachers are in favor to work isolated from their staff	59
49	Schools are just responsibility of the Principal	59
50	Discipline is more important for the school	60

51	Participation of the parents is helpful for school project	60
52	Teachers or faculty neglect their duties	61
53	Different ideas play important role in the development of school	61
54	It is essential that principal shares their ideas or vision with the parents	62
55	Mother role is important to pay attention to their children	62
56	Home communications is important for students	63
57	For the achievement of the student, father's role is important	63
58	Children, parent's communication is important	64
59	Condition of learning requires safe climate	64
60	Condition of learning requires orderly climate	65
61	Barking commands	65
62	Check up and cleaning of bathroom walls	66
63	Graffiti wiped away	66
64	Broken equipment repaired	67
65	Dress codes administered	67
66	Behavior codes established and enforced	68
67	Prevent physical attack	68
68	Threats	69
69	Prevent school violence	69
70	Prevent misbehaviors of the students	70
71	Staff are taught to work together on school problems	70

LIST OF FIGURE

Figure No:		Page No
1	Articulation of a school vision is done	36
2	Articulation of a school mission is done	36
3	Articulation of a school core values is done	36
4	Principals have high expectation for teachers	37
5	Principals have high expectation for students	37
6	Principals spend most of the time with teachers to improve instruction	38
7	Principals are actively involved in diagnosing instructional problems	38
8	Principals observe what is going in class	39
9	Principals observe the teacher performance regularly	39
10	Principals observe the students performance regularly	40
11	Principals provide necessary resources	40
12	Principals use his own knowledge and skills	41
13	Principals monitor instructions regularly	41
14	Principal support teachers' professional development	42
15	Principal helps to modify teachers' teaching method	42
16	Principal models instructional practices	43
17	Principal himself teach a class	43
18	Principal formally work for professional development of teacher	44
19	Principal reads books and articles for development	44
20	Principal assumes an assertive instructional role	45
21	Principal provide a vision of excellence	45
22	Principal monitor classrooms frequently	46
23	Principal monitors teachers performance systematically	46
24	Principal monitors' students progress systematically	47
25	Principal provide personal attention to weak teachers	47

26	Principal provide personal attention to weak students	48
27	Principal provide staff development for teacher to address their instructional problems	48
28	Principal collaborates less planning and preparation	49
29	Principal co-ordinates in daily lesson planning	49
30	Principal guided in preparation of daily lesson	50
31	Principal guided in preparation of weekly lesson	50
32	Principal guided in preparation of monthly lesson	51
33	Principal helps to follow academic calendar	51
34	The principal knows his/her priorities	52
35	The principal deals with the students in his office	52
36	The principal controls the situation in school	53
37	The principal accomplishes their responsibilities	53
38	The principal ignores small incidents	55
39	The principal realizes that small incidents can become a major one	55
40	The principal shares his vision with the member of educational community	55
41	Participation of the children in the school programs is important	55
42	Children from bad environment do not pay attention in school programme	56
43	Teacher, parent's cooperation is important for the progress of the school	56
44	Children achieve academic success in the school	57
45	There is a lack of mutual understanding between the school function and mission	57
46	The role of leadership in all the situations in school is important	58
47	Teachers are not in contact with one another	58
48	Teachers are in favor to work isolated from their staff	59
49	Schools are just responsibility of the Principal	59
50	Discipline is more important for the school	60

51	Participation of the parents is helpful for school project	60
52	Teachers or faculty neglect their duties	61
53	Different ideas play important role in the development of school	61
54	It is essential that principal shares their ideas or vision with the parents	62
55	Mother role is important to pay attention to their children	62
56	Home communications is important for students	63
57	For the achievement of the student, father's role is important	63
58	Children, parent's communication is important	64
59	Condition of learning requires safe climate	64
60	Condition of learning requires orderly climate	65
61	Barking commands	65
62	Check up and cleaning of bathroom walls	66
63	Graffiti wiped away	66
64	Broken equipment repaired	67
65	Dress codes administered	67
66	Behavior codes established and enforced	68
67	Prevent physical attack	68
68	Threats	69
69	Prevent school violence	69
70	Prevent misbehaviors of the students	70
71	Staff are taught to work together on school problems	70

ABSTRACT

From many years it is being heard that schools are not performing in reality what is being expected from its performance. Slowly an innovative streak of school success study started to become visible that controverted this depressing image and start restoring the sanguinity and inspiration of both school community and the common civic.

The aim of the proposed study was an analysis of school effectiveness at secondary level in Khyber Pakhtunkhwa of Pakistan. The aim of the projected research was to investigate strong instructional management function of Heads of government schools of KPK, to study clear school goals of government high schools in KPK, to evaluate safe and orderly school climate of government high schools in KPK, to identify various purposes and expectations assigned to schools to evaluate frequent monitoring and assessment of students progress to know about high expectations for students performance and to formulate own conception of what constitute a good school. The target population was all the 1759 government high schools (1229 male and 530 female schools) of 24 districts of Khyber Pakhtunkhwa, 21965 teachers (16223 male and 5742 females) and 1759 principals both 1229 male and 530 female (Govt. of Khyber Pakhtunkhwa, 2011). From the above population, 60 Govt. Girls high schools, ten each were selected to participate in the study from districts Peshawar, Huriapur, Abbotabad, D.I.Khan, Mardan and Kohat. A cluster sampling technique was used to select 60 schools, 600 female teachers and 60 principals from selected schools in the Khyber Pakhtunkhwa of Pakistan. Due to time and cultural constrain, the study was further delimited to government girls' high school of the above mentioned districts. To achieve the objectives of the study, two questionnaires, one each for principals and teachers were planned by the researcher with the assistance of my supervisor for evaluating chosen

variables. Data was gathered, tabulated and analyzed and interpreted by the use of appropriate statistical tool.

From results it is identified that most of the respondents were of the opinion by saying that school's vision, mission and core values were not prepared, principals were not actively engaged in diagnosing in the instructional problems to improve instruction, principals themselves taught a class, provided a vision of excellence and monitor classroom informally, school staff knew their priorities in dealing with students, controlled the situation, accomplished their duties, The result of the study revealed that there was found a lack of mutual understanding and interaction between school function, mission and leadership, liked to work in isolation from other staff members with the view that school's activities and school's discipline was just the responsibility of the principal.

INTRODUCTION

The presence of Schools is significant for the protection of state economy. It is important for helping the socialization and unification of nation, improve the worth of family life, guard the National Defense and philosophy, get ready students for the world of work, and develop cognitive capability. Schools are vehicles of communal and monetary mobility, supply the educated civilian desired in democratic system, helping to get rid of favoritism, endorse our society and civilization, expand physical well being, pick the outstanding, future leaders of the culture, they are vehicles for getting world peace, they care for artistic aptitude, they help students to build up Survival Skill for execution in the social order (Sadker & Sadker ,2007)

The researchers in United States ponder over the poor performance of institute and resultantly got a terrible consequence by school people. From long time heads and teachers had been earshot that schools do not actually create much differentiation. Yet by and by, a latest procession of school efficiency study start coming into sight as a controverter this depressing image and start to bring back the sanguinity & inspiration of school community & the common community.

This innovative shape of investigation starts from discovery and probing efficient schools. Ronald Edmonds (1979) and his colleagues completed a research and said that the student of an efficient school of plebeian setting achieve as secondary as the student of middle-class in the evaluation of fundamental abilities. To know the secret of a successful school, Alaska Effective School Program conducted a research. Many studies conducted and studied summarized some distinctiveness in the subsequent: well-built administration, leadership, plain and clear goals identified to the team members and administration and

congenial setting, vigilant monitoring and evaluation of the students' improvement and high hope for students' performance (Sadker & Sadker, 1988).

Studies carried on school efficiency discovered that students' success depends generally on administrators of the institutions. By dint of this they have a clear motive for schools. Not only are they confined to their offices, but also present ubiquitously in the school. Not only have they high expectation for the students, but also for the teachers. They are busy to locate institutional problems using their knowledge, competency and skills to resolve it (David et al, 1980).

Booming principals make available instructional leadership. They use more of their time working with students and little time in offices. They observe the activities in classrooms, have high hopes from teachers' students' achievement and supply essential resources, with their own skills and information. They are lively and concerned. Consequently they build schools that make a constructive differentiation in the lives of students. (David et al, 1980)

Efficient principals did not trust on conventional methods they were stressing changes and development, on other side less effective principals were not clear about what they wanted to do and stay in status quo position. It is essential that principals are to be well familiar with the school goals significance of team work. Researchers stressed that team work for the acquisition of school goals .But when teachers were asked nearly 75% were of view that they have less in touch with their social group. In less successful schools teachers work as an individual not as a team and they have no plan of school task. In her report of the change of Payne Ponynt Middle School, National Education Association leader describes what can happen when school administration and faculty work together towards common goal (William, 1985).In effective schools, where a safe and sound and methodical environment is maintained, discipline is not a chief topic. Students are less to contribute in

aggressive action if they achieved educational achievement enjoys optimistic association with their teachers. Studying 500 schools with good discipline, researcher found eight factors in charge for school security

- i. Team members were educated to work jointly on school issue
- ii. There was reciprocal power for decision making.
- iii. Students felt a common sense of possession in the school
- iv. Rules and measures were developed to give confidence self discipline
- v. Curriculum was vigilantly planned to interest students and challenge students.
- vi. School staff helped students deal with private issues
- vii. There was strong school/home coordination
- viii. The school's physical and managerial arrangement was decisively in place to sustain these factors (William, 1985).

One of the most significant distinctiveness of a protected school is a clearly uttered and imposed discipline strategy that stresses good behavior as well as deference for teachers and educational work. According to What Works, a Department of Education publication that assembles research-based efficient school practices, successful schools have discipline policies in which misbehavior is clearly defined so that students know what behavior is and is not adequate. It is helpful to have school wide involvement in creating this policy. A legible manual should be developed to tell students and parents about the policy, and the discipline policy should be obligatory in a reliable and fair manner. (United State department of Education, 1986)

When schools develop safe and orderly climates, they serve as an oasis for children in a world that is frequently baffling and sometimes perilous. For example, a school serves as a shelter, a place of hope where students can learn in protection. A girl went to arrive in Bronx for John F Kennedy High School even though she had no cash to purchase spectacles to see and to buy winter coat. She never missed her school for the sake of education (Lightfoot, 1983).

Successful schools vigilantly supervise and evaluate students' improvement in order to decide whether changes in programs, curricula, and teaching methods are required. They usually use the following methods of evaluation.

Norm-referenced standardized test, such tests are given at particular time during each school year. Objective -referenced tests are used to test knowledge rather than how he or she compares to other students in a norm group. These tests evaluate what students have really acquired. A school district or state may give objective referenced tests to students at some points to point out what teaching is required and whether students are prepared to go on to new errands.

Teacher made tests are also objective-referenced and can be given far more often than those assessments administered by the district or the state. Researchers propose that teachers made test should be given often, at least every two weeks, because they offer the regular comment required to make suitable amendment in curriculum and training.

Record keeping is another significant method of monitoring students' improvement. Students should keep report of course objectives and their progress toward fulfilling these objectives in their own folders or notebooks. Wall charts and other visible recordkeeping systems are supportive, as are methodical measures for reporting to parents.

Home task is one monitoring tool that is the topic of great discussion in years. When educators thought of the mind as a strength that could be made better by exercise in the late

1800s,, taxing home work was considered a means for improving and disciplines the mind. At different points since then (1900-1910, 1930-1940), and (1970-1980), homework has come under attack, more often than not because of apparent association to students pressure and despair. Since article of “A Nation at Risk, the 1983” statement telling the value of American education, homework has once again been on the rise.

It is observed that generally teachers fail to have right decision about students’ outcome and even one remark of teacher about students outline the views and anticipation of other teachers. No matter what the cause of low prospect is, students frequently get less commend, less opportunities to convey themselves precisely in schools of good norms, and there is occurrence nothing. In efficient schools, teachers are vigilant about preparing objectives, dedicated to attain desired goals and objectives. They wish team work in place of individual work and look forward to students’ achievement at any price. They hold high anticipation for themselves. In efficient schools teachers hold high anticipation for themselves. They consider that they can convey excellence teaching. In the good secondary schools, Sara Lawrence Lightfoot set up the sense of teacher efficiency and authority was ubiquitous at Brookline High, a school near Boston, where suburban and city standards met and often clashed. As Lightfoot listened in halls, classes and the teachers' rooms, she heard staff conversation about pedagogy, curriculum thoughts, and the problems of individual students. “Star” teachers were respected as example to be admired: the legitimate record teacher who used new position play and imitation games; the English teacher whose course “the art of the easy “encouraged students to write and act in response to one another's work with obedience and sincerity. Always determined for the distinction, such teachers sensed to make the class the best net time (Larry, 1983).

1.1 SIGNIFICANCE OF THE STUDY

There is bewilderment over accurately what effective schools are. Researchers who conducted studies also used special definitions, ranging from schools that promote private development, originality and positive self idea. Even though the true factors have been found helpful (Sadker & Sadker, 2005). In Pakistan secondary schools are measured at risk by dint of weak performance in comparisons with private schools. This research focuses mainly on inefficiency of high schools & therefore put upsetting result on school, and the related people. From long time it has been in the notice of administration, teachers and community that government high schools do not show any distinctive performance in the cause of education and worth of education in secondary schools is the sufferer of rejection. There is awful need to begin researches on school efficiency and to change the schools into successful schools. The proposed study was a step to begin restore the sanguinity and to inspire teachers, administrators and common public. It is an effort to shape what is right about them and how this optimistic individuality could be replicated.

Many researches have been done on in the United States of America, United Kingdom, Netherlands, Australia and Canada (Teddle 2004). Perhaps in Pakistan, a few researches have been conducted on this issue. The purpose of the projected research was to investigate about the effectiveness of the secondary schools in Khyber Pakhtunkhwa of Pakistan.

1.2 OBJECTIVES OF THE STUDY

The following are the main objectives of the projected research:

- ❖ To analyze strong instructional leadership role of Heads of government schools of KPK
- ❖ To study clear school goals of government high schools in KPK.
- ❖ To evaluate safe and orderly school climate of government high schools in KPK.
- ❖ To identify various purposes and expectations assigned to schools.
- ❖ To evaluate frequent monitoring and assessment of students progress.

- ❖ To know about high expectations for students performance.
- ❖ To formulate own conception of what constitute a good school.

1.3 RESEARCH DESIGN

The purpose of the study is to analyze school effectiveness at secondary level in Khyber Pakhtunkhwa. Therefore this study is of descriptive nature.

1.4 POPULATION AND SAMPLING

The research population was all the 1759 government high schools (1229 male and 530 female schools) of 24 districts of Khyber Pakhtunkhwa, 21965 teachers (16223 male and 5742 females) and 1759 principals both 1229 male and 530 female (Govt. of Khyber Pakhtunkhwa, 2011). From the above population, 60 Govt. Girls high schools, ten each were selected to participate in the study from districts Peshawar, Haripuar, Mardan, D.I.Khan , Abbotabad and Kohat. A cluster sampling technique (Gay, 1996) will be used to select 60 schools, 600 female teachers and 60 principals from selected schools in the Khyber Pakhtunkhwa of Pakistan.

1.5 DELIMITATION

Due to time and cultural constrain, the study was further delimited to govt. girls' high school of the above mentioned districts.

1.6 INSTRUMENTATION

To achieve the objectives of the study, two questionnaires were designed, one each for principals and teachers. The questionnaire was designed with the proper consultation of the supervisor.

1.7 DATA COLLECTION

The Total Design Method (Dillman, 1978; Dillman, 2000) was used for the questionnaire and observation schedule construction and implementation process.

1.8 DATA ANALYSIS

Data was collected, tabulated, analyzed and interpreted by using appropriate statistical tool.

REVIEW OF RELATED LITRATURE

This chapter deals with the review of the related literature. Effectiveness has been defined by so many ways. For example, effectiveness is explained in economics as the targeted limit of output when obtained is called "effectiveness" (Thomas, Glas, Scheerans & 2003, p. 223). K.M Cheng (1993) defined the effectiveness very technically as the ultimate aims of the process which is carried out during or immediately after education e.g. performance education, skills obtained, and modify in manner, etc. managerial success is defined by Van Kesteren (1996) simplified and cited by Scheerens, et al. (2003) as the degree to which a society struggles to manage the inner situation just to get the expected outputs hoped by the external constituencies. Mortimore's (1991) says about school effectiveness that the school will be considered effective where the students acquire development more than can be predictable from reflection of its ingestion (p.9). Sammons (1999) says that the educational achievement is not the single important aim of education. High concentration is given to so many academic goals as the nature of U.K public examinations directs students to future educational and employment life opportunities. In china the high-stakes has made schooling system of assessment. Campbell, et al. (2004) made distinction between school efficiency and teacher efficiency: institutional effectiveness is linked to the environment of the school, leadership and the policies of the school which have on effect on the output of the students, whereas the efficiency of the teacher is related to the classroom situation, i.e teacher expectations, teaching methods, class management and the utilization of the resources of classroom that has a great impact on the performance of the students which explicate the performance of the teacher more, that it is a power to know the socially acceptable aims recommended for teachers' work especially, this work is related to make the students learn.

Cheng and Tsui (1999) says that every individual have different view about "Teacher effectiveness". If educators consider teacher performance essential element for school effectiveness, they will analyze in the perspective of the school effectiveness literature they further present seven models to discuss and to know different concepts about teacher effectiveness. The objective and job model of teacher efficiency is given priority. such model is put into practice to study duty and success in the school, and it considers that if he or she can achieve the targeted goals then that teacher will be effective. In the last two decades much research was conducted in the field of school effectiveness (Mortimer 1991 a; Sammons, 1994). According to Goldstein (1997) that in fact the expression school effectiveness means to clarify educational study apprehension, to identify the differences inside and among schools. While keeping in mind the background and first attainment, it gives concentrations to the success of the student that might be expected. Nonetheless, school success study tries to clarify what a successful school should appear to be? A successful school is the one in which students get more than the expectation (Mortimore 1991 a, p.9). An effectiveness school gives much attention to the good result of the students as compare with ineffective schools. The expression "additional worth" means process (Sammons et al, 1995). Imperative aim about school efficiency study is related to know "explanatory and outcome factors using approximate models" (Gold Steirn, 1997, p. 369). Therefore it is significant to improve understandable and a trustable method to analyze the quality of the school (Mortinmore, 1991 b). In quantitative research, the different level modeling was the numerical method that was used by school efficiency researchers, to know different factors that might affect the performance of the students (Goldstein, 1987).

SCHOOL EFFECTIVENESS AND EFFECTIVE SCHOOLS

Several researchers have been conducted on the issue that to which extent school deeper effects upon pupils have. Many studies indicated that some special factors could be linked with effectiveness. In this regard effective studies of UK high schools (Rutter et al. 1979) significant things were planned.

- The learner management scheme
- The surroundings of the school provided for students’.
- The students’ participation
- The development of the students
- Teacher's behavior
- Classroom management
- The organization consistency

Likewise, the initial effort of Mortimore et al (1988) in primary schools, twelve most important points of successful schools were given.

1. Head-teacher, followed by focused management of the employees
 2. Assistant manager participation
 3. Teacher's involvement
 4. Consistency among the teachers
 5. Lessons with good structure
 6. Highly demanding instruction
 7. Environment for work
 8. Concentration in sessions
 9. Highest teachers' students; link
 10. Maintenance the record
 11. Involvement of the parents
 12. Positive environment
- Rutter and his colleagues (1927) spent focus on the study four years in London for secondary level schools, their conclusions of effective academic environment is cover all check and balance system for student's education.
 - S, Purkey and Mismatch's portrait of (1983) of effective school identified organizational and process variables which keep eye on the all-round performance of the students among the community through monitoring mechanism.

- Goodlad in his research “a placed called school” examined schooling purpose for 300 years history. His conclusions were academic; vocational; personal, social, and civic goals were the ssmain areas.
- The most controversial report was the Coleman report (1966) their key points which have impact on child academic achievements were family, social and educational background.
- Coleman report after family, school also has role in the academic achievements of the child but other children who attend the school have great impacts on child’s education.
- Christopher Jenks (1972) says that, quality in education only on future impacts of graduate income while not effective element is the family background of the student.
- Besides above factors Rebbeca (1998) says that reading, maths, small school size, less number of students, computer and upgrade technology have great role on the early classes performances.
- Brookover (1979) for successful school they give most time to instructional programs, the students and teachers should fully involved and encouraged to do so.
- In the fifteen thousand hours study Rutter (1979) spent more than 4 years and recognized the procedure of successful school as; broad educational importance and elevated hope for school accomplishment, employees agreement on the objectives and morals of the schools; advanced share of the school week dedicated to school responsibilities, the organization of ethics and course of action for the pupil’s attidue, class supervision, regular motivation and admiration, handing over duties and to students, a spotless relaxed functioning atmosphere and showing concern for individual student’s welfare.

- The result indicates that factors appeared to be linked to efficiency and these converged approximately the five factors form of school success.
- The process of effective schools summarized by Levine and Lezotte which Teddlie and Reynolds (2000) in 9 areas which are following;
 - 1 successful control 2 efficient instruction 3 concentrating on education 4 optimistic school society 5 elevated prospect for every one 6 students human rights and duties 7 supervision development at every levels 8 teachers' improvements 9 parents participation.
- A series of researches carried on the efficiency of school in which every of the researchers are of the view that students are influenced mostly classroom environment as compared to the whole environment of the school (Scheerens, 1992; Spinks & Caldwell, 1993; Creemers, 1994; Reynolds & Muijs, 2000; Harris, 2001).
- Scheerens (1992) finished that students' achievement of one school vary from other mostly due to their different classroom environment and not due to their school environment.
- Another research conducted by Creemers (1994) on school effectiveness wherein he is of the view that students' academic achievement is influenced mostly by the methods adopted and activities held within the classroom rather than the whole school.
- Teddlie, (1989) conducted research on school effectiveness and analyzed data of eight pairs of school from the LSES-III. He found that schools which were effective in achievement as compared to those which were ineffective, were mostly due to effective teaching of teachers. For example they used to involve their students in class activities, giving proper time for demonstrating new things, keeping high expectations from their students etc were the major factors of their effectiveness.

- Brookover et al. (1979), conducted research on the school environment and its physical structure in order to find out how far these influence academic achievements of students.
- Sun and Jong (2001) made a comparison Chinese and Belgian schools regarding their secondary schools, their effectiveness and teacher development from national to the schools level. Both the researchers concluded from their study that different school system reflect different values, cultures and societies so we cannot say that the one system is better from the other as both belong to their own different social background(p.420). Still they argued that one nation must study from other with respect to their educational systems. As there are some points which are effective in Belgian school system like school-parental link, teachers addressing the surname of pupils and the textbook-rental scheme and China should also take advantage of this system.
- Schaffer et al. (2002) also observed four schools in Taipei, Taiwan with respect to socio-economic position and school success. Out of the four schools one was more successful the second was a typical effective the third was less effective and the fourth one was more effective. From his examination, he found a very little difference in performance of these schools with respect to curriculum delivery, classroom environment, teachers' behaviour, relationship among staff members, Principal's role and organizational and structural situation of the school.
- The preparation and execution of learning policies based on the social demands should be in terms of educational outcomes of school. The discussion about schools and students is still continued (Townsend et al, 1999). The above discussion makes it important that many a changes has been occurred during the past years. In private sector, there is always a competition among the schools in order to satisfy their

students and ensure their bright future and ultimately enhance their students' strength by providing quality education. In this situation of school competition, the concerned authorities try to use the scale of measuring the quality of educational system of various institutions in terms of their effectiveness. So institutions with effective results are getting rewards in such type of educational system. This leads to competition among schools and it makes the system more and more selective for the clients. This research has already been published in league tables.

- The above discussion is all about school effectiveness as Harvey Goldstein (2001) suggested. So the whole process of education system should provide data for further research and the stakeholders of the society should take part in this process (Fink and Stoll, 1996; Whitty and Mortimore, 1997) in order to resolve the issues of educational system of that society. Here again comes the importance of school effectiveness. It would also be helpful for some authors to discuss the “attuned educational act” of definite groups (Coe and Fitz-Gibbon, 1998, p.433).
- On the foundation of educational result, it is significant to consider that one type of objectives should not be set for different students. Things should be measured according to their value rather than their availability and convenience which may influence validity of the measured educational achievements. Those researchers who conduct study on the school effectiveness having the specialty in figures have warned us about the intimidation of such kind of approaches to be adopted in this investigated effort (Goldstein et al, 1993; Goldstein, 1997).
- From the above discussion, it is clear that the school is responsible and accountable for effectiveness and ineffectiveness in terms of academic achievements of students.
- It is necessary to know that the school environment and teachers directly influence the academic achievements of those institutions but it should be known in such a way that

both are not responsible for academic achievements for things which are not in their control.

HISTORY OF SCHOOL EFFECTIVENESS RESEARCH

(Reynolds, et al, 2002) Quoted that **since the colman statement, SER** has practiced three generations of development, and has risen from virtual total unknown to that time main position in the educational lectures. (Tedlie & Reynold's 2000). According to Reynolds et al, when the Colman report was released in 1960, the first generation of school effectiveness research started at that time.

This was estimated as the chief power for the progress of SER as in this statement Coleman et al. (1966) there was a conclusion that there had less or no effect on student's success. It belonged to the changing good or bad effects of family background.

During this period of time the main studies (1979) Edmonds, Brook over et al. (1979) also included. Edmonds (1979) study was about schools serving poor, mostly less in quantity and living within the urban kids in Detroit, Michigan. **His study confirmed that by directions successful schools for deprived kids have been functioned well.** There observation of his own research of the information from the (1966) Equal Educational Opportunity Survey, and a text evaluation, he identifies dissimilar conduct of successful schools as.

- (1) Well-built instructive management.
- (2) Environment of educational prospect.
- (3) An arranged, calm and favorable environment.
- (4) An importance on gaining of fundamental expertise.
- (5) Regular supervision of student improvement.

Major points add to the previous American “5-factor form”

Brook over et al.(1979) not only supervise questionnaires to a huge samples of heads, pupils and teachers and pupils of fourth class and five in Michigan, but also set case studies in four stumpy countryside schools.

Their research created frequently quoted catalog of methods of successful schools which were; a lot of the time was used up for giving instructions; during instructional programs noticed little differences among pupils; Students observed the elevated prospect intended for them. They sensed that they had power on their learning effort; and thought that teachers cared for their educational objectives and improved students were encouraged and rewarded, and principals were taking part in teaching.

Ratter et al. (1979) used up extra than 4years study 12 city schools in London, in the Fifteen Thousand Hour Study. Where they observed classes, writing and then keep a record of written statements activities.

They castrate on these points, if the teacher was attending to the area under discussion or students, attitude, or communal activities or to organization matters.

They kept a written statement of teachers’ communication with one student or the class, the rates of on-task educational participation, and the example of off-task attitude.

Their research gave proof that efficient schools have being, concluded higher success levels and fewer attitude issues.

They also know the ways of successful schools for example;

A school huge educational pressure and elevated prospect for school achievement; teachers’ harmony on the goals and standards of school; the majority of the occasion dedicated or gave

to educational works; make principals and guide lines for student behavior; classroom management; time to time giving responsibilities and duties to the students; the students environment should be spotless; relaxed and enjoyable; and viewing concern for the students welfare. The outcome of the initial school success studies hints that amount of elements seemed to be connected to success, and this effect stimulated less or more about the “Five factors models of school effectiveness.”

A SECOND GENERATION OF EFFECTIVENESS

Researches need opening in the middle of 1980 (Reynolds et al: 2002). A number of “old studies” (Reynolds and Teddlie, 2000) ROSE at this phase, such as the Mortimer’s research in London (Mortimer et al, 1988) and the Louisiana School Effectiveness research(LSES) (Teddlie & Stringfield, 1993). In the Mortimer research 2000 children were chosen without any choice from London primary schools in 4 years durations. This research add to SER in three ways.

1. Mortimer et al; known useful school techniques, together with determined headship, taking part by the assistant head, taking part by the teachers, steadiness with teachers, structure sessions, intelligently taking teaching as a challenge, environment based on work, a partial concentration inside meeting, utmost exchanges b/w teachers and students, first-class documentation care, taking part by the parents and a positive atmosphere.

Although their study mentioned both educational and communal areas yet it was the opening school efficiency research in the United Kingdom focused on classroom technique.

Even though the effect of study on this phase was yet a lengthy list of techniques of school success, Reynolds et al, (2000) finished that improvement in research methodology takes place in this point of time. There were the instances:

A lot of study projects made use of extra tricky skill for data remarks (E.g. hierarchical linear modeling, HLM); data gathering and inspection take part together in school and the classroom level; and classroom inspection was used as a method for data compilation.

In addition development in research methodology according to situation perceptive research of schools efficiency took place. For instance, (LSES) (Teddlie and string field, 1993) focus on the SES students institutions and documented diverse school success techniques for successful middle-and low-SES schools in the subsequent six areas.

Advancement of learning prospect; effective middle-and low-SES schools promoted both high and future educational expectations.

The style of principals' leadership

Heads of flourishing middle-SES schools have to had high-quality managerial skills and stressed upon teachers self running of training. In successful low-SES schools, principals observe classrooms and give an instruction which was a proof of his/her leadership.

The use of outside incentive organization; useful middle-SES schools did not give important to noticeable outside incentives for learning accomplishment as successful low-SES schools force on incentive for very thriving students.

Pressure on the school course outline

Successful middle-SES schools are giving a wide view of syllabus besides essential skills whereas useful low-SES schools in the start focused on fundamental skills

Parental environment;

Effective middle-SES schools encouraged taking part by parents

While effective low-SES schools principals and staff wanted to protect the school from negative effects

Skill level of teachers;

Heads in efficient middle-SES schools favor supplementary skilled teachers whilst successful low-SES schools had fewer skills (Teddlie, Stringfield, and Reynolds, 2000, PP.168-169). From the 1990s to reviews provide in essential descriptions of the main elements of effectiveness and developed countries.

Each review mentioned numerous of researches of useful schools methods.

The earliest analysis was that of Sammons, Hillman and Mortimer (1995) arranged with the help of British schools inspectorate office for typical in schooling and institute of education, and the second evaluation was that of Levine and Lezotte (1990) arranged with the help of the national centre for effective schools.

Both Western and Eastern communities appear to stress the significance of the liability to know, evaluate, and check teacher efficiency. The deficiency of evils model assumes that teachers are fundamentally efficient if there is a lack of evils, dilemma, flaws, weaknesses, and misbehaviors at the time of their duties. So, if a teacher can fulfill the least necessities and exhibit no clear evils and uselessness in every day job and lessons, one can guess that he or she is operational efficiently and functioning successfully.

The permanent education model

The constant education model assumes that ecological changes are unavoidable and, consequently, a teacher is efficient if he or she can get used to and get better his or her setting. This model envisions teacher usefulness as a lively notion linking constant development and progress. It is like to the existing stress on constant workers progress as a main step for school success. (Cheng and Tsui, 1999, pp. 142-144) concerning the growth of TER, various perspectives live on how numerous phases it has passed. For instance, Kyriakides, Campbell, and Christofidou (2002) recognized three overlapping phases: presage-product studies, process-product studies, and further than classroom performance studies. Campbell, Kyriakides, Muijs, and Robinson (2003, 2004) grouped the studies on TER into four overlapping phases: presage-product studies, teaching approach studies, process-product studies, and teacher knowledge and viewpoint studies. Even though these researchers did not describe the precise phase of moment for all phase, we can build some inferences from the references they cited.

The Presage-Product Studies earlier than 1950s

These initial researches dealt with the psychosomatic appearances of a high-quality teacher such as character traits, performance, knowledge, and aptitude/accomplishment. Though these researchers shaped a number of common accord on uniqueness measured good-looking in teachers, there was no symbols of the relatives linking these mental individuality and student function (e.g., Borich, 1992; Rosenshine & Furst, 1973).

The Process-Product Model from the 1950s to the Late 1980s

a few of the researches in this point of time centered on experimental study trying to find out the outcome of teaching methods upon pupil attainment, except no sure outcome were achieved as of them. The 1950s and 1960s too observed many researches on classroom environment and teaching capabilities that carry to stress on evaluation of teacher attitude by

methodical study and by 1970 to an unexpected raise of classroom inspection methods. For teaching attitude, Brophy and Good (1986) considered the subsequent points as valuable teaching techniques: (1) School study moment, (2) possibility to study, (3) students are hoped to learn and give special importance to school/college learning, (4) arranging of the material, using advance organizers, according to the level of importance giving order to the objectives and subject matter, and simplicity of showing, (5) the asking attitude of teachers (e.g., the exercise of higher-order questions, the clearness of the questions and the pause), (6) teachers' response to the answer (e.g., correcting answers and responding instant opinion), and (7) class work study, clear and correct suggestion. From the early 1970s during the middle-1980s, the TER vicinity was extremely lively. Huge number of researches came out relating to the way of first-class teaching. These ways contained both the extent of school/college activities and the value of planned teaching. In the view of Rosenshine and Stevens (1986), high-quality teaching strategy comprise: providing outline to the education practice; going on in little steps except at a large pace; providing comprehensive directions and explication; possessing a elevated rate of questions and contribution lively performance; giving opinion and corrections, mainly in early periods of education fresh resources; demanding for a achievement speed of 80% or upper in early education; separating seatwork assignments into minor parts or devising fresh means to give frequent examination and giving for long-lasting student performance so as to have a achievement time of 90-100 %, and they happen to be more sure and safe. A current analysis of successful schooling by Reynolds and Teddlie (2000) finished that efficient schooling contained: (1) suitable utilization of time; (2) class management, such as making lessons in advance, precision both in clearing up the function of the lecture and in the real ground and substance, and the organization of the lecture; (3) the utilization of positive education, for example asking question procedure, keeping a work direction in the class, and a affectionate and tolerant learning environment; and (4) practicing

to the special distinctiveness of the students (pp. 146-147). Ever since the late 1970s, there has been great number of studies on the association amid school environment and educational environment (e.g., Edmonds, 1979; Fashola & Slavin, 1998; Teddlie & Stringfield, 1993). As Garrison (2004) said, researchers have tried to recognize and determine a series of variables linked by ecological and managerial factors that were thought to affect learners' success. Various forms have been used to evaluate school and classroom environment. For instance, checklists have been utilized to monitor the effectiveness of schools and classrooms, whereas questionnaires, surveys, and catalog of items have been working to get students', teachers', and parental' view point of the school and classroom environment (e.g., Fraser, 1994; Houtveen, Vermeulen, & Van de Grift, 1993). TER as the Early 1990s: Beyond Classroom Behaviors Studies. A current tendency on TER is the move from teacher attitude to teacher area under discussion information and facts of teaching strategies, and their viewpoint and capabilities (Askew et al., 1997; Campbell et al, 2004; Kyriakides, Campbell, and Christofidou, 2003), since these deeper structures are extra imperative to teaching excellence than instantly visible attitude (Campbell et al, p.49).

Knowledge of the Subject

There is miscellaneous result on how teacher subject matter information have an impact on teacher efficiency and pupil success. A number of researches (e.g., Aubrey, 1993; Fennema & Loeff-Franke, 1992) recommended that teacher subject matter facts was connected to teacher attitude in the classroom and pupil success, and that need of bottomless subject matter knowledge delay successful education. Additional researchers (e.g., Borich, 1992; Darling-Hammond, 2000) did not point to powerful association between teacher's earlier success, and classroom performance and pupils' success. Monk's (1994) research established a optimistic but inter-relationship involving teacher subject matter knowledge and pupils' success. This was considered by some intellectuals (e.g., Campbell et al, 2004) as a probable clarification

for the sundry conclusion of the outcome of teacher topic knowledge on teacher success and pupils' success: A negligible stage of knowledge is essential for teachers to be successful, but further than a sure point a harmful effect might happen.

Knowledge related to the teaching strategies

A teacher's familiarity concerning lessons methodologies is also significant for successful lessons. It is yet additional significant than topic knowledge in itself as revealed by a number of researches (e.g., Askew et al, 1997; Medwell et al, 1998).

Teachers' beliefs

At present animated subject is the result of teacher viewpoint on their teaching practices. Askew et al. (1997) carried a qualitatively research. They utilized teacher interviews to see at how teachers' attitude, knowledge and behavior affect teacher efficiency. They acknowledged three types of teachers: discovery-oriented teachers (who stress students' establishment of their own problem-solving strategies), transmission-oriented teachers (who consider the significance of introducing pupils to typical actions and routines by shortest teaching with slight contact), and connectionist teachers (who are present amid discovery-oriented and transmission-oriented teachers, and have a faith that teaching is an interactive conversation involving teachers and pupils). Askew et al. establish that connectionist teachers are extra successful from the other two groups of teachers. Fascinatingly, teacher viewpoint have been considered by a number of scholars e.g., Askew et al (1997) conducted an interpretive research in order to find teacher influence are effectiveness, they took the tool of interviews to mirror the influence of ideas, knowledge and behavior of a teacher in his are her effectiveness. They observed three types of teacher:

1. Teacher who focused on creativity of students (discovery-oriented teachers)

2. Teacher who believe in paper and pencil method.
3. Teachers who focus an interaction between teacher and students (connectionists).

Askew et al drew companies that connectionists are more influential than the other two types, some scholars like philippic and christou 1999 considered teachers ideas as a source of outstanding performance of fast Asian students. The beliefs consist of many explanatory frames like teacher belief in his ability to compute a task (self-efficacy) (compbell et al, 2004, P53).

Cynakides et al (2002) promised the impact of teachers' self-belief and teaching and learning into three aspects (P.299).

- Firs encouraging connection of pupils examination scores with teacher self-assurance (schank 1991).
- Second lancing. Low expectations of students with low teacher self-confidence.
- Finally relation of students self-confidence and motivation with teacher self-confidence. (philippou, christou 1999).

A continuous study of school and teacher effectiveness research enables us to see a common image of the developmental past of the two fields. They are disconnected in that in the past in class room procedure and school levels. (teddlie 1994).

Teddlie explained two reasons for the difference.

1. They are different in these backgrounds.

SER	TER
A. SER have background in educational administration and sociology.	A.TER have background in Educational

	psychology.
B. Research in SER have molar behaviour which very across schools.	B. Reassert of TER were interested in molecules behavior.

2. There designs or ways of conducting research were different.

C.SER focused an daily use and historical record based research or existing data.	C.They focused an experimental and survey studies.
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3. They use different instruments (tools)

D. SER used attitudinal measures their agenda were different in promoting education.	D.TER used observer recordable action and reactions.
SER emphasized on promotion of school.	TER focused on teacher, development (Taddlie Reyndds 2000)

Despite of the above contradiction the combination of these two fiends in joints research is very important because changes in class and school level in a true education is a must (Teaddlie 1994 a). Many research from 1980 were conducted to show school effectiveness. They explored that class room level is more effective in student performance than school level, (cadwell and spinks) 1993, creemers 1994, Harms 2001). Scheerens (1992) conducted a very important research on students performance is due to class room difference somewhat than school venation. Creemers (1994) affirmed that pupils' achievement were extra reliant

upon class rooms activities than activities carried out at school stage. Cadwell and spinks were too of the same view that the primary source of student progress is teacher-student interaction while school or organization provide the necessary condition or environment for that teacher student interaction. In contribution of SER Harris (2001) stated that teachers were significant powerful factors of pupils' learning and communal achievements. A lot of researches (Munro, 1999) String field et al, Teddlie et al 1989) explicated the influence of class room due to in general efficiency of the school. The Springfield at al study (1985) explored in contrast of couple of schools which were contorted as influential and influential during 1984-1985) in LSES-III). Classroom observations confirmed mat influential school (Adam elementary) better teaching than ineffective school (fill more elementary). The effective school Adam elementary were having some qualities: High expectation level of student progress.

- Focus of present cumcula.
- Strick evaluating rules for teachers.

The teddlie et al collected information from eight pairs of schools from LSES-III model. Consequences declared that teachers in successful schools scoured more ineffective schools, in the process of task giving time spending and presentations. Teacher behaviour deviation report were found smaller in effective schools than in effective.

The author states that the analysis of the classroom observations and interviews reveal five major differences between schools:

1. The level of leadership sharing between school and teacher management.
2. The extent of coordination among teachers
3. The hierarchical verses shared approach to teaching enhancement.

4. The difference between teaching standards among the school faculty(interschool variations in teaching effectiveness performance)

5. The level of guidance given to the teaching staff (PP.231-233)

Munro (1999) thinks teaching success and school efficiency intimately linked. Teaching efficiency depends on school effectiveness (and vice versa) and teachers' method of teaching is affected by his knowledge and it further enhances the effectiveness teaching process and school effectiveness. The study further analyzed that teacher effectiveness depends on school effectiveness. In effective schools there are fewer differences in teacher's effectiveness while in in-effective schools there are large differences in teacher's effectiveness. Therefore according to the author the effectiveness of the teacher and school must be studied combine. However some studies have been conducted in which both factors are analyzed which should provide a base for future schedule of SER (Teddle & Reynolds, 2000).

PROBLEMS IN SCHOOL EFFECTIVENESS RESEARCH

Methodological development is closely related with the development of SER. The report published in 1966(Coleman et al 1966) was about the school effective research. From the conclusion of the report the major point was that the school has very less impact on the achievements and gains of the students as compared to their family inputs but it was wholly based on statistical calculations/data. In the beginning the education community was shocked by this report but later on the findings of the Coleman's report underestimated the school effects because of the discrepancies in the original and the calculated statistical data (i.e. the hierarchical arrangement of the facts was overlooked).

In the end of 1970's because of multilevel models to analyze data, the methodological progress in SER was observed. (e.g. Raudenbush & Bryke 1986; Goldstein 1987; Lee & Bryke 1989).

In studies of school effects, a new methodology introduced which include the application of multi level development model inside the structural equation modeling structure, while comparison of the new model with the multi level regression growth models. It is clear that the new model can adjust various defective structures in the extent, addition of hidden variable, and direct and indirect effects between variables. This model is very helpful for knowing the result of school on pupils' education. (Palardy, 2003). With the quantitative method use of case studies considered suitable methodology for contacting effective school research. (Jansen, 1998). Fundamentally two kinds of case studies are utilized in SER, i.e supportive case studies and easy case studies (Ralph & Fennessay, 1983). A number of of these case studies give foundation for creation checklists, whereas others simply explain detail description of high-quality schools (Jansen, 1995). For instance, the Brookover et al. (1979) The objectives of the research was identification of social environment and structural characteristics of school to inquire the extent of dissimilarities in educational result. In this research, the investigator makes better his arithmetic investigation of 68 basic schools with case studies of four low-SES schools. The outcome confirms that student's achievements greatly depend on school climate or environment. The case study technique used in 1980's is important because it provided in depth detail about classroom and school time. That was not obvious in high scale quantitative study (jansen, 1995). Varied techniques have been too utilized in SER from 1990s. The Louisiana school usefulness research (LESE) (Teddle & Stringfield, 1993) gives a fine example of sundry model case study using various successful schools for instance, 26 sources for the third and fourth steps of SES, in that there are 12

quantitative and qualitative sources. From this instance the significance of purpose of varied model case studies in effective schools research is proved.

SCHOOL EFFECTIVENESS RESEARCH DEVELOPING COUNTRIES

Jansen (1995) finished that SER result in developed countries were used for study in under develop countries in three major ways: (1) global financial support agencies, similar to World Bank and their study or counseling panel. (2) International research associations, as International Association for Evaluation and Education Achievement (IEA); and (3) Individual Researchers, as Graduate Western Students conducting PhD study in developmental countries (p;190). Among these researches the World Bank research was the most significant in educational structure of the developing countries. The reviews specified under are founded on Jensen's distribution of SER into three generations in the developing countries. The first generation in the developing countries live from the initial to the late 1970's. A previous review carried by Simmons and Alexander (1978) was basically about the nine experiential researches in the developing country and its main purpose was to recognize the factors that made the students bold' educational accomplishment with the learning production as a main tool of investigation. The authors summed up that school had very little impact on the students' success at the junior level of studies.

Author stated that:

Factors that have usually been considered as necessary for improved schooling –elevated value teachers-do not appear to add to success at minor stage score levels still in the third world countries in place the maximum achievement arise just as the pupil is detached from his house atmosphere to the school atmosphere (P.355)

The review conducted by Schifelbin and Simmon(1981) included 26 SER students by means of multivariate investigation in the third world countries. These students were selected randomly from different parts of the world in which five students were from Africa, six from Asia and fifteen from Latin America.

According to Jansen (1995) the nut shell of the researches is

- 1: These researchers assisted the methodologies of the Colman research using the general assessment information, multivariate numerical techniques and concepts of the instructive production purpose.
- 2: It gave good results with the study conducted in the USA.
- 3: It was designed and founded by the USA and transferred to developing countries researchers and research institutions.

The next generation of SER in third world countries in progress in 1980's, comparatively this period showed great influence of schools on students achievements in the developing countries than industrial countries. The most important finding of this period was school factors (i-e text books, teaching quantities etc) explaining students achievements.

Heynmen & Loxley (1983) found that comparatively developing countries, variance in achievement was largely due to school quality but less of family background than industrial countries, they also accomplished that “the poorer the country have huge blow of school and teacher value on success (p,1180).

Mwamwenda & Mwamwenda (1987) select 51 primary schools as a sample randomly in Botswana to study the association between educational variables and success, they designed questionnaire for head teachers and students of 7 examination. Their finding showed that the

quality of schools produce best performance in 7th examination in Botswana as said by Heynmen in 1980, but contradicted with western suggestions (Mwamwenda & Mwamwenda 1987, p 235).

Lockheed et al (1986) utilized a model of eight class examinations in Thailand and identified important mechanisms “where by this involvement may be ready: by alternate for postsecondary teachers learning, and producing a additional complete set of courses” (p.390). This period showed the great effect of school facilities on student achievement as proved by Vulliamy’s (1987, pp. 219-220).

The third generation in 1980’s identified the statistical deficiencies of the previous study as Buchmann & Hannum (2001) highlighted that merely a small number of researchers have use multilevel models to study the school impact in third world countries. 4.49

It is interesting to note studies conducted throughout this stage establish better result of relatives setting than of school services on students’ achievements as measured by Lockheed & Loxley school stage differences contributed 32% whereas relatives contributed 68% of the explained discrepancy, difference by means of the earlier study.

Baker & age group (1999) examined if the association among national riches and big school result. Their finding was that relatives’ factors were more imperative predictions of school achievements than school factors in the most countries despite of levels of riches.

So the authors finished that SES had influential effects yet in third world countries. This result is not reliable with that of Heymeman & Loxley (1983).

RESEARCH METHODOLOGY

The general purpose of the study is to investigate school effectiveness at secondary level in Khyber Pakhtunkhwa, so the nature of the research is descriptive.

3.1 POPULATION AND SAMPLING

The target population was all the 1759 government high schools (1229 male and 530 female schools) of 24 districts of Khyber Pakhtunkhwa, 21965 teachers (16223 male and 5742 females) and 1759 principals both 1229 male and 530 female (Govt. of Khyber Pakhtunkhwa, 2011). From the above population, 60 Govt. Girls high schools, ten each were selected to participate in the study from districts Peshawar, Huripur, Abbotabad, D.I.Khan , Mardan and Kohat(Annexure C,D,E,F,G,H). A cluster sampling technique (Gay, 1996) was used to select 60 schools, 600 female teachers, 60 principals and 60 experts from selected schools in the Khyber Pakhtunkhwa of Pakistan. Criteria sampling was used to choose Khyber Pakhtunkhwa as a background variable. The reasons were that the researcher was familiar with the educational context in Khyber Pakhtunkhwa and there were elements in the Khyber Pakhtunkhwa educational atmosphere that made it first-class to conduct school efficiency study there. Stratified purposive sampling was utilized to choose school districts.

3.2 DELIMITATION

Due to time and cultural constrain, the study was further delimited to govt. girl's high school of the above mentioned districts.

3.3 INSTRUMENTATION

Two achieve the objectives of the study, two questionnaires, one each for principals and teachers were planned by the researcher with the assistance of supervisor for use in measuring chosen variables. The number of items were 83 in each questionnaire. Items were related to instructional leadership role of Heads of government schools of KPK, clear school goals of government high schools ,safe and orderly school climate of government high

schools ,various purposes and expectations assigned to schools, regular supervision and evaluation of students development and about elevated prospect for students achievement.

PILOT STUDY

Two types of instruments were utilized at the same time obtain Quantitative data for this study. The instruments were developed and used in the framework of the Khyber Pakhtunkhwa. As such, their appropriateness was significant concern. So, the purposes of the pilot study of the instruments were to decide the appropriateness and excellence of the instruments. According to the need for the pilot study, distinctive case sampling method was used to choose government Girls High School Sheikh Abad Peshawar city. The school consists of 18 teachers, and one Principal. It was a typical urban school in Peshawar. Random sampling method was used to choose 10 teachers for the teacher's questionnaire. The pilot study was conducted on September 12, 2013. There was no criticism from the principal in conditions of the excellence of the questionnaires; yet, some criticism did come from the teachers .Three evils were found, two of that (Questions 12, 4,5and 21) were not appropriate. In brief, the pilot study was triumphant since its purposes were attained. First, the appropriateness and the excellence of the instruments were met the prearranged criteria. The instruments were found on the whole appropriate, and there were no huge problems in terms of stuff.

3.4 DATA COLLECTION

The Total Design Method (Dillman, 1978; Dillman, 2000) was used for the questionnaire and implementation process.

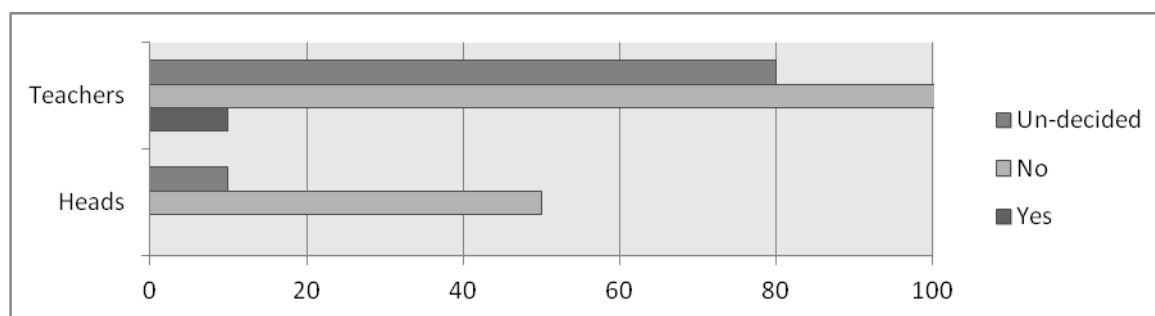
3.5 DATA ANALYSIS

Data collected on the aforementioned scales was collected, tabulated and analyzed and interpreted by using chi square on SPSS 16 version.

ANALYSIS AND INTERPRETATION OF DATA

Table No: 1 Articulation of a school vision is done

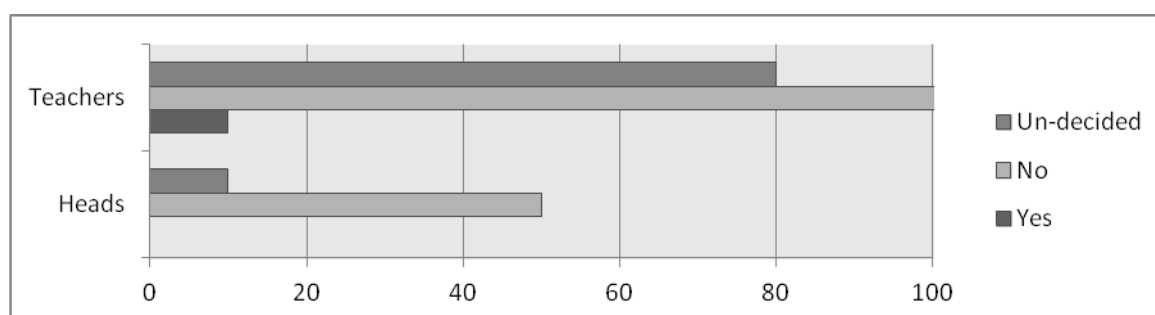
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	00	50	10	26.667	1	0.000*
Teachers	600	10	510	80	733.000	2	0.000*



According to the table the calculated value for heads is 26.667 and for teachers is 733.000 so P Value is less than the level of significance that is why that statement is accepted

Table No: 2 Articulation of a school mission is done`

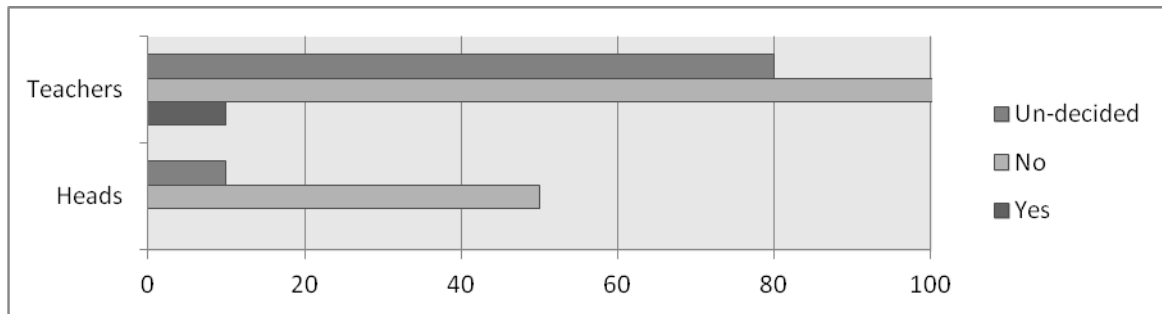
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	10	41	09	33.100	2	0.000*
Teachers	600	10	520	70	777.000	2	0.000*



From the data in the table it is clear that calculated value for heads is 33.100, and for teachers is 777.000; here too the P value is smaller than the level of significance and hence the statement is accepted

Table No: 3 Articulation of a school core values is done

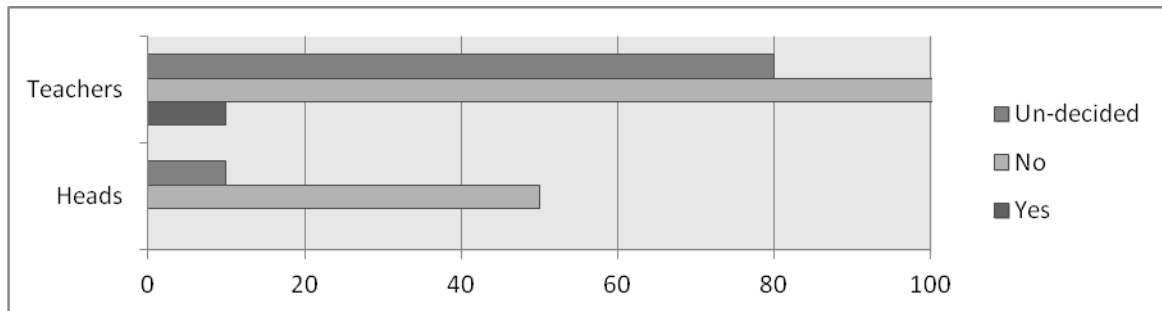
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	10	30	20	10.000	2	0.007*
Teachers	600	00	540	60	352.667	2	0.000*



According to the table the calculated value for heads is 10.000 and for teachers is 352.667. In both the cases the level of significance is greater than that of P- value and so the statement above is accepted

Table No: 4 Principals have high expectation for teachers

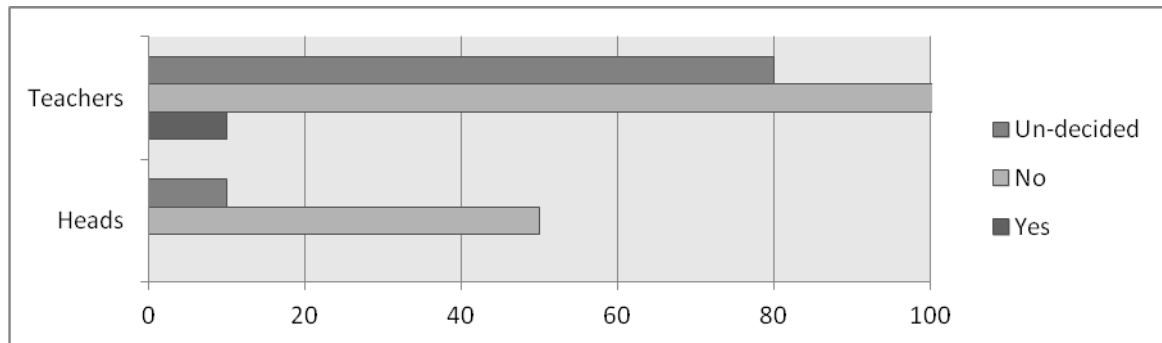
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	100	435	75	147.250	2	0.000*



According to the table the calculated value for heads is 26.667 and for teachers' is 147.250. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 5 Principals have high expectation for students

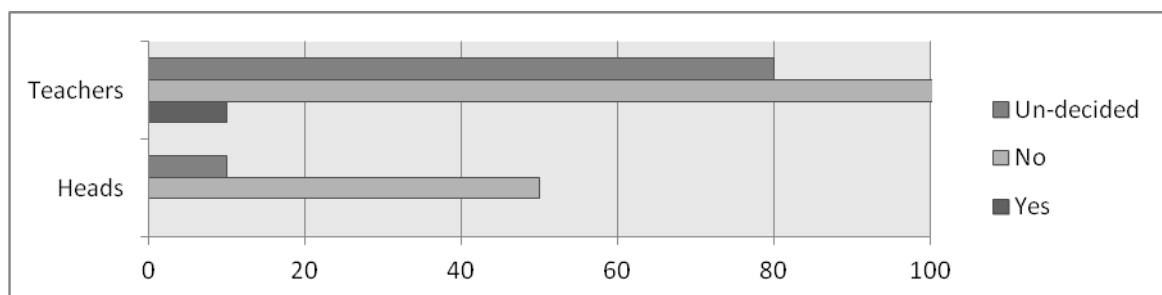
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	46	14	00	17.067	1	0.000*
Teachers	600	435	75	100	417.250	2	0.000*



The table shows that the calculated value for heads is 17.067 and for teachers' is 417.250. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 6 **Principals spend most of the time with teachers to improve instruction**

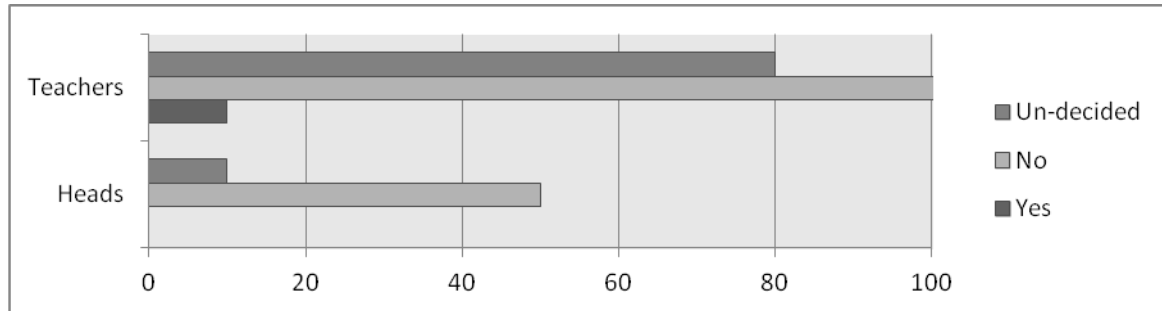
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	35	25	00	1.667	1	0.197*
Teachers	600	145	390	65	286.750	2	0.000*



According to the table the calculated value for heads is 1.667 and for teachers is 286.750. In both of the values P value is less than the level of significance and therefore the statement is accepted

Table No: 7 Principals are actively involved in diagnosing instructional problems

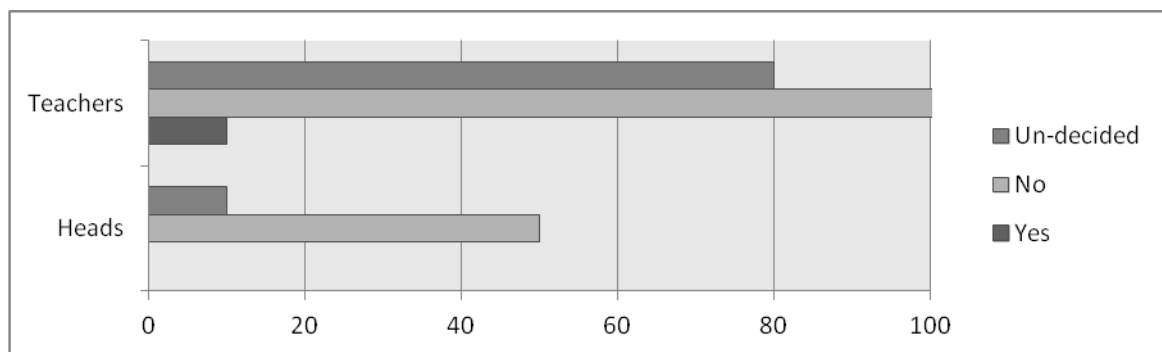
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	34	26	00	1.067	1	0.302*
Teachers	600	115	416	69	355.210	2	0.000*



The tabulation of the table shows that the calculated value for heads is 1.067 and for teachers is 355.210. After calculations in both of the cases the p Value is smaller than the level of significance that is why that statement is accepted

Table No: 8 Principals observe what is going in class

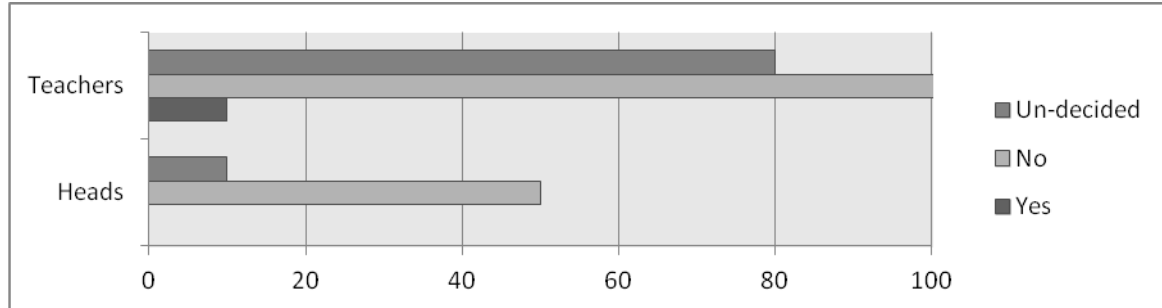
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	216	310	74	141.160	2	0.000*



According to the table the calculated value for heads is 26.667 and for teachers is 141.160 over here P Value is smaller than that of the level of significance so the above statement is accepted

Table No: 9 Principals observe the teacher performance regularly

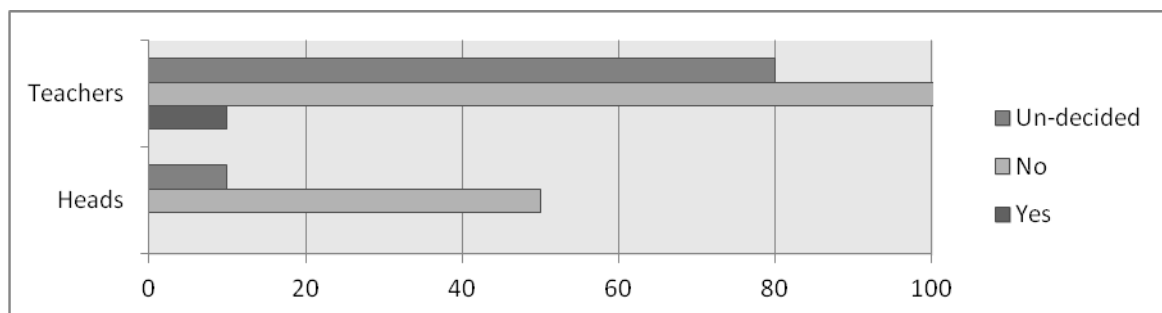
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	30	20	10	10.000	2	0.007*
Teachers	600	245	245	110	60.750	2	0.000*



The table shows that calculated value for heads is 10.000 and for the teachers' is 60.750, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 10 Principals observe the students performance regularly

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	52	08	00	32.267	1	0.000*
Teachers	600	370	181	49	260.310	2	0.000*

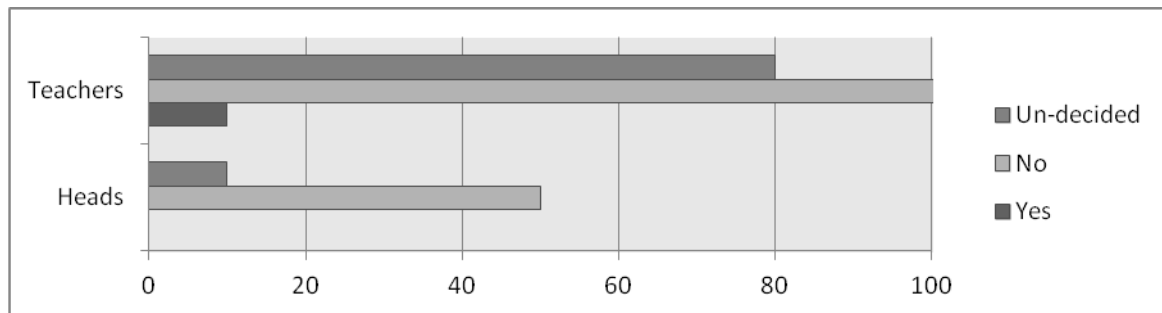


According to the table the calculated value for heads is 32.267 and for teachers' is 260.310. In both the cases P Value is less than that of the level of significance and therefore the statement above is accepted

Table No: 11 Principals provide necessary resources

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	58	02	00	52.267	1	0.000*

Teachers	600	342	229	29	251.230	2	0.000*
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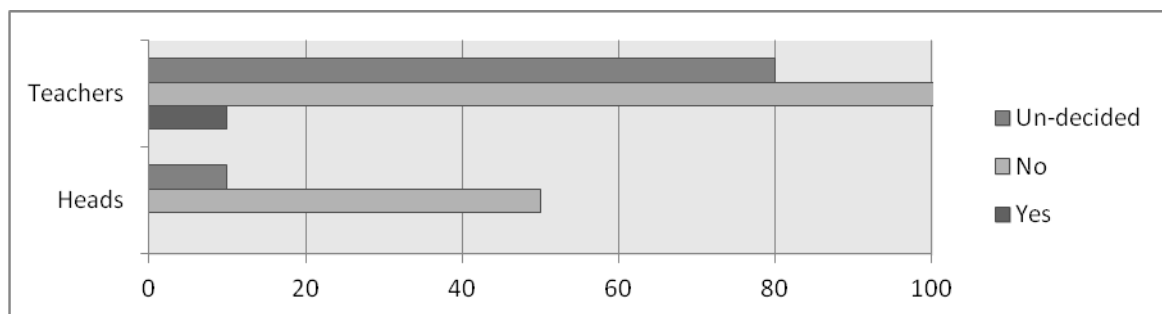


According to the table the calculated value for heads is 52.267 and for teachers' are 251.230.

Here P Value is less than the level of significance and the above statement is accepted

Table No: 12 Principals use his own knowledge and skills

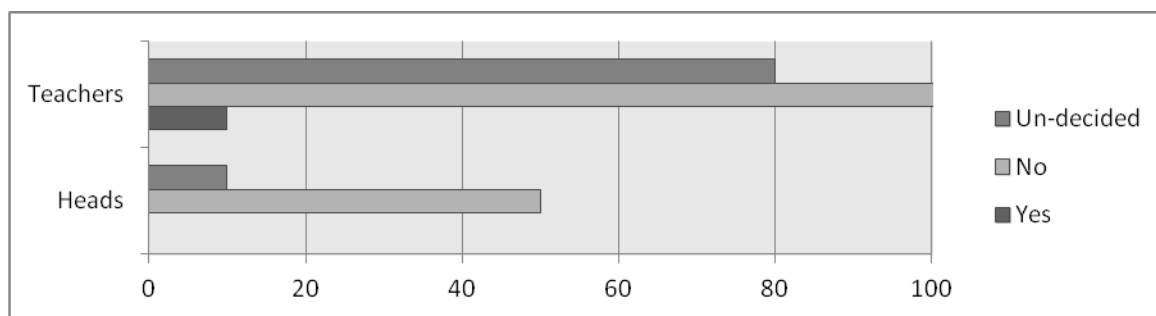
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	56	04	00	45.067	1	0.000*
Teachers	600	313	200	87	127.690	2	0.000*



The table shows that calculated vale for heads is 45.067and for the teachers' is 127.690, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 13 Principals monitor instructions regularly

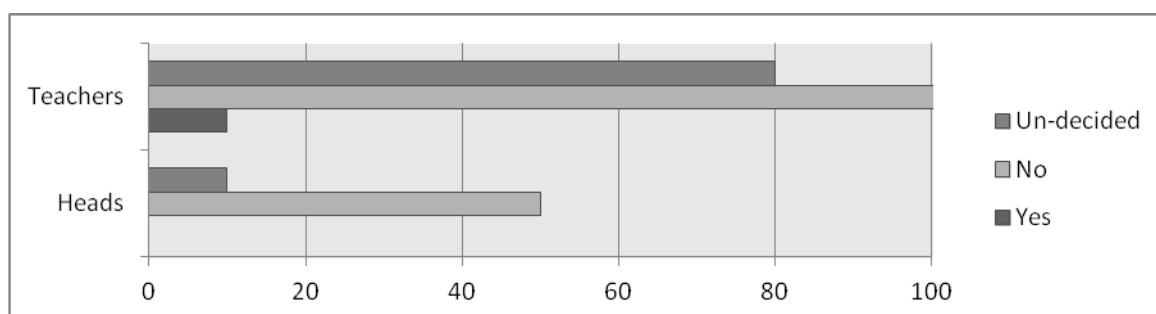
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	48	12	00	21.600	1	0.000*
Teachers	600	233	253	114	230.640	2	0.000*



The table shows that calculated value for heads is 21.600 for the teachers' is 230.640, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 14 Principal support teachers' professional development

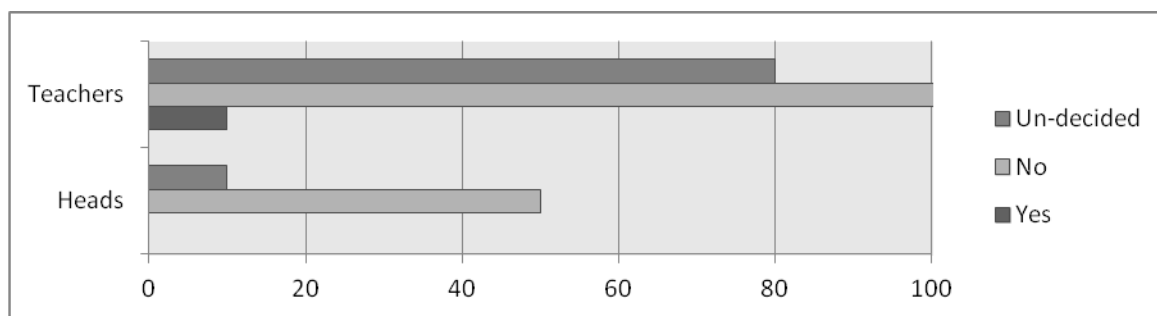
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	48	12	00	21.600	1	0.000*
Teachers	600	189	330	81	155.910	2	0.000*



The table shows that the calculated value for heads is 21.600 and for teachers' is 155.910. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 15 Principal helps to modify teachers' teaching method

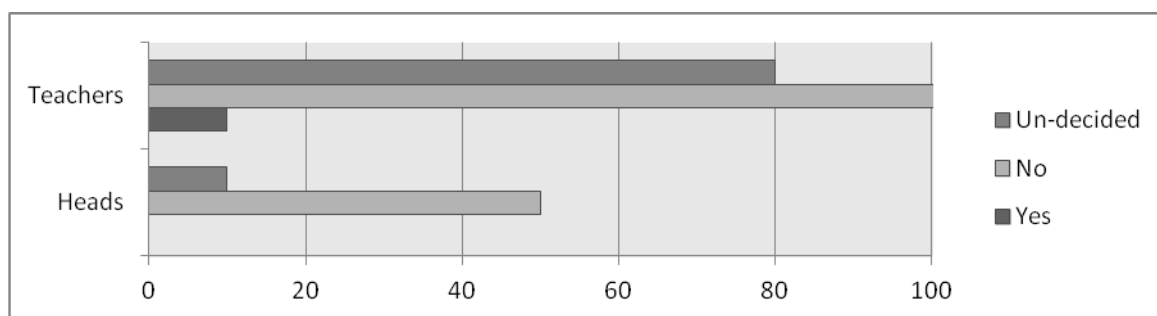
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	42	18	00	9.600	1	0.002*
Teachers	600	159	367	74	340.507	2	0.000*



The table shows that the calculated value for heads is 9.600 and for teachers' is 340.507. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 16 Principal models instructional practices

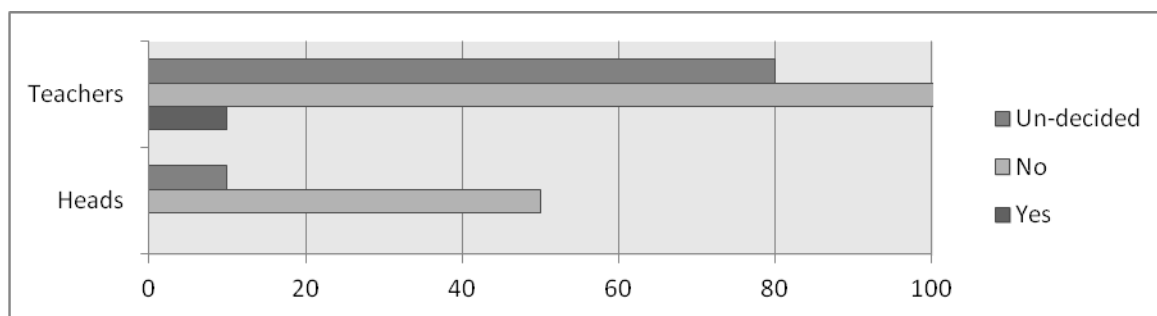
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	56	04	00	45.067	1	0.000*
Teachers	600	189	330	81	155.910	2	0.000*



The table shows that the calculated value for heads is 45.067 and for teachers' is 155.910. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 17 Principal himself teach a class

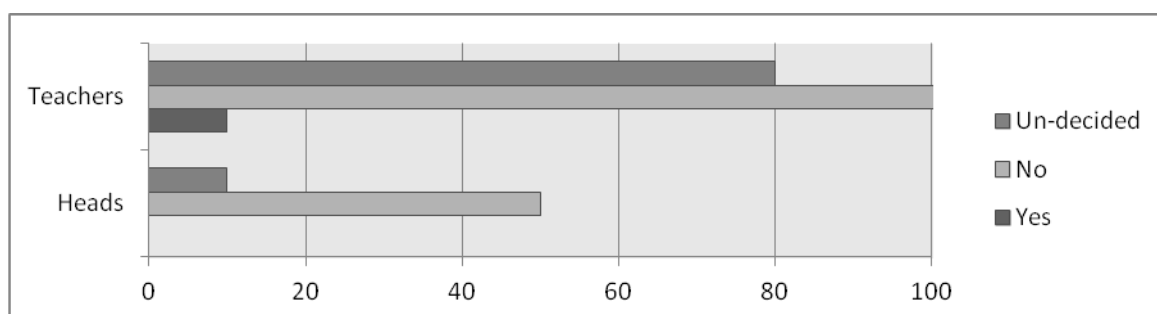
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	10	50	00	6.667	1	0.000*
Teachers	600	373	227	00	35.527	1	0.000*



The table shows that the calculated value for heads is 6.667 and for teachers' is 35.527. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 18 Principal formally work for professional development of teacher

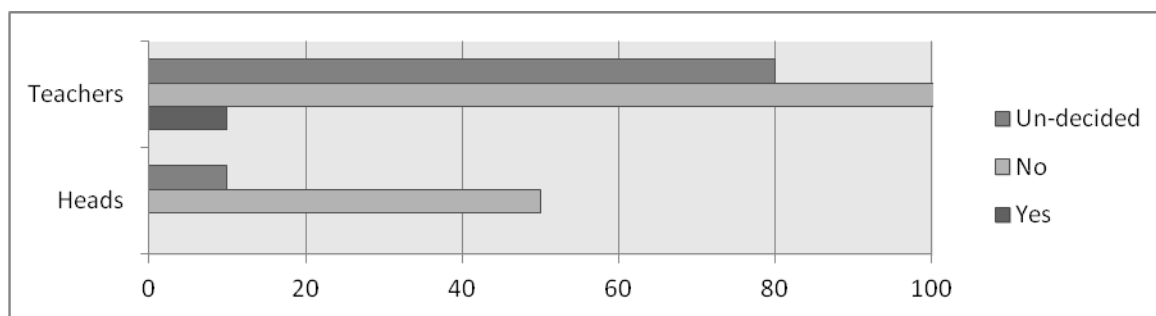
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	20	40	00	26.667	1	0.000*
Teachers	600	183	360	57	231.690	2	0.000*



The table shows that the calculated value for heads is 6.667 and for teachers' is 231.690. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 19 Principal reads books and articles for development

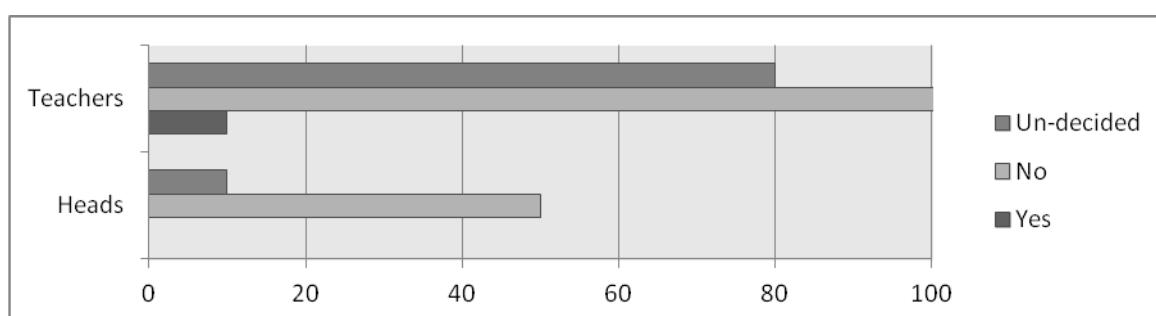
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	40	20	00	6.667	1	0.000*
Teachers	600	167	143	290	62.190	2	0.000*



The table shows that the calculated value for heads is 6.667 and for teachers' is 62.190. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 20 Principal assumes an assertive instructional role

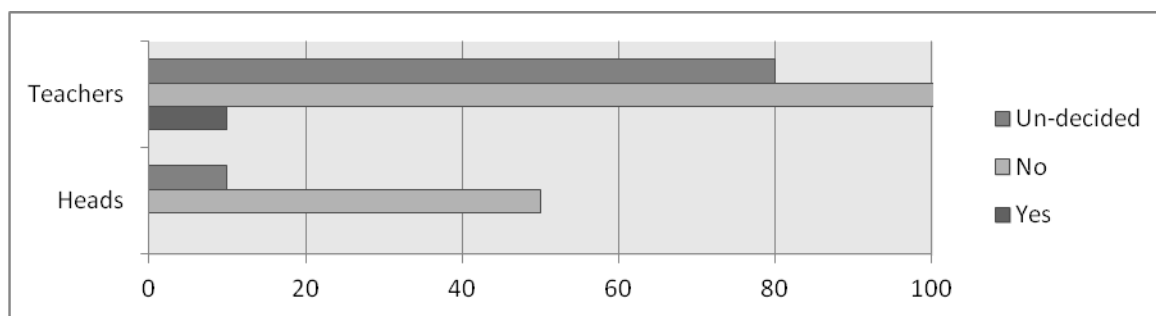
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	35	25	00	6.667	1	0.000*
Teachers	600	198	381	21	324.030	2	0.000*



The table shows that the calculated value for heads is 6.667 and for teachers' is 324.030. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 21 Principal provide a vision of excellence

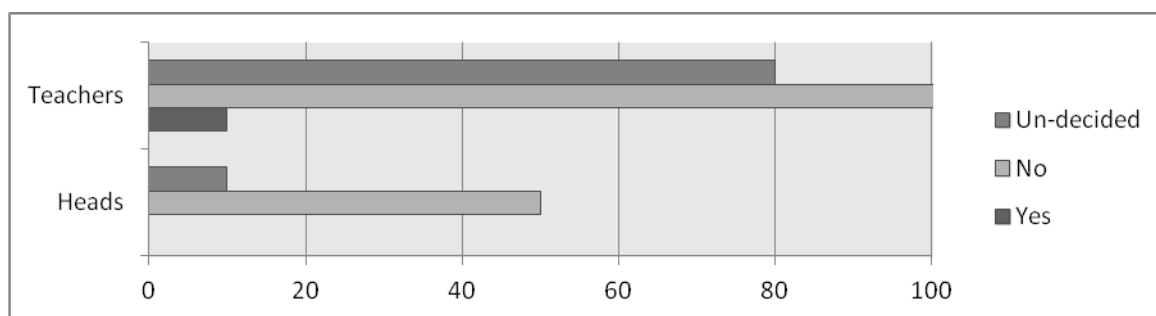
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	35	25	00	6.667	1	0.000*
Teachers	600	241	288	71	130.330	2	0.000*



The table shows that the calculated value for heads is 6.667 and for teachers' is 130.330. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 22 Principal monitor classrooms frequently

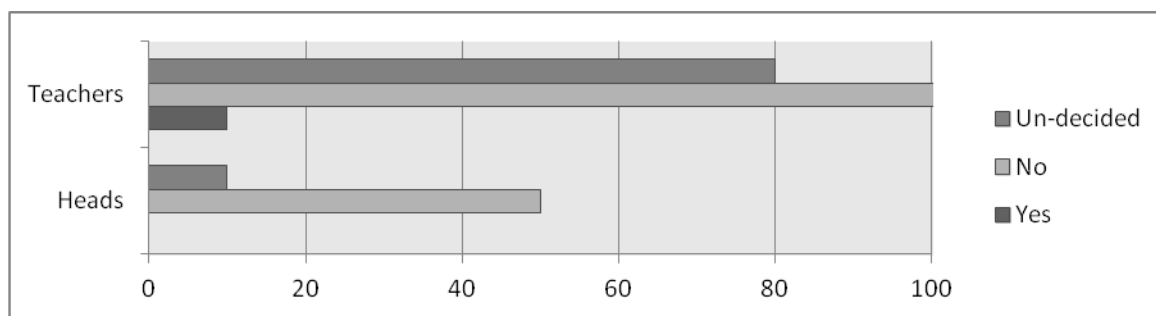
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	333	153	114	136.470	2	0.000*



The table shows that the calculated value for heads is 26.667 and for teachers' is 136.470. In both the cases P value is less than the level of significance and therefore the statement is accepted

Table No: 23 Principal monitors teachers performance systematically

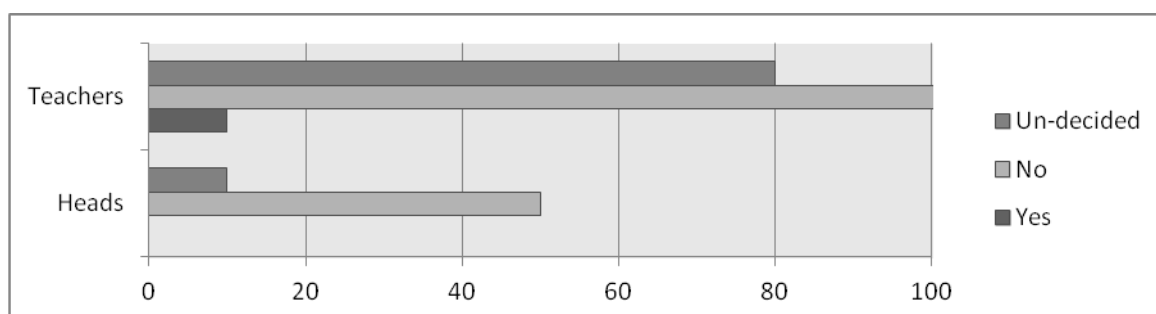
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	48	12	00	21.600	1	0.000*
Teachers	600	181	328	91	143.130	2	0.000*



The table shows that calculated vale for heads is 21.600 for the teachers' is 143.130, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 24 Principal monitors' students progress systematically

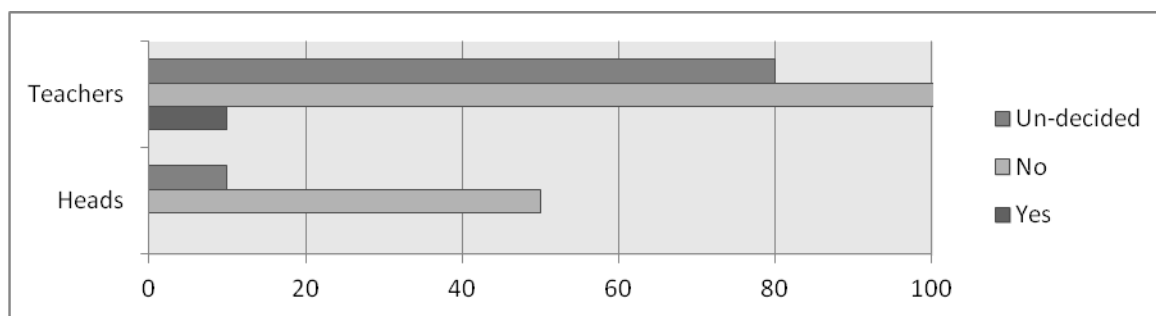
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	1.667	1	0.000*
Teachers	600	241	288	71	130.330	2	0.000*



The table shows that calculated vale for heads is 21.600 for the teachers' is 143.130, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 25 Principal provide personal attention to weak teachers

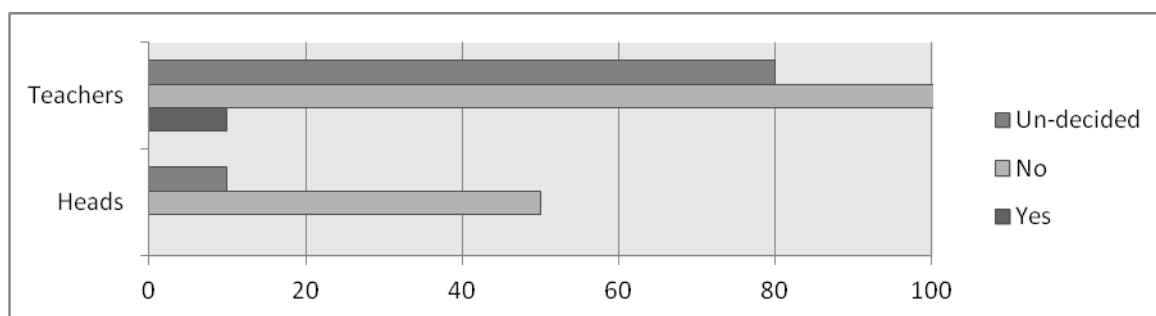
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	1.667	1	0.000*
Teachers	600	181	328	91	143.130	2	0.000*



The table shows that calculated vale for heads is 21.600 for the teachers' is 143.130, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 26 Principal provide personal attention to weak students

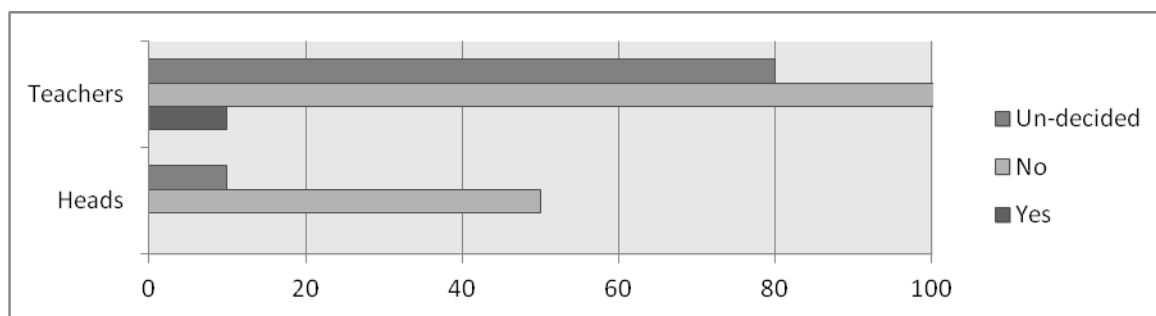
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	15	45	00	26.667	1	0.000*
Teachers	600	311	217	72	144.970	2	0.000*



The table shows that calculated vale for heads is 26.667for the teachers' is 144.970, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 27 Principal provide staff development for teacher to address their instructional problems

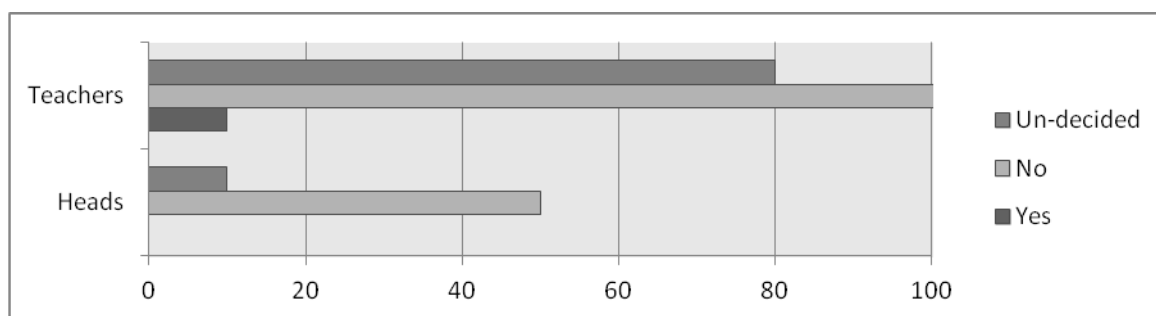
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	40	10	10	15.000	2	0.000*
Teachers	600	189	369	42	149.110	2	0.000*



The table shows that calculated value for heads is 15.000 for the teachers' is 143.130, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 28 Principal collaborates less planning and preparation

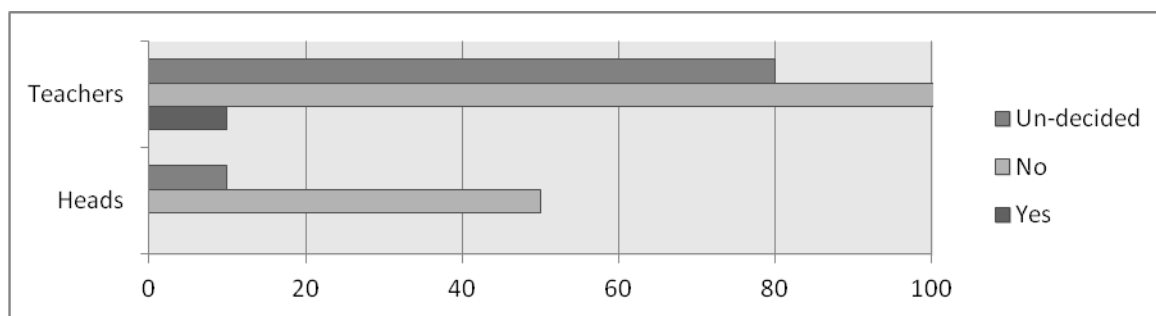
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	00	10	50	27.100	2	0.000*
Teachers	600	169	411	20	389.410	2	0.000*



The table shows that calculated value for heads is 21.600 for the teachers' is 149.110, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 29 Principal co-ordinates in daily lesson planning

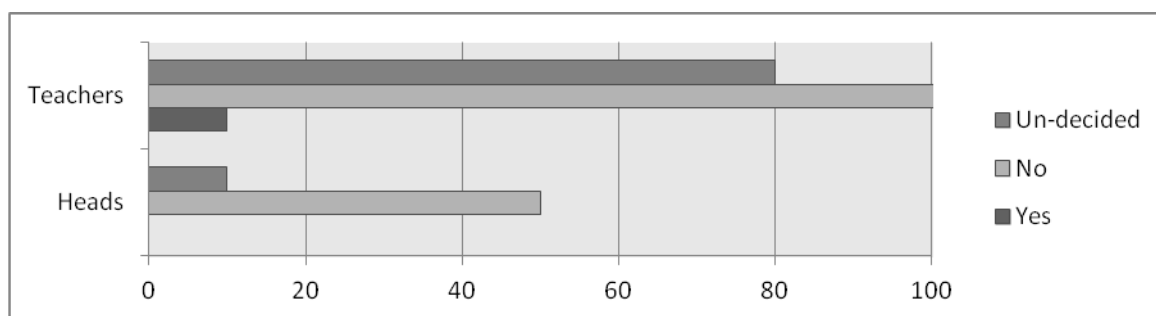
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	156	403	41	379.330	2	0.000*



The table shows that calculated value for heads is 26.667 for the teachers' is 379.330, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 30 Principal guided in preparation of daily lesson

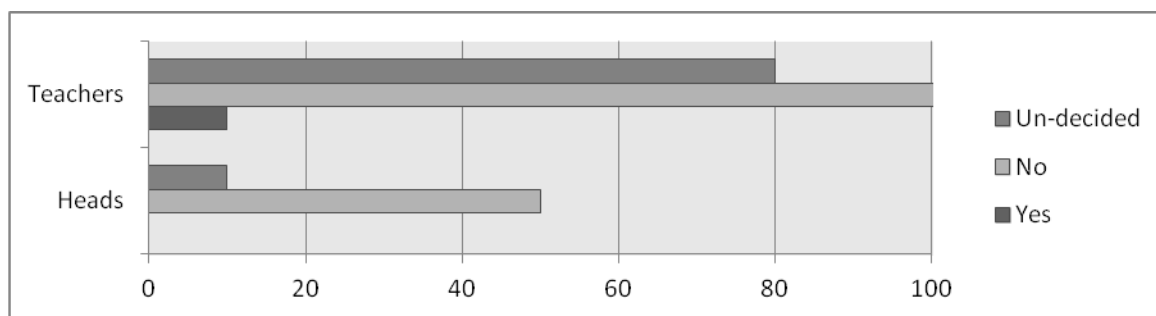
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	241	288	71	130.330	2	0.000*



The table shows that calculated value for heads is 26.667 for the teachers' is 130.330, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 31 Principal guided in preparation of weekly lesson

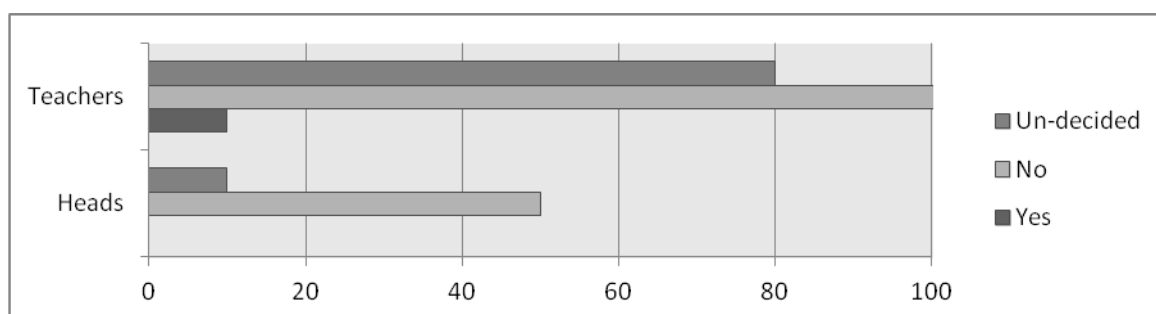
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	94	439	67	430.230	2	0.000*



The table shows that calculated value for heads is 26.667 for the teachers' is 430.230, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 32 Principal guided in preparation of monthly lesson

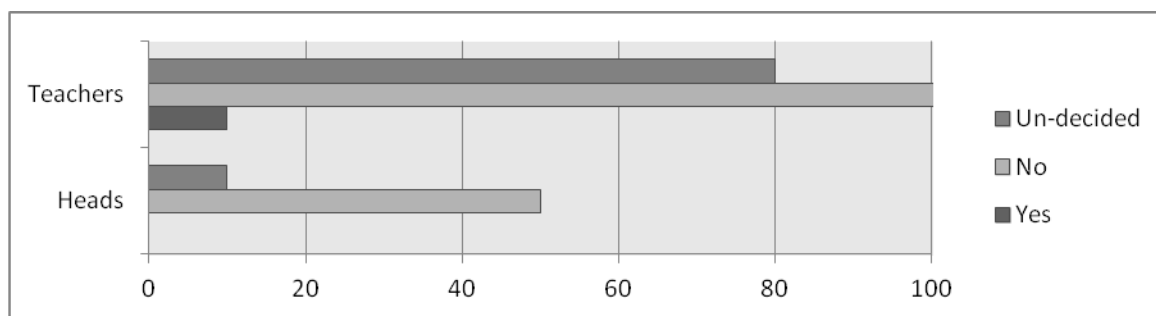
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	143	388	69	278.770	2	0.000*



The table shows that calculated value for heads is 26.667 for the teachers' is 278.770, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 33 Principal helps to follow academic calendar

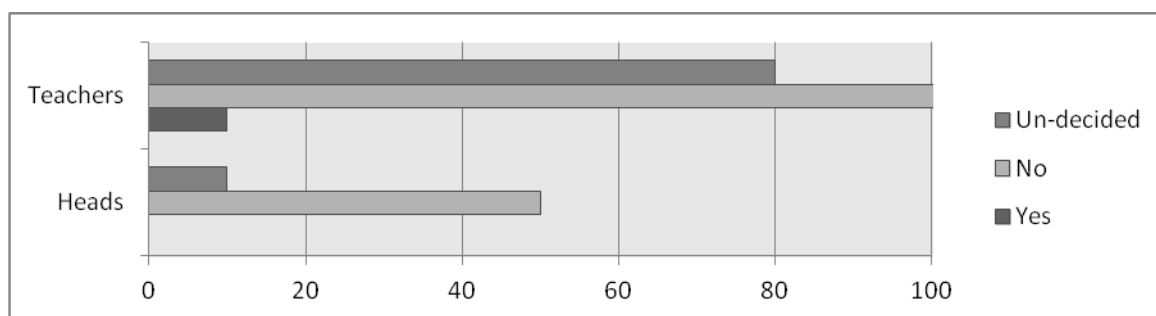
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	401	166	33	347.880	2	0.000*



The table shows that calculated value for heads is 26.667 for the teachers' is 347.880, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 34 The principal knows his/her priorities

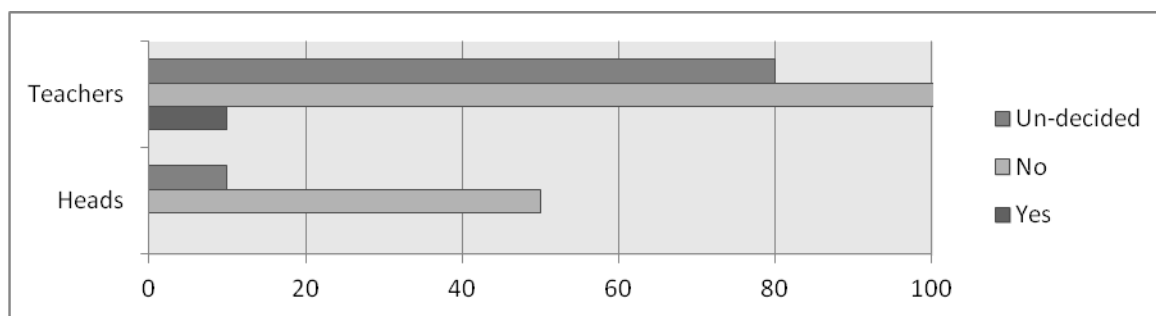
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	41.667	2	0.000*
Teachers	600	311	49	240	183.610	2	0.000*



The table shows that calculated value for heads is 41.667 for the teachers' is 183.610, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 35 The principal deals with the students in his office

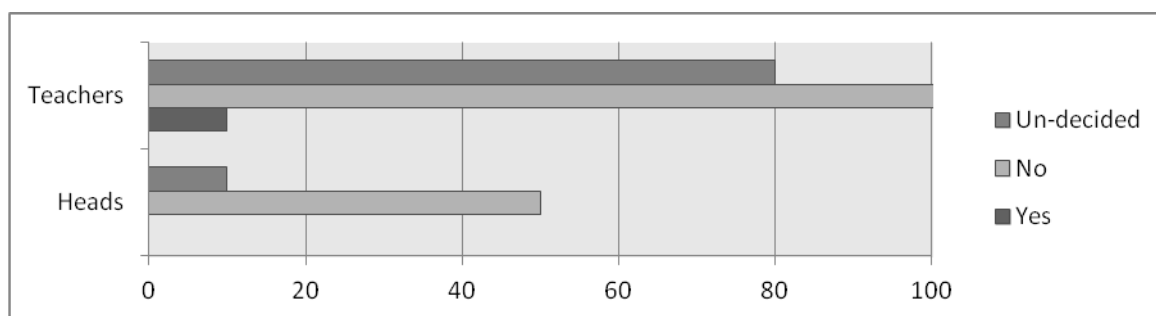
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	60	00	00	67.667	1	0.000*
Teachers	600	250	39	311	203.710	2	0.000*



The table shows that calculated vale for heads is 67.667 for the teachers' is 203.710, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 36 The principal controls the situation in school

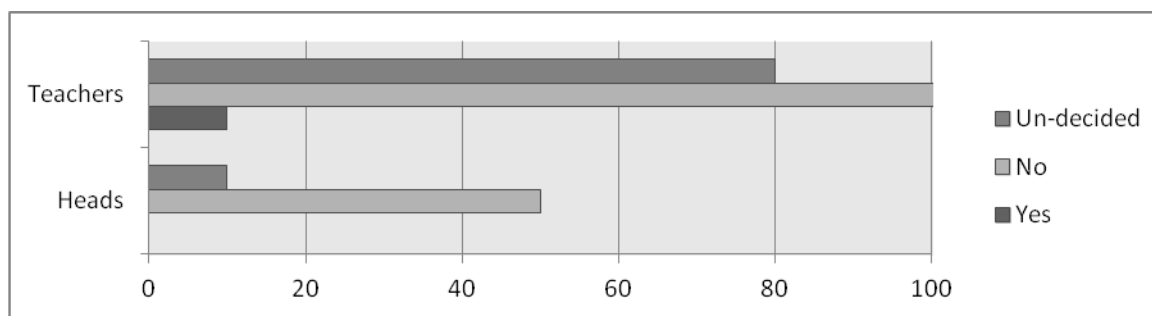
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	41.667	2	0.000*
Teachers	600	377	143	80	39.527	2	0.000*



The table shows that calculated vale for heads is 41.667for the teachers' is 39.527, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 37 The principal accomplishes their responsibilities

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	41.667	2	0.000*
Teachers	600	240	293	67	139.690	2	0.000*

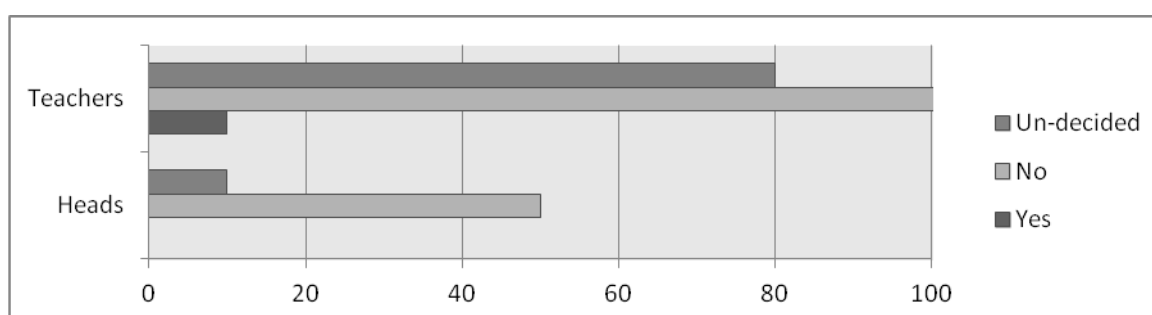


According to the table the calculated value for heads is 41.667 and for teachers' is 139.690.

Here P Value is less than the level of significance and the above statement is accepted

Table No: 38 The principal ignores small incidents

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	372	139	89	106.470	2	0.000*

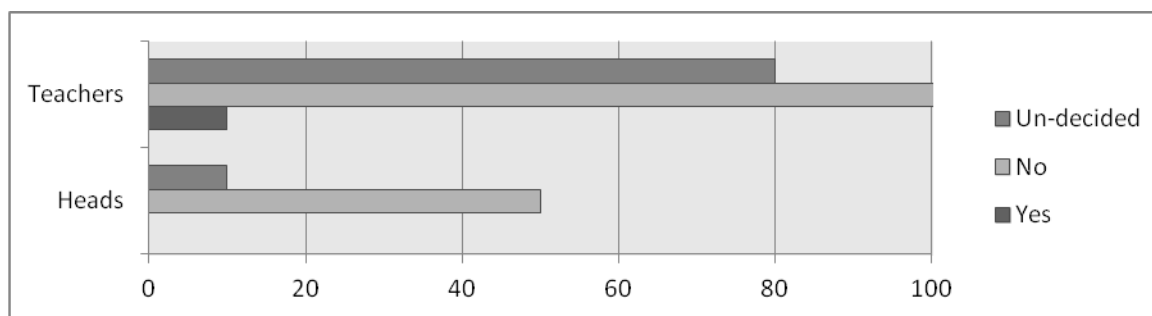


According to the table the calculated value for heads is 26.667 and for teachers' is 106.470.

Here P Value is less than the level of significance and the above statement is accepted

Table No: 39 The principal realizes that small incidents can become a major one

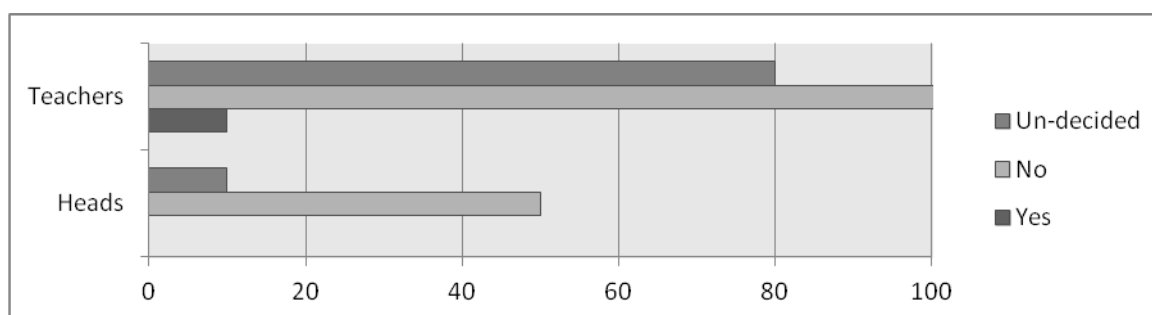
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	368	160	72	231.040	2	0.000*



According to the table the calculated value for heads is 26.667 and for teachers' is 231.040 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 40 The principal shares his vision with the member of educational community

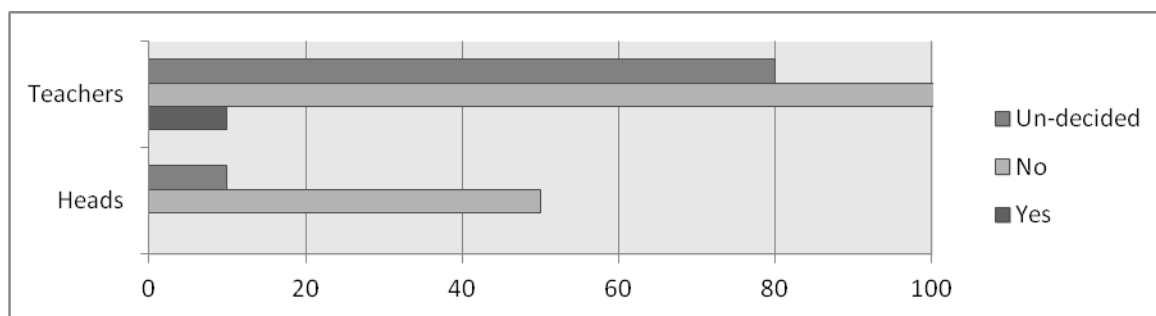
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	40	20	00	6.667	1	0.000*
Teachers	600	233	288	79	119.470	2	0.000*



According to the table the calculated value for heads is 6.667 and for teachers' is 119.470. so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 41 Participation of the children in the school programs is important

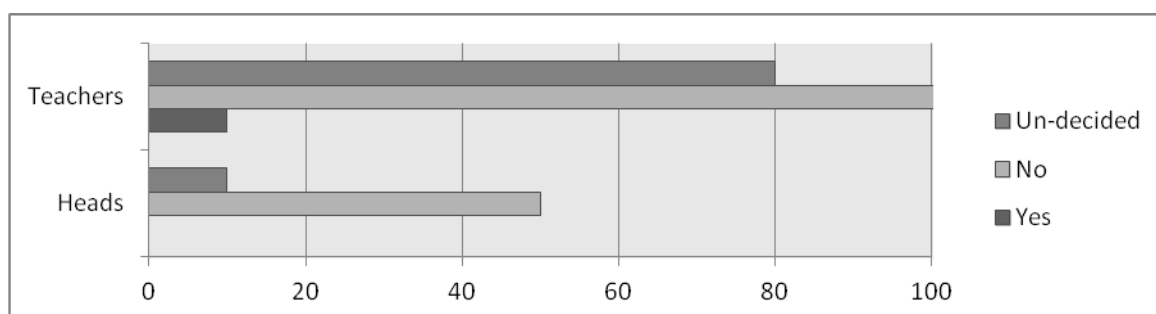
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	40	10	10	30.000	2	0.000*
Teachers	600	365	202	33	275.590	2	0.000*



According to the table the calculated value for heads is 30.000 and for teachers' is 275.590, So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 42; Children from bad environment do not pay attention in school program

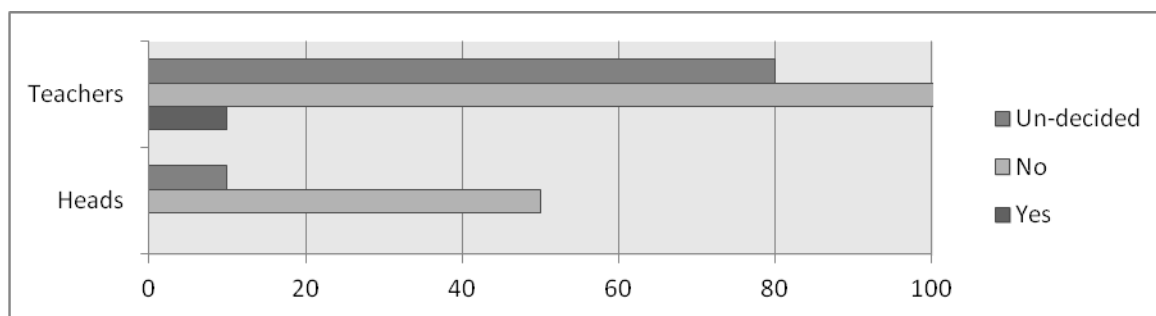
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	40	10	10	30.000	2	0.000*
Teachers	600	347	207	46	226.870	2	0.000*



According to the table the calculated value for heads is 30.000 and for teachers' is 226.870 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 43 Teacher, parent's assistance is significant for the development of the school

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	58	02	00	52.267	1	0.000*
Teachers	600	413	89	98	337.330	2	0.000*

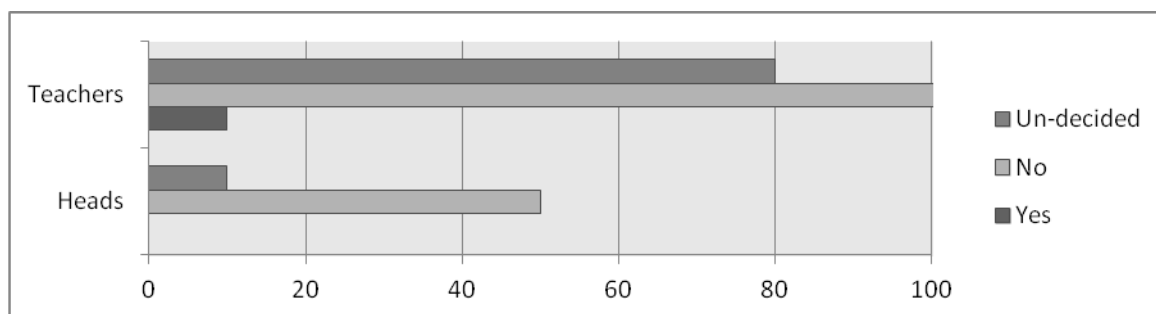


According to the table the calculated value for heads is 52.267 and for teachers' is 337.330.

So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 44 Children achieve academic success in the school

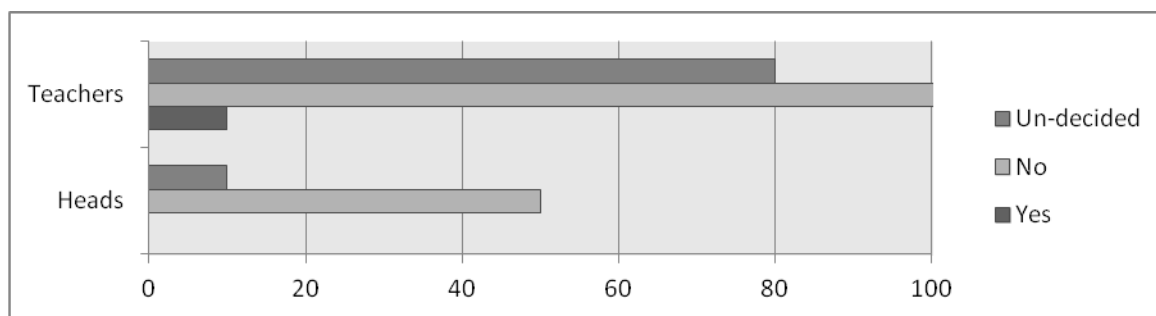
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	35	20	05	22.500	2	0.000*
Teachers	600	174	343	83	176.680	2	0.000*



According to the table the calculated value for heads is 22.500 and for teachers' is 176.680. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 45 There is a need of common understanding between the school purpose and mission

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	424	123	53	388.570	2	0.000*

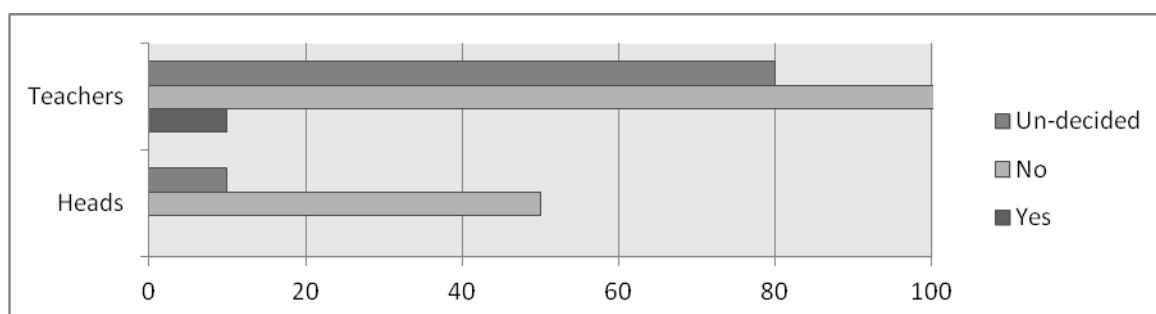


According to the table the calculated value for heads is 67.500 and for teachers' is 388.570.

So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 46 The position of leadership in all the circumstances in school is important

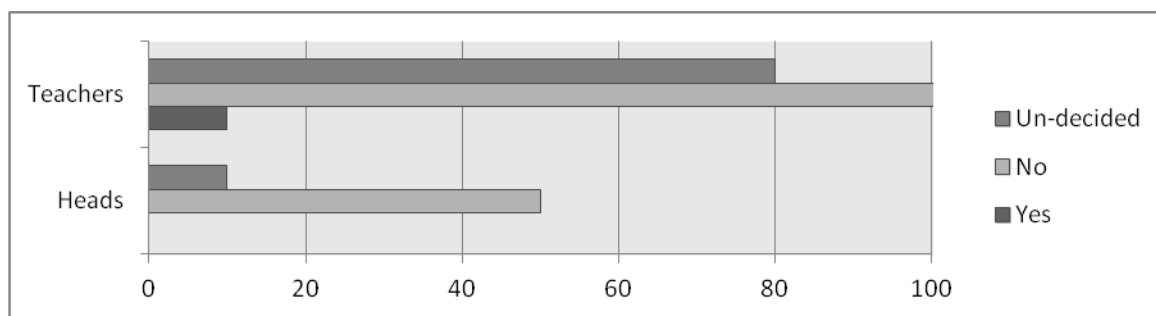
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	50	05	05	41.667	2	0.000*
Teachers	600	406	161	33	359.230	2	0.000*



According to the table the calculated value for heads is 41.667 and for teachers' is 359.230. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 47 Teachers are not in contact with one another

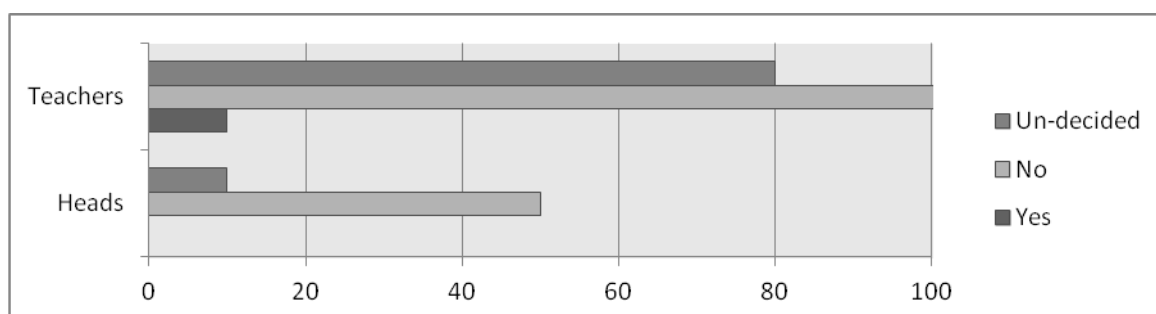
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	35	20	05	30.000	2	0.000*
Teachers	600	379	159	62	263.830	2	0.000*



According to the table the calculated value for heads is 30.000 and for teachers' is 263.830. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 48 Teachers are in favor to work isolated from their staff

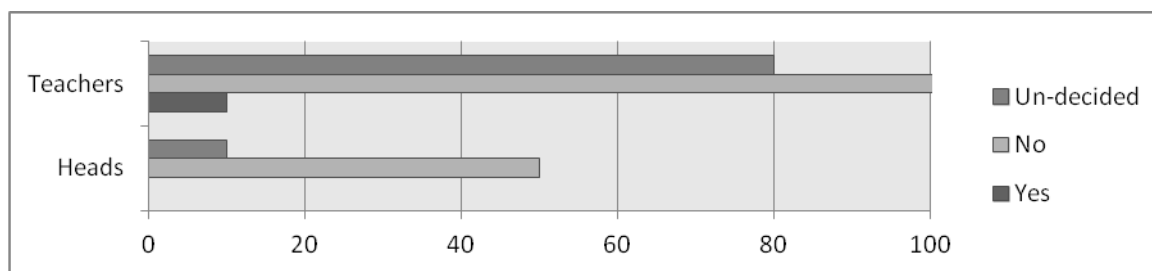
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	41.667	2	0.000*
Teachers	600	174	343	83	176.680	2	0.000*



According to the table the calculated value for heads is 41.667 and for teachers' is 176.680. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 49 Schools are just responsibility of the Principal

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	10	50	00	26.667	1	0.000*
Teachers	600	167	389	44	305.730	2	0.000*

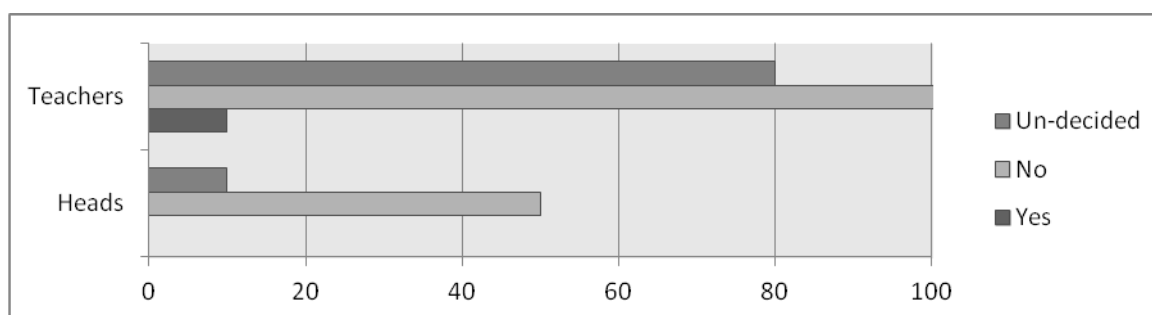


According to the table the calculated value for heads is 26.667 and for teachers' is 305.730.

So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 50 Discipline is more important for the school

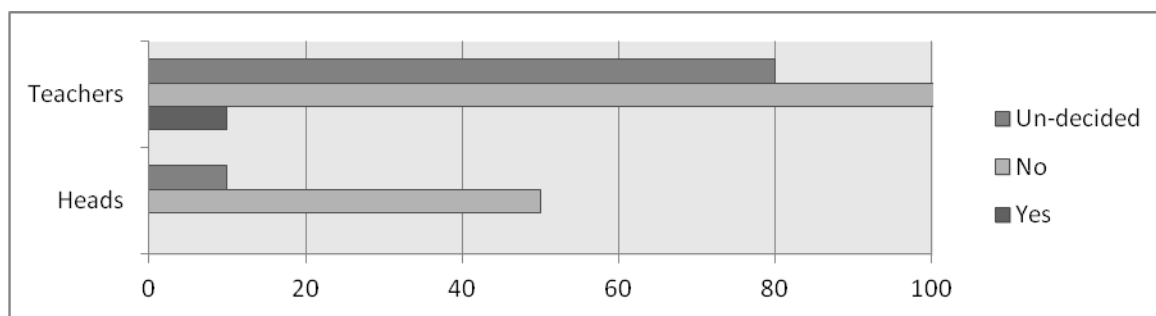
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	41.667	2	0.000*
Teachers	600	488	103	09	621.430	2	0.000*



According to the table the calculated value for heads is 41.667 and for teachers' is 621.430. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 51 Participation of the parents is helpful for school project

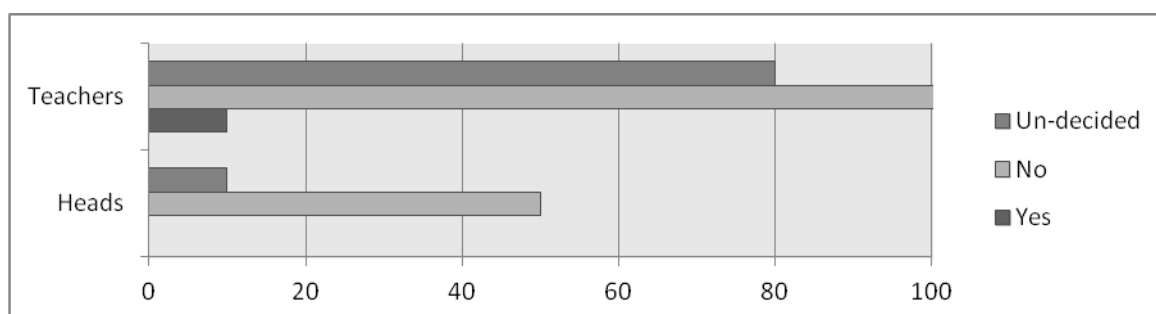
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	469	109	22	561.630	2	0.000*



According to the table the calculated value for heads is 26.667 and for teachers' is 561.630. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 52 Teachers or faculty neglect their duties

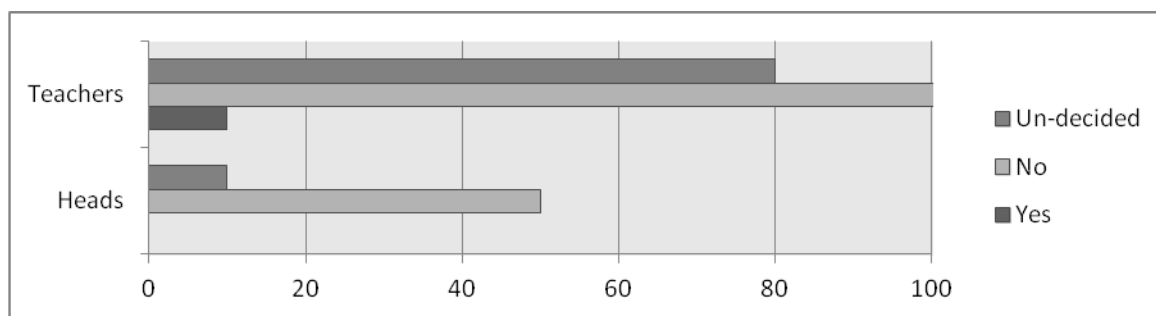
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	411	110	79	336.310	2	0.000*



According to the table the calculated value for heads is 67.500 and for teachers' is 336.310. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 53 Different ideas play important role in the development of school

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	430	141	29	428.110	2	0.000*

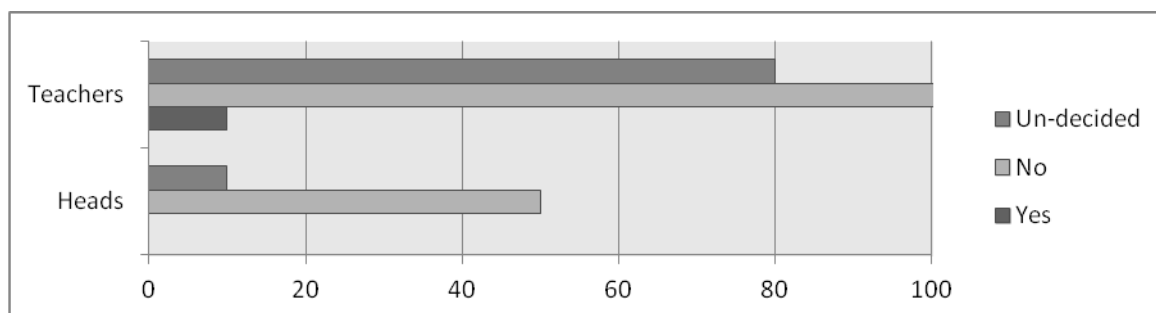


According to the table the calculated value for heads is 67.500 and for teachers' is 428.110.

So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 54 It is necessary that principal shares their thoughts or dream with the parents

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	439	117	44	441.730	2	0.000*

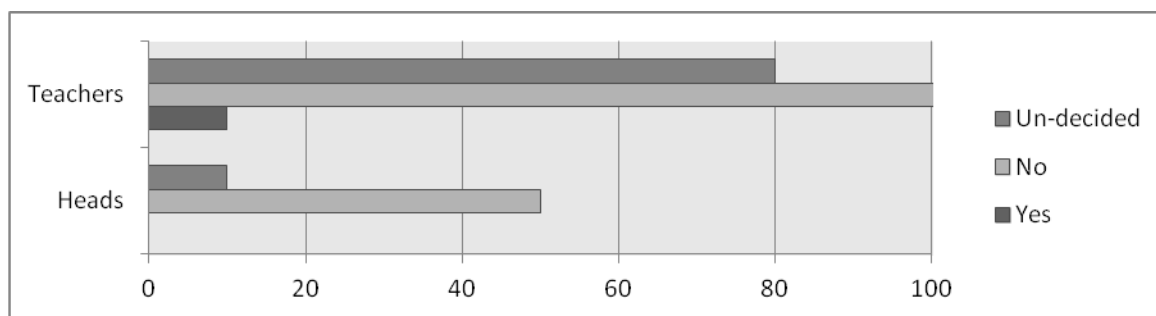


According to the table the calculated value for heads is 67.500 and for teachers' are 441.730.

So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 55 Mother role is important to pay attention to their children

Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	501	32	67	682.570	2	0.000*

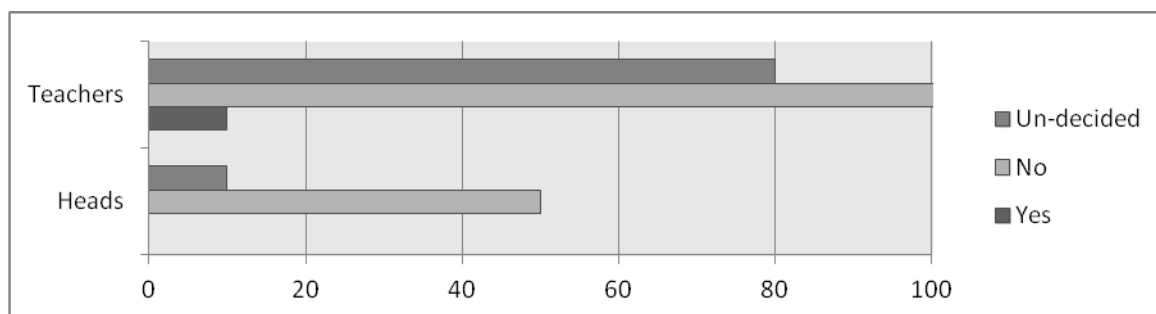


According to the table the calculated value for heads is 67.500 and for teachers' is 682.570.

So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 56 Home communications is important for students

Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	464	103	33	534.970	2	0.000*

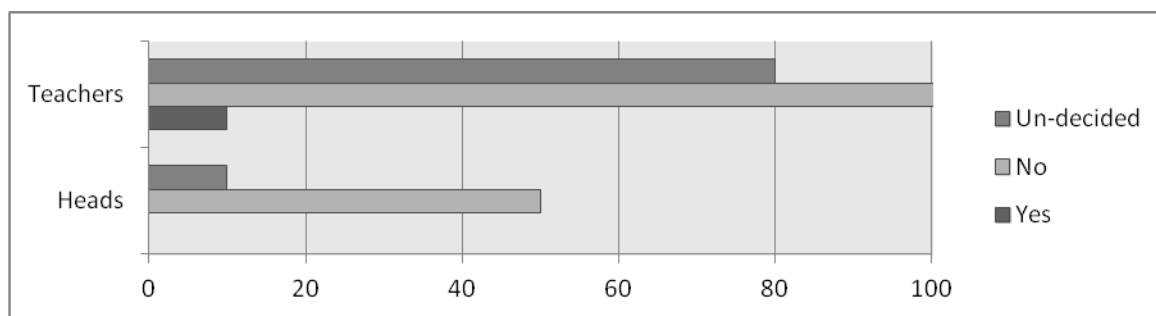


According to the table the calculated value for heads is 67.500 and for teachers' is 534.970. So

the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 57 For the achievement of the student, father's role is important

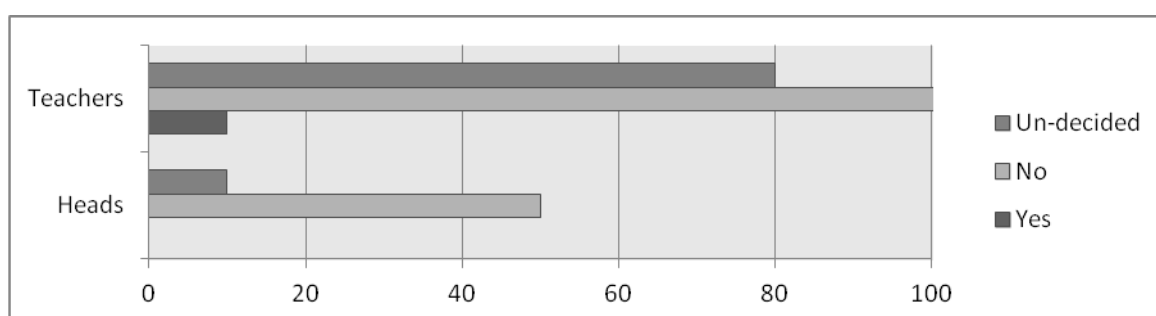
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	531	49	20	823.810	2	0.000*



According to the table the calculated value for heads is 67.500 and for teachers' is 823.810, so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 58 Children, parent's communication is important

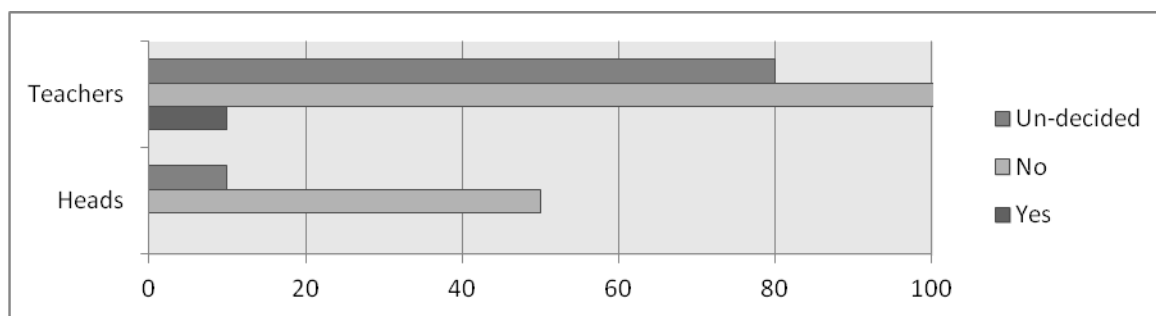
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	464	103	33	534.970	2	0.000*



According to the table the calculated value for heads is 67.500 and for teachers is 534. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 59 Condition of learning requires safe climate

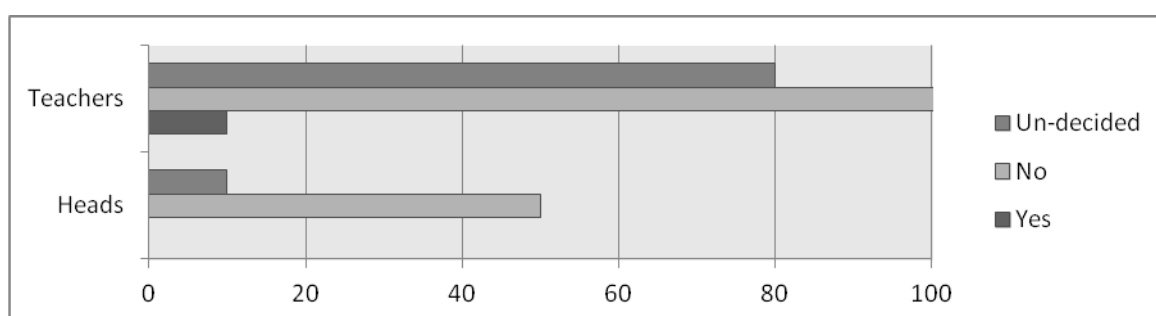
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	05	05	67.500	2	0.000*
Teachers	600	377	143	80	39.527	2	0.000*



According to the table the calculated value for heads is 67.500 and for teachers is 39.527 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 60 Condition of learning requires orderly climate

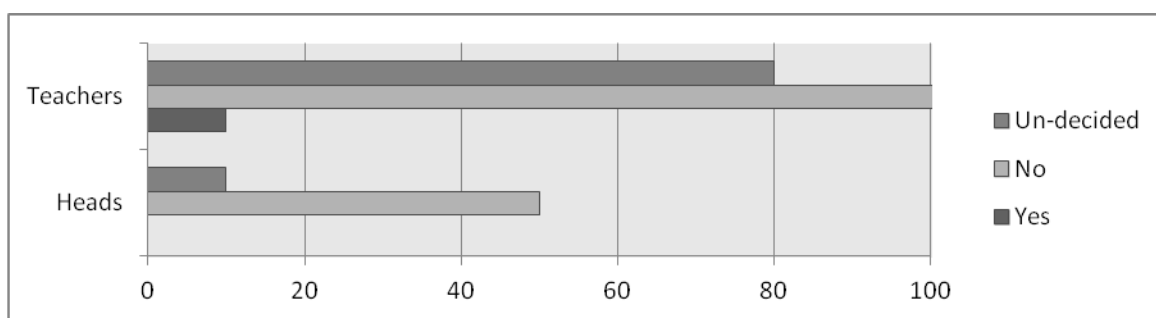
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	58	02	00	52.267	1	0.000*
Teachers	600	413	89	98	337.330	2	0.000*



According to the table the calculated value for heads is 52.267 and for teachers' is 337.330 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 61 Barking commands

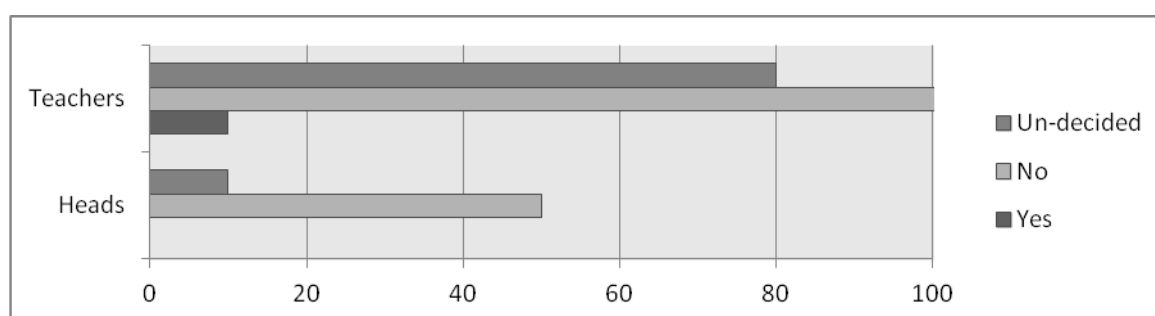
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	40	10	10	30.000	2	0.000*
Teachers	600	365	202	33	275.590	2	0.000*



According to the table the calculated value for heads is 30.000 and for teachers' is 275.590 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 62 Check up and cleaning of bathroom walls

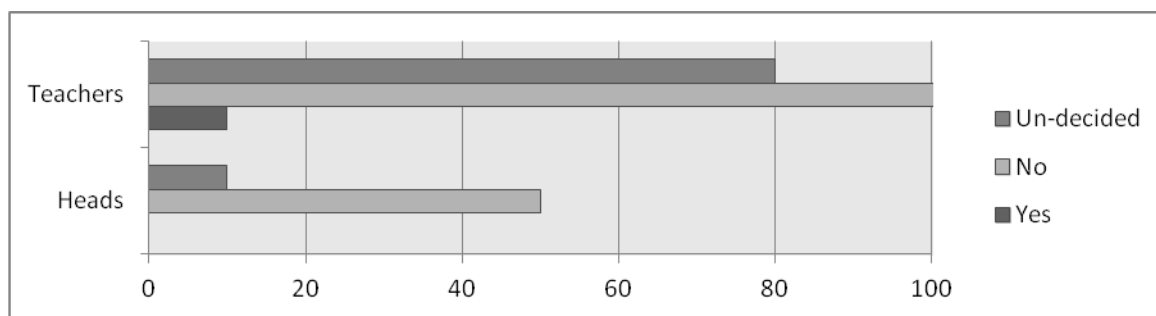
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	47	13	00	19.267	1	0.000*
Teachers	600	411	126	63	343.830	2	0.000*



According to the table the calculated value for heads is 19.267 and for teachers is 343.830. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 63 Graffiti wiped away

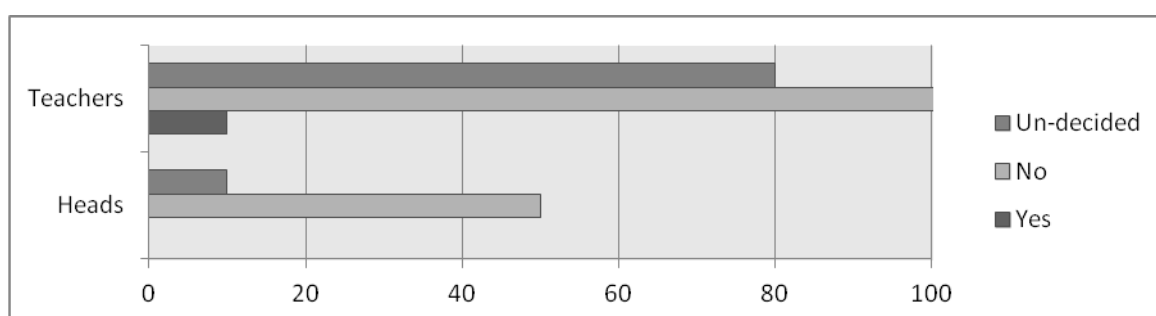
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	48	12	00	21.600	1	0.000*
Teachers	600	319	207	77	141.880	2	0.000*



According to the table the calculated value for heads is 21.600 and for teachers is 141.880. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 64 Broken equipment repaired

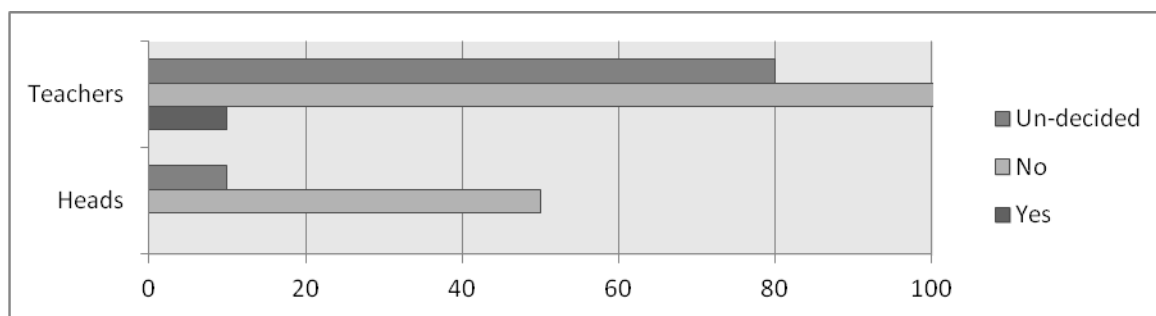
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	30	25	05	17.500	2	0.000*
Teachers	600	212	249	139	31.330	2	0.000*



According to the table the calculated value for heads is 17.500 and for teachers is 31. So the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 65 Dress codes administered

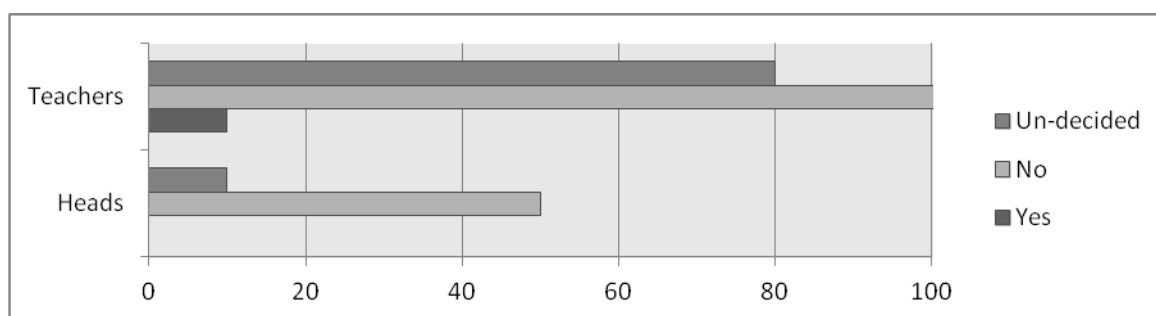
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	40	10	10	30.000	2	0.000*
Teachers	600	550	50	00	413.340	1	0.000*



According to the table the calculated value for heads is 30.000 and for teachers is 413.340 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 66 Behavior codes established and enforced

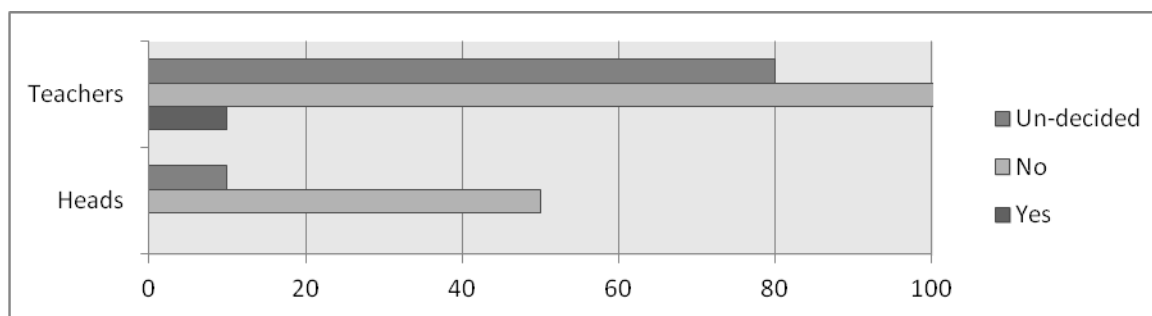
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	40	10	10	30.000	2	0.000*
Teachers	600	439	131	30	453.910	2	0.000*



According to the table the calculated value for heads is 30.000 and for teachers is 453.910 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 67 Prevent physical attack

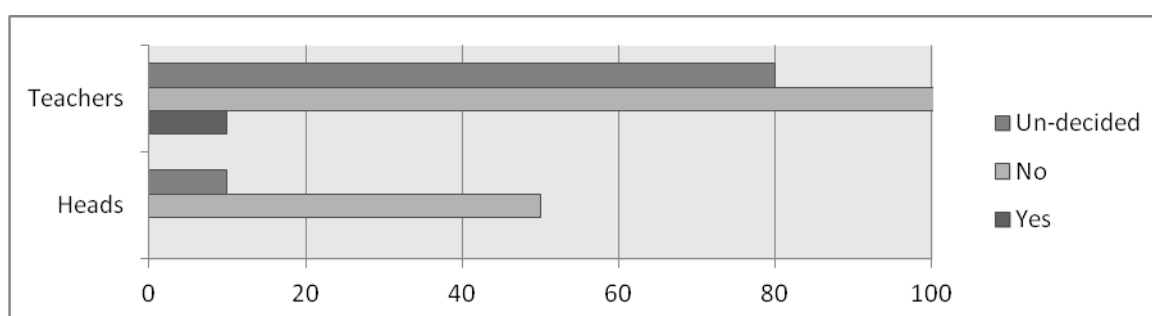
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	411	149	40	363.610	2	0.000*



According to the table the calculated value for heads is 26.667 and for teachers' is 363.610 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 68 Threats

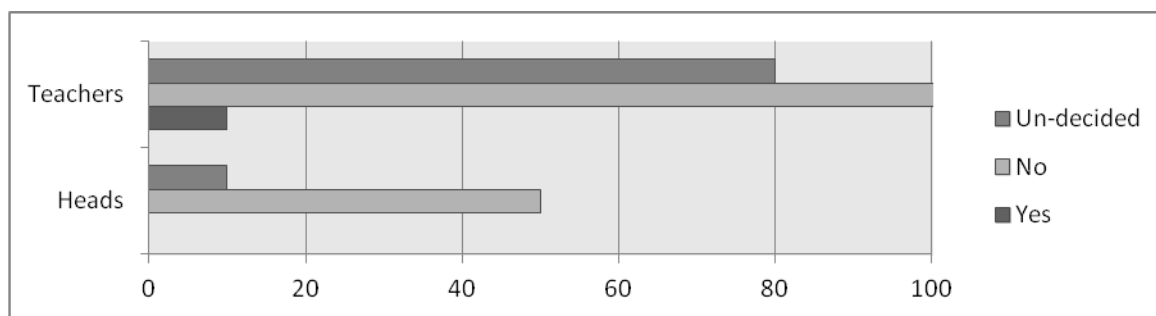
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	25	25	10	7.500	2	0.024*
Teachers	600	430	154	16	444.360	2	0.000*



According to the table the calculated value for heads is 7.500 and for teachers is 444.360 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 69 Prevent school violence

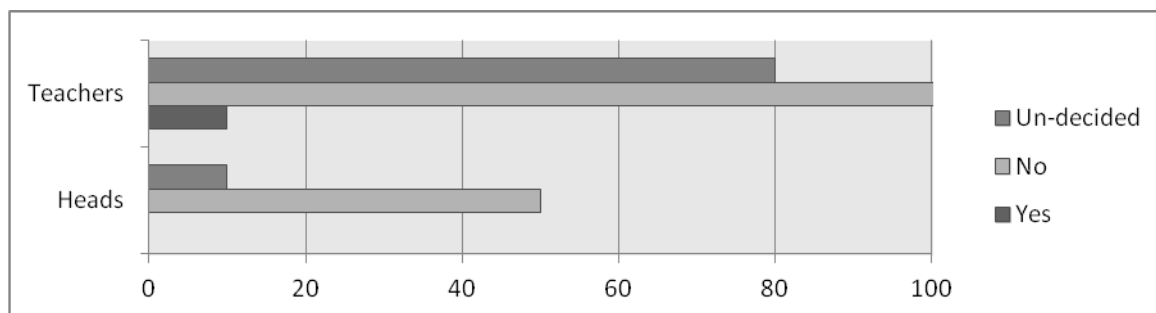
Respondents	N	Yes	No	UD	χ^2	Df	P-value
Heads	60	30	22	08	12.400	2	0.002*
Teachers	600	411	152	37	366.970	2	0.000*



According to the table the calculated value for heads is 12.400 and for teachers' is 366.970 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 70 Prevent misbehaviors of the students

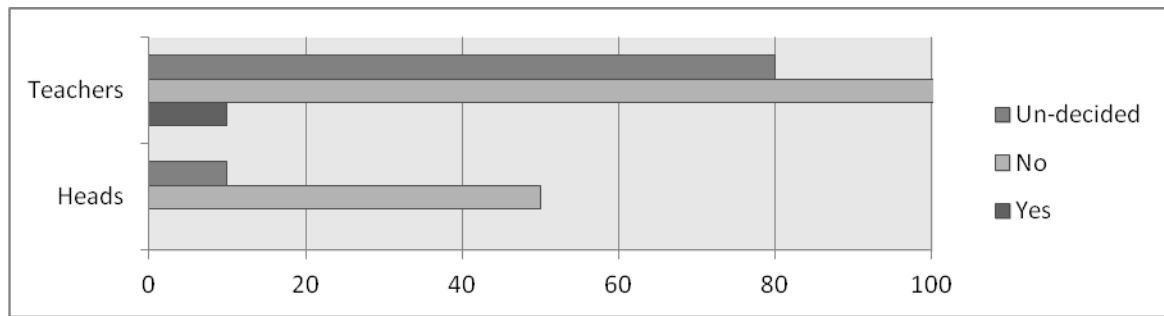
Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	40	20	00	6.667	1	0.010*
Teachers	600	432	135	33	429.690	2	0.000*



According to the table the calculated value for heads' is 6.667 and for teachers' is 429.690 so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

Table No: 71 Staff are taught to work together on school problems

Respondents	N	Yes	No	UD	χ^2	df	P-value
Heads	60	50	10	00	26.667	1	0.000*
Teachers	600	373	141	86	232.030	2	0.000*



According to the table the calculated value for heads is and for teachers is so the P Value in both the cases is less than that of the level of significance and therefore the statement above is accepted

DISCUSSION

The aim of the projected study is an investigation of school effectiveness at secondary level in Khyber Pakhtunkhwa of Pakistan. Preceding studies on what makes successful schools has had an impact on improvement movement in America, it had drawback (Coban, 1983). There is difference over the contribution of an successful school. Some researchers believe schools with high academic achievement can be called as effective school rather than personal development of the child, originality and positive self concept. In the present study was based on the presumption given by Edmond (1979). The processes of well-organized schools summarized by Sammons, et al. (1995) and Levine and Lezotte (1990) i.e. strong management headship, distinct and clear goals known to the staff members and administration and a sound favorable atmosphere, vigilant monitoring and judgment of the students' improvement and high hope for students' achievement (Sadker & Sadker, 1988).

The outcome of the study showed that school's vision, task and central ethics were not organized, principals were not keenly busy in diagnosing in the instructional problems to get better education, did not check officially the teacher's performance regularly through provision of essential resources. This result was not in uniformity with the study conducted on school efficiency exposed that students' attainment depends more often than not on heads of the institutions. Due to the reason they have obvious task for schools (David et al, 1980).

The result identified that most of the principals had high hope for teachers, students and rewarded individual importance to weak teachers and students. These result supported the idea of David et al (1980) and Brookover et al. (1979) that principals are not only limited to their offices, but they are present ubiquitously in the school. They hold high anticipation not only for the students, but for the teachers also. They are active to find out institutional problems using their knowledge, insight and skills to solve it.

There was found a need of coordination between principals and teachers about preparation of daily, weekly and monthly lesson planning and seeking direction by simply following the educational calendar. The outcome of the study showed that there was found a deficiency in mutual understanding and communication between school function, task and leadership, liked to work in seclusion from other staff members with the view that school's activities and school's regulation was just the job of the principal. These results were in disagreement to the theory of National Education Association leader describes what can occur when school administration and staff work together towards general goal (William, 1985).

A typical job in this field is that of Rutter and colleagues (1979). The chief covering up of the research was that the surroundings of the school are the main feature in knowing school differences in the light of accomplishment. The results of this study also testified that school personals considered the secure and methodical atmosphere of school as an imperative state for learning. Therefore, the checkup and cleaning of lavatories were found good, graffiti wiped away broken down equipments were repaired, dress codes were administered, behavior codes were established and banned physical attacks, threats, hostility and miss deeds

Brookover et al. (1979) thought that teachers cared concerning their educational duties; students were satisfied and confident; and principals were concerned in teaching. The practices were found against the end of Rutter et al. (1979) and Brookover et al. (1979) that principals were not actively busy in diagnosing in the instructional problems to improve education, did not monitor properly the teacher's performance frequently from side to side provision of required assets.

The SES of student bodies and recognized diverse school efficiency strategies includes Principal management method. Principals in well-organized middle-SES schools had high-quality managerial abilities and they forced teacher's self-management of teaching. In

flourishing low-SES schools, principals monitored classrooms and provided on the entire instructional management (Teddle & Stringfield, 1993). The consequence of the research was set up in opposition with the useful schools assumption of Teddle & Stringfield, (1993).

Teddle & Stringfield, (1993) and Levine and Lezotte (1990) also identifies that. Parental participation was positive in successful middle-SES schools, whilst principals and employees in a lot of low-SES schools formed boundaries to defend the school from damaging effects. The results were found in support of the principals and teachers were of the view that they considered involvement of parents particularly their mothers for school projects and teachers. Principals and teachers both gave significance to mother's roles for the educational progress and achievements

Levine and Lezotte (1990) also concentrated on practice leaning workers growth at the school location; the results showed that there were no staff improvement programs for teachers at school site.

The Schaffer et al. (2002) showed that there was controlled difference in presentation and processes with schools and kids in Taipei's schools in terms of set of courses delivery, class situation, teacher satisfaction and behavior, staff relationship, principal role, school managerial individuality, and school physical location. Both principals and teachers in this study were of the view that they considered the secure and methodical environment of school as an essential circumstance for education

FINDING, CONCLUSION AND RECOMMENDATIONS

5.1 FINDINGS

The result of the research exposed that:

1. Lots of the respondents were of the view that there is no articulation of a school vision and school core values while there is articulation of a school mission
2. Most of the respondents were of the view that the principals had high hope for teachers and principals and had elevated expectation for students in the institutions.
3. A large number of the respondents were of the view that the principals use most of the time with teachers to develop training and were enthusiastically concerned with diagnosing instructional problems in their institutions.
4. Most of the respondents opined that there principals observed what is going in classrooms and principals observed the teacher performance regularly in the institutions.
5. Great number of the respondents was of the view that the principals provided necessary resources and used their own knowledge and skills in the institutions.
6. Most of the respondents were of the view that the principals supervised instructions frequently and helped teachers' professional growth in the schools.
7. A lot of the respondents were of the view that the principal helped to change teachers' teaching method and principal models instructional practices.
8. Most of the respondents were of the opinion that the principal had himself taught a class and properly worked for professional growth of teacher.
9. Huge number of the respondents were of the view that the principal read books and articles for development and play an confident instructional role.

10. Most of the respondents were of the view that the principal provided an idea of quality and monitored classrooms regularly in the schools.
11. Majority of the respondents were of the belief that the principal monitored teachers' performance methodically and monitored students' development thoroughly.
12. A lot of the respondents were of the idea that the principal showed personal attention towards teachers and the taught
13. Most of the respondents were estimated that the principal provided staff progress for teacher to address their instructional problems and collaborated less planning and homework.
14. Many of the respondents were of the view that the principal co-operate in daily lesson planning and guided in training of daily lesson.
15. Many of the respondents were of the view that the principal guided in preparation of weekly and monthly lesson
16. A huge number of the respondents were of the view that the principal helped to follow educational calendar know his/her priorities.
17. Several respondents were of the vision that the principal deals with the students in his office and controlled the state of affairs in schools.
18. Majority of the respondents were of the observation that the principal consummate their responsibilities and overlooked small happening in the schools.
19. Majority of the respondents were of the view that the principal came to know that little happening can turn into a main one and shared his idea with the learned people of the society.

20. Most of the individuals were of the view that the contribution of the children in the school programs was significant and children from bad surroundings do not pay attention in school programme.
21. Most of the respondents were of the opinion that the teacher, parent's assistance was imperative for the development of children and the school
22. Great number of the people was of the vision that there was a shortage of shared understanding between the school function and mission and the function of management in every condition in school is imperative.
23. Majority of the respondents were of the view that teachers were not in relation with one another and teachers were in support to work lonely from their staff.
24. A lot of the individuals were of the view that the Schools were just responsibility of the Principal and discipline was more important for the school.
25. Most of the respondents were of the opinion that the involvement of the parents was helpful for school venture and teachers or faculty neglected their duties.
26. Great number of the people was estimated that the dissimilar ideas played significant role in the growth of school and it is necessary that principal shared their ideas or vision with the parents.
27. Most of the respondents were of the view that mother role was significant to pay attention to their children and home relations were vital for students.
28. Many of the respondents were of the view that for the accomplishment of the student, father's role was central and children, parent's contact was important.
29. Most of the respondents were of the opinion that situation of learning needed secure environment and condition of learning required systematic environment.
30. Most of the respondents were of the idea that barking commands and checks up and cleaning of restroom walls were good.

31. Lots of the people were of the vision that graffiti wiped away and wrecked tools were repaired.
32. Many of the respondents were of the belief that the dress codes administered, behavior codes recognized, obligatory, avoid physical assault, threats, prevent school aggression, thwart misbehaviors of the students, staff were taught to work together on school problems.

CONCLUSIONS

In the light of the result and analysis of the data, for school success school's vision, mission and core values were not prepared, principals were not actively busy in seeking the instructional problems to develop instruction, did not monitor officially the teacher's performance regularly throughout provision of essential resources. Principals themselves taught a class provided an idea of distinction and supervise classroom casually yet, most of the principals had high hope for teachers, students and showed personal interest for weak teachers and students. There was a lack of co-operation between principals and teachers about training of daily, weekly and monthly lesson planning and seeking leadership by merely following the educational calendar.

It has been concluded from the study that school staff knew their priorities in treating students, controlled the circumstances, consummate their duties, shared their opinion with the members of educational group of people, considered student involvement and parents cooperation important for school development and students educational achievements.

The result of the study revealed the lack of shared understanding and communication between school function, mission and leadership, liked to work in segregation from other staff members with the vision that school's activities and school's discipline was just the duty of the principal.

Most of the principals and teachers considered participation of parents specially their mothers for school projects and teachers, yet principals were of the view that teachers ignored their responsibilities. Principals and teachers both gave weight to mother's roles for the academic development and achievements.

Both principals and teachers considered the secure and methodical environment of school as an essential condition for learning. Therefore, the checkup and cleaning of restroom were found good, graffiti wiped away out of order equipments were repaired, dress codes

were administered, behavior codes were recognized and banned physical attacks, intimidation, aggression and miss behavior.

RECOMMENDATIONS

1. The study exposed that school's vision; mission and core values were not prepared. It is suggested to the authorities of the school to plan school vision, mission and core value and may be displayed at a visible place in school.
2. The study highlighted that principals were not enthusiastically busy in seeking the instructional problems to develop instruction. It is recommended to the principals to act as instructional leader of the school to resolve instructional problem.
3. The study showed that principals did not observe officially the teacher's performance frequently through provision of essential resources. It is suggested to prepare a set-up of function and ensure the function of teachers on usual grounds to improve their teaching skills.
4. There was a lack of coordination between principals and teachers about preparation of daily, weekly and monthly lesson planning .so it is recommended for principals to direct and help the teachers to prepare daily, weekly and monthly lesson plan duly signed by the principals.
5. The result of the study exposed that there was found a shortage of mutual communication and understanding between school function, mission and leadership, liked to work in seclusion from other staff members. It is suggested for principals to promote mutual understanding and communication among staff members and provide the opportunities to work as a group.
6. The result viewed that principals considered involvement of parents particularly their mothers for school projects and teachers. It is suggested to give more opportunities to parents for efficient schooling, particularly mothers.

7. The results indicated that principals were of the view that teachers ignored their duties. It is suggested to help them in promoting their conduct towards positive change.
8. The results revealed that there is lack of staff growth program for teachers at school sites. It is recommended to shape staff development program for teachers on school site on monthly basis and it is also suggested to establish a special budget on annual basis for staff development programs,
9. The study showed the principals acted as administrator and managers of the school rather than instructional manager. It is suggested to the authorities to organize special training programs for the principals in instructional leadership.
10. It has been observed through the study that principals were primarily concerned in management and administration and spent most of their time in official work. It is suggested for principals to decrease official activities, share out responsibilities on teachers and maximize time for educational activities.
11. The current research was conducted in government girls' high school of KP. It is suggested that further may be conducted in Govt High schools for boys. It can also be conducted in private schools. Comparative study between Public and private sector school at secondary and elementary level may also be conducted

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Questionnaire for Principals

I am a Ph.D scholar at University of Peshawar, Institute of Education and Research and conducting research on the topic (*School Effectiveness: Analysis of Female secondary school of KP*) under the supervision of Dr. Muhammad Neman for the requirement of degree. Yours responses will be kept confidential and will be used only for research purposes. Your cooperation is highly appreciated.

(Samla Sami)

Note: Please read the statement and tick.

	Statement	Yes	No	UN
1	Articulation of a school vision is done			
2	Articulation of a school mission is done			
3	Articulation of a school core values is done			
4	Principals are a visible presence in classrooms			
5	Principals are a visible presence in hallways			
6	Principals are a visible presence in playgrounds			
7	Principals have high expectation for teachers			
8	Principals have high expectation for students			
9	Principals spend most of the time with teachers to improve instruction			
10	Principals are actively involved in diagnosing instructional problems			
11	Principals observe what is going in class			
12	Principals observe the teacher performance regularly			
13	Principals observe the students performance regularly			
14	Principals provide necessary resources			
15	Principals use his own knowledge and skills			
16	Principals monitor instructions regularly			

17	Principal support teachers' professional development			
18	Principal helps to modify teachers' teaching method			
19	Principal models instructional practices			
20	Principal himself teach a class			
21	Principal formally work for professional development of teacher			
22	Principal reads books and articles for development			
23	Principal assumes an assertive instructional role			
24	Principal provide a vision of excellence			
25	Principal monitor classrooms frequently			
26	Principal monitors teachers performance systematically			
27	Principal monitors students progress systematically			
28	Principal provide personal attention to weak teachers			
29	Principal provide personal attention to weak students			
30	Principal provide staff development for teacher to address their instructional problems			
31	Principal collaborates less planning and preparation			
32	Principal co-ordinates in daily lesson planning			
33	Principal prepares academic calander			
34	Principal guided in preparation of daily lesson			
35	Principal guided in preparation of weekly lesson			
36	Principal guided in preparation of monthly lesson			
37	Principal helps to follow academic calander			
38	The principal knows his/her priorities.			
39	The principal deals with the students in his office.			
40	The principal controls the situation in school.			

41	The role of the teacher, is to deal with students problems is essential.			
42	The principal accomplishes their responsibilities.			
43	The principal ignores small incidents.			
44	The principal realizes that small incidents can become a major one.			
45	The principal shares his vision with the member of educational community.			
46	The principal gets no time to think about the school.			
47	Participation of the children in the school programmes is important.			
48	Children from bad environment do not pay attention in school programme.			
49	Teacher, parent's cooperation is important for the progress of the school.			
50	Children achieve academic success in the school.			
51	Principal has his own reasons to stress on the innovation and improvement.			
52	Communication is important to achieve the basic goals of the school, for attaining good standard.			
53	It is important to achieve the basic goals of the schools, for attaining good standard.			
54	There is a lack of mutual understanding between the school function and mission.			
55	The role of leadership in all the situations in school is important.			
56	Teachers are not in contact with one another.			
57	Teachers are in favor to work isolated from their staff.			
58	Schools are just responsibility of the Principal.			
59	Discipline is more important for the school.			

60	Participation of the parents is helpful for school project.			
61	Teachers or faculty neglect their duties.			
62	Each other is important in the school environment.			
63	Different ideas play important role in the development of school.			
64	It is essential that principal shares their ideas or vision with the parents.			
65	Mother role is important to pay attention to their children.			
66	Home communication is important for students.			
67	For the achievement of the student, father's role is important.			
68	Children, parent's communication is important.			
69	Communication gives, out going record for improving student's achievement.			
70	Condition of learning requires safe climate			
71	Condition of learning requires orderly climate			
72	Patrolling the students			
73	Barking commands			
74	Check up and cleaning of bathroom walls			
75	Grafti wiped away			
76	Broken equipment repaired			
77	Dress codes administered			
78	Behavior codes established and enforced			
79	Prevent physical attack			
80	Threats			
81	Prevent school violence			

82	Prevent misbehaviors of the students			
83	Staff are taught to work together on school problems			

Any other comments

Questionnaire for Teachers

I am a Ph.D scholar at University of Peshawar, Institute of Education and Research and conducting research on the topic (*School Effectiveness: Analysis of Female secondary school of KP*) under the supervision of Dr. Muhammad Neman for the requirement of degree. Yours responses will be kept confidential and will be used only for research purposes. Your cooperation is highly appreciated.

(Samla Sami)

Note: Please read the statement and tick.

	Statement	Yes	No	UN
1	Articulation of a school vision is done			
2	Articulation of a school mission is done			
3	Articulation of a school core values is done			
4	Principals are a visible presence in classrooms			
5	Principals are a visible presence in hallways			
6	Principals are a visible presence in playgrounds			
7	Principals have high expectation for teachers			
8	Principals have high expectation for students			
9	Principals spend most of the time with teachers to improve instruction			
10	Principals are actively involved in diagnosing instructional problems			
11	Principals observe what is going in class			
12	Principals observe the teacher performance regularly			
13	Principals observe the students performance regularly			
14	Principals provide necessary resources			
15	Principals use his own knowledge and skills			
16	Principals monitor instructions regularly			

17	Principal support teachers' professional development			
18	Principal helps to modify teachers' teaching method			
19	Principal models instructional practices			
20	Principal himself teach a class			
21	Principal formally work for professional development of teacher			
22	Principal reads books and articles for development			
23	Principal assumes an assertive instructional role			
24	Principal provide a vision of excellence			
25	Principal monitor classrooms frequently			
26	Principal monitors teachers performance systematically			
27	Principal monitors students progress systematically			
28	Principal provide personal attention to weak teachers			
29	Principal provide personal attention to weak students			
30	Principal provide staff development for teacher to address their instructional problems			
31	Principal collaborates less planning and preparation			
32	Principal co-ordinates in daily lesson planning			
33	Principal prepares academic calander			
34	Principal guided in preparation of daily lesson			
35	Principal guided in preparation of weekly lesson			
36	Principal guided in preparation of monthly lesson			
37	Principal helps to follow academic calander			
38	The principal knows his/her priorities.			
39	The principal deals with the students in his office.			
40	The principal controls the situation in school.			

41	The role of the teacher, is to deal with students problems is essential.			
42	The principal accomplishes their responsibilities.			
43	The principal ignores small incidents.			
44	The principal realizes that small incidents can become a major one.			
45	The principal shares his vision with the member of educational community.			
46	The principal gets no time to think about the school.			
47	Participation of the children in the school programmes is important.			
48	Children from bad environment do not pay attention in school programme.			
49	Teacher, parent's cooperation is important for the progress of the school.			
50	Children achieve academic success in the school.			
51	Principal has his own reasons to stress on the innovation and improvement.			
52	Communication is important to achieve the basic goals of the school, for attaining good standard.			
53	It is important to achieve the basic goals of the schools, for attaining good standard.			
54	There is a lack of mutual understanding between the school function and mission.			
55	The role of leadership in all the situations in school is important.			
56	Teachers are not in contact with one another.			
57	Teachers are in favor to work isolated from their staff.			
58	Schools are just responsibility of the Principal.			
59	Discipline is more important for the school.			

60	Participation of the parents is helpful for school project.			
61	Teachers or faculty neglect their duties.			
62	Each other is important in the school environment.			
63	Different ideas play important role in the development of school.			
64	It is essential that principal shares their ideas or vision with the parents.			
65	Mother role is important to pay attention to their children.			
66	Home communication is important for students.			
67	For the achievement of the student, father's role is important.			
68	Children, parent's communication is important.			
69	Communication gives, out going record for improving student's achievement.			
70	Condition of learning requires safe climate			
71	Condition of learning requires orderly climate			
72	Patrolling the students			
73	Barking commands			
74	Check up and cleaning of bathroom walls			
75	Grafti wiped away			
76	Broken equipment repaired			
77	Dress codes administered			
78	Behavior codes established and enforced			
79	Prevent physical attack			
80	Threats			
81	Prevent school violence			

82	Prevent misbehaviors of the students			
83	Staff are taught to work together on school problems			

Any other comments

List of Visited Schools in District Peshawar

- Govt. Girls High School Gul Bahar Peshawar.
- Govt. Girls High School Ejaz Abad Peshawar.
- Govt. Girls High School Jogiware Peshawar.
- Govt. Girls High School Nauthia Peshawar.
- Govt. Girls High School Civil Quarters Peshawar.
- Govt. Girls High School Urmar Payan Peshawar.
- Govt. Girls High School Yakatoot Peshawar.
- Govt. Girls High School Beri Bagh Peshawar.
- Govt. Girls Centennial Model High School No, 4 Peshawar.
- Govt. Girls High School Sheikh Abad Peshawar.

List of Visited Schools in District Kohat

- Govt. Girls High School Lachi Kohat.
- Govt. Girls High School Ziarat Sheikh Alladad Kohat.
- Govt. Girls High School No, 2 Kohat.
- Govt. Girls High School Muslim Abad Kohat.
- Govt. Girls Comprehensive High School Kohat.
- Govt. Girls High Secondary School No, 1 Kohat.
- Govt. Girls High School Gumbat Kohat.
- Govt. Girls High School Perishi Kohat.
- Govt. Girls High School No, 3 Kohat.
- Govt. Girls High Secondary School Chorlaki Kohat.

List of Visited Schools in District Mardan

- Govt. Girls High School Fathma Mardan.
- Govt. Girls High School Katlang Mardan.
- Govt. Girls High School Jamal Garhi Mardan.
- Govt. Girls High School Badar Banda Mardan.
- Govt. Girls High School Gadar Mardan.
- Govt. Girls High School Farman Koroona Mardan.
- Govt. Girls High School Bisket Gunj Mardan.
- Govt. Girls High School Sawal Dher Mardan.
- Govt. Girls Centennial Model High School Bank Road Mardan.
- Govt. Girls High School Babozia Katlang Mardan.

List of Visited Schools in District Haripur

- Govt. Girls High School Bhera Haripur.
- Govt. Girls High School Bp Dehri Haripur.
- Govt. Girls High School C. Jail Haripur.
- Govt. Girls High School Chantri Haripur.
- Govt. Girls High School Chhajjian Haripur.
- Govt. Girls High School Dartian Haripur.
- Govt. Girls High School Darwesh Haripur.
- Govt. Girls High School Dingi Haripur.
- Govt. Girls High School Dobandi Haripur.
- Govt. Girls High School S.N.khan,Haripur.

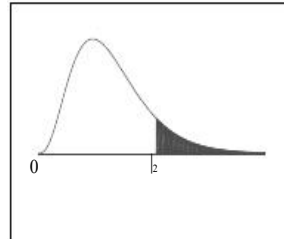
List of Visited Schools in District Dera Ismail Khan

- Govt. Girls High School Haji Mora, Dera Ismail Khan.
- Govt. Girls High School Hassa, Dera Ismail Khan.
- Govt. Girls High School Himmat, Dera Ismail Khan.
- Govt. Girls High School Kachi Paind Khan, Dera Ismail Khan.
- Govt. Girls High School Kech, Dera Ismail Khan.
- Govt. Girls High School Kiri Shamoza, Dera Ismail Khan.
- Govt. Girls High School Kurai, Dera Ismail Khan.
- Govt. Girls High School Mahra, Dera Ismail Khan.
- Govt. Girls High School Malana, Dera Ismail Khan.
- Govt. Girls High School Mandhran Kalan, Dera Ismail Khan.

List of Visited Schools in District Abbotabad

- Govt. Girls High School No, 3 Abbotabad.
- Govt. Girls High School No, 2 Abbotabad.
- Govt. Girls High School Jhangi ,Abbotabad.
- Govt. Girls High School No, 2 Havelian Abbotabad.
- Govt. Girls High School Nawansher,Abbotabad.
- Govt. Girls High School No, 1 Abbotabad.
- Govt. Girls High School Samunda Uatha Abbotabad.
- Govt. Girls High School Kothiala Abbotabad.
- Govt. Girls High School No, 4 Abbotabad.
- Govt. Girls High School kakul, Abbotabad.

Chi-Square Distribution Table



The shaded area is equal to α for $\chi^2 = \chi^2_{\alpha}$.

df	$\chi^2_{.995}$	$\chi^2_{.990}$	$\chi^2_{.975}$	$\chi^2_{.950}$	$\chi^2_{.900}$	$\chi^2_{.100}$	$\chi^2_{.050}$	$\chi^2_{.025}$	$\chi^2_{.010}$	$\chi^2_{.005}$
1	0.000	0.000	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.300
13	3.565	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.505	71.420	76.154	79.490
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215
80	51.172	53.540	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169

