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## INSTITUTIONAL DEVELOPMENT OF HIGH SCHOOLS

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### Abstract

*The main aim of the study was to find out the significant difference between institutional development of high schools. Survey method was adopted for this study. The sample consists of 150 high schools in Thoothukudi and Tirunelveli districts. Simple Random Sampling Technique was used. Questionnaire for Assessment of Institutional Development (2017) was developed by the investigator used to collect the data. The statistical technique used was mean, standard deviation and 't' test. The findings of the study were: i) there was no significant difference between Thoothukudi and Tirunelveli districts high schools in their faculty development, resource development, financial development and communication development. But there is significant difference between Thoothukudi and Tirunelveli districts high schools in their social development and institutional development. ii) There was no significant difference between Tamil and English medium high schools in their faculty development, resource development, financial development, social development, communication development and institutional development. The educational implications and suggestions for further study are also given as per the findings of the study.*

**Keywords:** Institutional Development, High Schools.

### Introduction

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. An institution to provide necessary support to students facilitating good campus experiences and their holistic development. It also seeks information on student and alumni profiles and their contributions to the institution and vice-versa. The focus of this criterion is captured in the following criterion statements that spell out some of the good practices expected of a quality institution: The institution has adequate learning resources and a well-established mechanism to systematically review the various library resources for adequate access and relevance and to make acquisition decisions. The various provisions in the institution support and enhance the effectiveness of the faculty in teaching and mentoring of students. The campus environment promotes motivation, satisfaction, development and performance improvement of students. The progress of the students at different stages of the programmes is monitored and the students are appropriately advised. The institution develops the leadership qualities of the students through their participation and involvement in various institutional activities.

### Need for the Study

Nowadays the rule rather than the exception for overseas aid projects in the water and environmental sectors to include institutional development as a significant, if not the main, component. Yet institutional development is not a particularly well-defined activity it being a combination of managerial, technical, organizational and behavioural techniques. Furthermore, the basic concepts in some of these fields are still in the evolutionary stages. Recent years have seen a remarkable and exciting revival of interest in the empirical analysis of how a broad set of institutions growth. The focus of the recent outpouring of research is on exploiting cross-country variation in institutional quality to identify whether a causal runs from institutions to growth. Hence the investigator has taken up this present study for investigation.

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### **Operational Definitions of the Key Terms**

- **Institutional Development:** Institutional Development (ID) is the creation or reinforcement of the capacity of an organization to generate, allocate and use human and financial resources effectively to attain development objectives, public or private. It includes not only the building and strengthening of institutions but also their retrench.
- **High Schools:** It refers to the high schools up to X standard in Thoothukudi and Tirunelveli districts.

### **Objectives of the Study**

1. To find out the level of institutional development and its dimensions such as faculty development, resource development, financial development, social development, communication development in high schools.
2. To find out the differences, if any, in different dimensions of institutional Development such as faculty development, resource development, financial development, social development, communication development in high schools with respect to district.
3. To find out the differences, if any, in different dimensions of institutional Development such as faculty development, resource development, financial development, social development, communication development in high schools with respect to medium of instruction.

### **Null Hypotheses of the Study**

1. There is no significant different between Thoothukudi and Tirunelveli districts high schools in their faculty development, resource development, financial development, social development, communication development and institutional development.
2. There is no significant different between Tamil and English medium high schools in their faculty development, resource development, financial development, social development, communication development and institutional development.

### **Methodology**

The researcher adopted the survey method to study the institutional development of high schools.

### **Population and Sample**

The population for the present study consisted of the high schools in Thoothukudi and Tirunelveli districts. 150 high schools were taken for this investigation. They were selected randomly from each school.

### **Tool used for the Study**

The investigator has used self made tool. Questionnaire for Assessment of Institutional Development (2017).

### **Statistical Techniques Applied**

The statistical applications mean, Standard deviation and 't' test was applied for the study.

### **Delimitations of the study**

- The study is conducted in high schools only.
- The area chosen for conducting the study was only at Thoothukudi and Tirunelveli districts.

**Data Analysis and Findings of the Study****Table.1 Level of Institutional Development of High Schools**

Dimensions	Total Sample	Low		Moderate		High	
		No.	%	No.	%	No.	%
Faculty Development	150	77	51.3	36	24.0	37	24.7
Resource Development		69	46.0	67	44.7	14	9.3
Financial Development		65	43.3	70	46.7	15	10.0
Social Development		55	36.7	81	54.0	14	9.3
Communication Development		81	54.0	47	31.3	22	14.7
<b>Institutional Development</b>		<b>84</b>	<b>56.0</b>	<b>38</b>	<b>25.3</b>	<b>28</b>	<b>18.7</b>

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)

56%, 25.3% and 18.7% of high schools have low, moderate and high level of institutional development respectively.

**Null Hypothesis 1****Table.2 Difference between Thoothukudi and Tirunelveli Districts High Schools in their Institutional Development**

Dimensions	Thoothukudi (N = 69)		Tirunelveli (N = 81)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Faculty Development	52.45	2.166	52.23	2.198	0.601	NS
Resource Development	43.30	2.089	42.98	2.174	0.944	NS
Financial Development	43.36	2.051	43.16	2.153	0.587	NS
Social Development	43.39	2.074	42.54	2.734	2.157	S
Communication Development	59.54	1.324	59.36	1.443	0.788	NS
<b>Institutional Development</b>	<b>242.04</b>	<b>4.067</b>	<b>240.27</b>	<b>4.653</b>	<b>2.488</b>	<b>S</b>

Table value for df 150 is 1.96 at 0.05 level of significance.

It is inferred from the above table that there is no significant difference between Thoothukudi and Tirunelveli districts high schools in their faculty development, resource development, financial development and communication development. But there is significant difference between Thoothukudi and Tirunelveli districts high schools in their social development and institutional development. While comparing the mean scores of Thoothukudi and Tirunelveli districts high schools, Thoothukudi district high schools have high mean value than Tirunelveli district high schools mean value in their social development and institutional development.

**Null Hypothesis 2****Table.3 Difference between Tamil and English Medium High Schools in their Institutional Development**

Dimensions	Tamil (N = 93)		English (N = 57)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Faculty Development	52.25	2.225	52.47	2.114	0.624	NS
Resource Development	43.11	2.008	43.16	2.344	0.135	NS
Financial Development	43.40	2.070	43.02	2.151	1.066	NS
Social Development	43.23	2.212	42.46	2.823	1.755	NS
Communication Development	59.52	1.411	59.32	1.352	0.866	NS
<b>Institutional Development</b>	<b>241.49</b>	<b>4.412</b>	<b>240.42</b>	<b>4.516</b>	<b>1.426</b>	<b>NS</b>

Table value for df 150 is 1.96 at 0.05 level of significance.

It is inferred from the above table that there is no significant difference between Tamil and English medium high schools in their faculty development, resource development, financial development, social development, communication development and institutional development.

### **Educational Implications**

1. Institutions should organize seminar, workshop, conferences and refresher courses for the development of faculty.
2. The high schools can develop communication technologies for their administration.
3. High schools should develop their financial status for running school.
4. Schools should participate in the development of society.
5. High schools should develop their resources for teacher and student welfare.
6. High schools should maintain their environment properly.

### **Suggestions for Further Research**

1. The following are the suggestions for further research studies.
2. A similar study may be undertaken for colleges, higher secondary schools and colleges of education.
3. This study can be extended to university and technical colleges.
4. The sample is taken from Thoothukudi and Tirunelveli districts only. It can be extended to other districts.
5. Some more dimensions were included in institutional Development and can be taken into account for further investigation.

### **Conclusion**

The institution ensures participation of the students in various curricular, extracurricular and co-curricular activities, which can provide learning opportunities leading to students' intellectual, social and personal development. Through the various activities on and off the campus the institution encourages positive social interaction and self-motivation fostering the holistic development of the student. The institution has a well established functional organizational structure and governance system for planning, implementing, monitoring and evaluating the administrative and academic provisions of the institution.

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