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## School effectiveness concerning the schools with foundational and preparatory stages in Arunachal Pradesh

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### Abstract

The study focused on finding out the effectiveness of schools having Foundational and Preparatory stages in the district of Upper Siang, Arunachal Pradesh in terms of physical facilities, electricity, library, mid-day meal facility, and sanitation. 22 schools with foundational and preparatory stages were visited and observed besides, the interviews with the headteachers. Findings revealed that all the schools had separate classrooms for each grade with sufficient benches and desks. 90.90% of the schools had noise pollution-free locations, Principals' offices, and staff rooms. Not many schools have facilities for a science laboratory, language laboratory, administrative office, sports room, canteen, auditorium, art and craft room, and indoor games facility. Concerning electricity, all the schools claimed to have electric facilities and the availability of bulbs in each room. About 54.54% of schools claimed that they have library facilities but not all these schools have a librarian to maintain the same. Very few had periodicals kept in their library, had separate reading periods in regular timetables, and kept their library open for the whole day. The schools are not performing well in terms of providing first aid facilities. Very few schools had separate sick room facilities and beds available. More than 50% of the schools do not keep the First Aid box at their school. Only a few schools maintain the health cards of students and keep the provision of regular visits to doctors at the school. Regarding sanitation, schools in the district had toilets located in the safe place. Mostly claimed that they have access to clean drinking water facilities, clean and hygienic, and separate toilet rooms for boys and girls. According to the responses recorded it was found that the mid-day meal scheme is implemented in the government schools in the district but mid-day meals are not served every day. However, some of these schools have a prepared menu and serve freshly cooked meals to the children.

**Keywords:** School effectiveness, foundational & preparatory stages, upper siang, Arunachal Pradesh

### Introduction

School effectiveness is a degree to understand the extent of goals achieved by the school harmonized with the national goals. It accommodates various aspects for measuring effectiveness such as leadership, philosophy, school climate, culture, pedagogy/teaching practices, assistive devices, infrastructure, facilities, etc. There are certain studies conducted on school effectiveness investigating the implications of it. Scheerens & Creemers (1989) <sup>[1]</sup> in their study assigned central importance to hypothesis construction and empirical research on cross-level relationships to boost understanding of the school's effectiveness. Mortimore (2006) <sup>[4, 5]</sup> stated in a study that no single direction can be adopted but suggested that, as much as possible, all the directions identified should be pursued. Therefore, keeping in mind the aspects of school effectiveness, we understand that for making a school effective, there is a need to be contingent on initiative (s) taken by the particular school sometimes. For taking initiative and bringing positive changes the head of the school is the most powerful and influential person. To further support this statement, there is another study conducted by Aruna (2011) <sup>[6]</sup> to find out that schools belonging to different types differed significantly in their Overall School effectiveness. Besides, the three school dimensions such as Performance, Indicators of Operation, and Indicators of Growth significantly differed. Selvaraju (1993) <sup>[2]</sup> bifurcated the school effectiveness into low, average, and high in a study, and revealed that the heads serving in the highly effective schools were more influential persons who were capable of persuading superiors and stood in a position to restrict their unwanted interference in their daily administration. Taking into consideration the studies presented, the head of every school has an immense responsibility and accountability in

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building a school and pushing it towards development leading to providing quality education to the children. They have the power of initiation and be a storehouse for idea generation which may direct the school towards achieving the national goals. Likewise, the idea of school effectiveness is centric to the heads of the schools. The study is conducted to assess the status of the effectiveness of the schools in a district namely, Upper Siang situated in Arunachal Pradesh, bordering the nation, of China. The district has very different traditions, culture, climate, and environment from mainstream, India. For the education concern, how is the status of schools was the focus of the existing study.

### Delimitations of the study

The present study is delimited to 22 schools of Upper Siang district with Foundational and Preparatory stages in Arunachal Pradesh. It covered both government and private schools. 22 headteachers were interviewed in the process.

### Objectives of the study

The study focussed on the effectiveness of schools in Upper Siang, Arunachal Pradesh in terms of physical infrastructure, electric facilities, library, first-aid, sanitation, and mid-day meal provided.

### Research Questions

- Are the schools in the Upper Siang district effective in providing Mid-day meals to its children?

- Have the schools installed First-Aid facilities for any medical emergency and taken care of required sanitation facilities?
- Is the physical infrastructure sufficient with proper electricity and library facilities to support the learning of the students?

### Methodology

The study is an empirical research work depending on the survey method. This study is delimited to the Upper Siang district of Arunachal Pradesh, India. In the process, the population defined in the study covers all the Headteachers of the schools in Upper Siang district having foundational and preparatory stages. From the population, a sample of 22 Headteachers were drawn for examination in which both Headteachers of Government and Private schools were selected. An observation schedule was kept for the confirmation of the data collected from the Headteachers of each selected school.

### Tools used

The tools in the current study were developed by the investigator to evaluate the effectiveness of the schools with foundational and preparatory stages in the selected district.

- Interview schedule (structured)
- Observation schedule (structured)

### Findings

**Table 1:** Regular physical facilities of the schools in Upper Siang district, Arunachal Pradesh.

Sl. No.	Items/Questions	Response (No. & %)			
		Yes		No	
		n	%	n	%
1.	Noise pollution free location	20	90.90%	2	9.09%
2.	Separate classrooms for each grade	22	100%	0	0%
3.	Science laboratory	10	45.45%	12	54.54%
4.	Language laboratory	6	27.27%	16	72.72%
5.	Computer room	16	72.72%	6	27.27%
6.	Principal's office	20	90.90%	2	9.09%
7.	Staff room	20	90.90%	2	9.09%
8.	Administrative office	10	45.45%	12	54.54%
9.	Play ground	14	63.63%	8	36.36%
10.	Sports room	6	27.27%	16	72.72%
11.	Sufficient bench and desks	22	100%	0	0%
12.	Canteen	2	9.09%	20	90.90%
13.	Cycle stand	0	0%	22	100%
14.	Auditorium	6	27.27%	16	72.72%
15.	Art and craft room	4	18.18%	18	81.81%
16.	Facility of indoor games	4	18.18%	18	81.81%
17.	Facility of outdoor games	6	27.27%	16	72.72%

### Interpretation

All the schools visited had separate classrooms for each grade and sufficient benches and desks. 90.90% of the schools in the sample displayed noise pollution-free locations, Principals' offices, and staff rooms. It was also found with the observation and the interviews with Headteachers that less than average percentage of the schools visited had facilities of Science Laboratory,

Language Laboratory, Administrative office, Sports room, canteen, Auditorium, Art and Craft room and facility of indoor games. None of the schools claims to have a cycle stand and it was not seen either during the observation, probably because the district is located in a hill station and bicycles are not suitable. However, more than the average schools had playgrounds and computer rooms.

**Table 2:** Electric facilities in the schools of Upper Siang district, Arunachal Pradesh.

Sl. No.	Items/Questions	Response (No. & %)			
		Yes		No	
		n	%	n	%
1.	Are there electric facilities?	22	100%	0	0%
2.	Is electricity available at all time?	16	72.72%	6	27.27%
3.	Is there a generator facility?	6	27.27%	16	72.72%
4.	Is the generator functional?	6	27.27%	10	45.45%
5.	Are bulbs available in each room?	22	100%	0	0%
6.	Are tube lights available in each room?	12	54.54%	10	45.45%
7.	Are fans available in each room?	20	90.90%	2	9.09%

**Interpretation**

The table 2 showing 100% schools having electric facilities and availability of bulbs in each room. 72.72% had electricity available at all time, and 90.90% of schools had

fans in the classrooms. More than 50% of schools uses tube lights in each room. However, only 27.27% claimed to have functional generator at school.

**Table 3:** Library facilities in the schools of Upper Siang district, Arunachal Pradesh.

Sl. No.	Items/Questions	Response (No. & %)			
		Yes		No	
		n	%	n	%
1.	Do you have a library at the school?	12	54.54%	10	45.45%
2.	Is there a regular librarian?	10	45.45%	12	54.54%
3.	Do you keep textbooks in the library?	12	54.54%	10	54.54%
4.	Are there periodicals available?	6	27.27%	16	72.72%
5.	Are there newspapers available?	10	45.45%	12	54.54%
6.	Is there a separate reading period in regular time-table?	6	27.27%	16	72.72%
7.	Are books issued the entire day?	2	9.09%	20	90.90%
8.	Do the library remains open the whole day?	6	27.27%	16	72.72%

**Interpretation**

Table 3 explains the library facilities of the schools of the Upper Siang district. Out of 22 schools visited, only 12 (54.54%) schools have library facilities at school. 10 (45.45%) schools have regular librarians. All the schools with library facilities keep textbooks in the library. Only

27.27% of the schools visited had periodicals available in their library, they have separate reading periods in regular timetables, and keep their library open the whole day. Newspapers are kept in 45.45% of schools but only 9.09% of schools have the facility of issuing books the entire day.

**Table 4:** First-aid facilities in the schools of Upper Siang district, Arunachal Pradesh.

Sl. No.	Items/Questions	Response (No. & %)			
		Yes		No	
		n	%	n	%
1.	Is there a separate sickroom in your school?	4	18.18%	18	81.81%
2.	Are beds available?	6	27.27%	16	72.72%
3.	Do you keep First-aid box at the school?	10	45.45%	12	54.54%
4.	Are the health cards of students maintained?	6	27.27%	16	72.72%
5.	Do you have the provision of regular visit of the doctor at the school?	6	27.27%	16	72.72%

**Interpretation**

Only 18.18% schools in Upper Siang had a separate sickroom facility at the school. 27.27% claimed that they have beds available. 45.45% schools keep First-aid box at

their school. Besides, 27.27% schools maintain the health cards of students, and have the provision of regular visit of the doctor at the school.

**Table 5:** Sanitation facilities of the schools in Upper Siang district, Arunachal Pradesh.

Sl. No.	Items/Questions	Response (No. & %)			
		Yes		No	
		n	%	n	%
1.	Do your school provide clean drinking water facility?	20	90.90%	2	9.09%
2.	Is there a purifier installed at the school?	12	54.54%	10	45.45%
3.	Is there a water cooler?	0	0%	22	100%
4.	Do your school take care of hygiene and cleanliness?	20	90.90%	2	9.09%
5.	Is there a separate toilet rooms for boys and girls?	20	90.90%	2	9.09%
6.	Is there a separate toilet rooms for the teachers and staffs?	18	81.81%	4	18.18%
7.	Are the toilets clean and hygienic?	20	90.90%	2	9.09%
8.	Are the toilets located at the safe place?	22	100%	0	0%
9.	Is there arrangement of water in toilet?	22	100%	0	0%
10.	Is there a separately appointed sweeper/housekeeper?	10	45.45%	12	54.54%
11.	Are the toilets cleaned daily?	18	81.81%	4	18.18%

### Interpretation

The results showed that all the schools in the Upper Siang district with Foundational and Preparatory stages had toilets located at a safe place and arrangement of water in the toilet. 90.90% have access to clean drinking water facilities, separate toilet rooms for boys and girls, and claim to have toilets that are clean and hygienic, and that they take care of

hygiene and cleanliness. More than 50% of the interviews conducted with the headteachers explained that their school has a purifier installed, separate toilet rooms for the teachers and staff, and a facility to clean toilets daily. But only 45.45% had separately appointed sweepers/housekeepers. Finally, no single school under observation had any water cooler installed.

**Table 6:** Mid-day meal facilities of the governmentt schools in Upper Siang district, Arunachal Pradesh.

Sl. No.	Items/Questions	Response (No. & %)			
		Yes		No	
		n	%	n	%
1.	Is there a mid-day meal facility at your school?	9	81.81%	2	18.18%
2.	Is the mid-day meal served daily?	5	45.45%	6	54.54%
3.	Is there a mid-day meal in-charge appointed at the school?	6	54.54%	5	45.45%
4.	Do you serve freshly cooked meals?	6	54.54%	5	45.45%
5.	Do you serve packed meals?	1	9.09%	10	90.90%
6.	Whether the meals cooked by separately appointed worker?	6	54.54%	5	45.45%
7.	Is there a menu for the mid-day meal?	6	54.54%	5	45.45%

### Interpretation

Table 6 is the result of data collection in the government schools regarding mid-day meal facilities. According to the responses recorded it was found that all the government schools in the sample do not provide mid-day meals to the students. 81.81% have a mid-day meal facility and only 45.45% of the schools serve mid-day meals daily. 54.54% of schools have appointed mid-day meals in-charge and the meals are cooked by separately appointed workers in these schools. These schools not only have a prepared menu but also serve freshly cooked meals to the children. A very minute number of schools serve packed meals.

### Discussion and Conclusion

The schools in the Upper Siang district with foundational and preparatory stages displayed separate classrooms for each grade with sufficient benches and desks. 90.90% of the schools had noise pollution-free locations, Principals' offices, and staff rooms. Not many schools had facilities of a Science Laboratory, Language Laboratory, Administrative office, Sports room, canteen, Auditorium, Art and Craft room, and facility for indoor games. None of the schools had a cycle stand since the bicycle is not suitable as the district is located in a hill station. However, more than the average schools had playgrounds and computer rooms. Concerning electricity, all the schools claimed to have electric facilities and the availability of bulbs in each room. 90.90% of schools had fans in the classrooms. More than

50% of schools use tube lights in each room. However, very few schools used generators at school. Despite the claim of the availability of electricity, during the visits, it was observed that the lights were not available at the time. Nonetheless, the weather in the Upper Siang district is generally moderate, soothing the classroom during instructional periods apart from the use of technological assets during instruction.

The present study brings to notice that the library facilities in the district for the little children are not up to the mark. About 54.54% of schools claimed to have library facilities but not all these schools have a librarian to maintain the library. Very few had periodicals kept in their library, had separate reading periods in regular timetables, and kept their library open for the whole day. Newspapers are also kept in some of the libraries but facilities like newspapers, and periodicals are not very suitable or appropriate for the children of foundational and preparatory stages.

The schools are not performing well in terms of providing first aid facility. Very few schools had separate sickroom facility and beds available. More than 50% of the schools do not keep First-aid box at their school. Only few schools maintain the health cards of students, and keep the provision of regular visit of doctor at the school.

Regarding sanitation, schools in the Upper Siang district with foundational and preparatory stages had toilets located at the safe place and arrangement of water in the toilet. Mostly having access to clean drinking water facilities,

separate toilet rooms for boys and girls, and claim to have toilets that are clean and hygienic, and that they take care of hygiene and cleanliness. The investigator covered only government schools as the mid-day meal scheme is implemented in government schools only. It is not applicable in the private schools of Arunachal Pradesh. The meal amenities/facilities of the private schools were not covered in the present study. According to the responses recorded it was found that all the government schools in the sample do not provide mid-day meals to the students. Most of the schools have mid-day meal facilities but mid-day meals are not served every day. Interestingly, some of these schools have a prepared menu and serve freshly cooked meals to the children.

The schools in the Upper Siang district with foundational and preparatory stages are progressing in terms of the given criteria set for the present study. Yet there is a scope for more development in the areas of instructional process/pedagogy, library facilities with more children's books, story books, big books, learning teaching materials, etc. appropriate to their age. The schools could be decorated with beautiful works of children- posters, greeting cards, and local maths/language kits with the help of teachers and the involvement of the parents. Classroom decoration is a very important factor in drawing interest among small children to come to school. Based on the current study findings the first aid facility could also be strengthened besides the library facilities with more children-friendly books. Stakeholders are required to attend useful workshops or training programs for learning the ways of integrating technology in education and try every possible way to bring fruitful results from such learnings. Besides, if probable, schools should keep an activity room for students and try to bring out the best in children through such activities and opportunities of learning.

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