

A capital theory of school effectiveness and improvement: An article review

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Abstract: Because of the considerable concentration on the relevance of education in society and, possibly, global development, it has become a thriving area of investigation and implementation that is gaining even more attention. Above all, scholars and practitioners must help to educate one another. This article review is intended to describe Hargreaves's theory of school effectiveness and improvement focusing on 4 master concepts: outcomes (cognitive and moral) linked to curriculum (formal or hidden); leverage (innovation and evidence-based practice) linked to teaching (didactic and modeling), productive capacity (knowledge transfer and knowledge creation) connected to gaining knowledge (formal or informal), and social capital (trust and networks) linked to learning (formal or informal) (academic or moral). With this, concepts are meaningless unless they are properly implemented, or are closest to being put into effect.

Keywords: Capital theory, Education, School effectiveness and improvement, School system

Due to the sheer widespread focus on the importance of education in society and, perhaps, global transformation, it is now a vibrant subject of inquiry and application that is attracting ever more emphasis. Above all, scholars and practitioners must help to educate one another. As a consequence, in the subject of educational change, the answer needs to be thoroughly guided by concepts that are relevant to experience, that sound right in the profession, and even those that assist us in identifying and continuously assessing change initiatives. Because of the constant development and change, strategic systems have become increasingly crucial in the quest for great result in businesses (Pearce & Robinson 2011), which is the primary goal of any company. Performance improvement techniques are an important part of strategic management (Okwako, 2013). Ndiritu (2012) goes on to say that existing governance executives must be change-oriented. Monitoring and analyzing external forces, presenting an inspiring vision, and suggesting creative programs are all part of this process. This will let a company respond to changes in the outside world to get a better edge (Minyu, 2010).

Hargreaves (2001) proposed an improved theory of school effectiveness and improvement focusing on 4 master concepts: outcomes (cognitive and moral) linked to curriculum (formal or hidden), leverage (innovation and evidence-based practice) linked to teaching (didactic and modeling), productive capacity (knowledge transfer and knowledge creation) connected to gaining knowledge (formal or informal), and social capital (trust and networks) linked to learning (formal or informal) (academic or moral). Furthermore, I consider that all these notions are critical in the twenty-first century if and only if we (teachers, students, parents, stakeholders, and other school partners) collaborate. Concepts are meaningless unless they are properly implemented or are closest to being put into effect.

Hargreaves (2001) proposed that an efficient school uses flexibility, innovations, and new processes to galvanize its intellectual assets (especially its capabilities to develop and distribute knowledge) and social capital (especially its ability to start generating trust and prolonged systems) to attain the intended academic performance. As a result, a developing institution improves its efficiency by employing greater impact tactics based on empirical evidence of 'what works.' Hence, Galindo, Sanders and Abel (2017) support for the notion of a transformational education, which is capable of providing solutions that suit students' and teachers' complex and dynamic needs. In addition to acquiring new knowledge and skills, students must be taught to be responsible individuals and mature citizens. Providing opportunities for ethical reasoning to raise understanding of the ethical elements of students' and graduates' words and deeds in the society in which

they live and act is also an important part of developing responsible individuals. As a result, the schools should benefit to their communities by encouraging intercultural understanding and conversation, as well as developing intercultural competences that will get most to conduct more effectively and responsibly in a multicultural setting (Collier, 2000 as cited by Genelza, 2022).

Furthermore, according to the theory, schools are judged efficient based on how students improve their cognitive and socio - emotional skills. Intellectual capital is defined as the total of information and experience that school stakeholders have and use to accomplish their objectives. It explains how education reform strategies result in students' academic success in all academic subjects. In this example, it discusses the critical function that administrators have in successfully implementing management methods that guarantee that the institution accomplishes its goals. Also, according to him, school effectiveness and school improvement are linked. Instructors in productive schools strive for ideas and principles that encourage student achievement while also increasing the performance of their very own professional careers.

Now would be the time to focus on the ignored occurrences that are critical to the model or concept. The approach, for instance, stresses authentic social education, rendering moral and intellectual counseling and mentorship – amongst instructors, between students and teachers, and among students – critical methods for exchanging knowledge assets and increasing community capital. This requires recovering vocational education and learning concepts in pedagogical and professional environments, as well as bringing conceptions of differentiated instruction into the school effectiveness and development literature, where they are presently absent (Alexander, 2000). As a result, if we do nothing and wait for things to happen, we will never achieve what we desired in the first place - the effectiveness and advancement of the education sector. Mwaura (2019) suggested that the government teach all school authorities quality assurance to optimize their ability to carry out initiatives to enhance productivity. The researcher also suggested that management training be incorporated into school administrators' training and development activities. To get good outcomes, the government should invest further in preparing teachers on effective teaching methods and asset utilization.

In addition, I reckon with Townsend's (2007) recommendations in his review of "school effectiveness and improvement in the twenty-first century," which include reinventing the notion of efficiency to perceive context - specific issues arising at different educational levels; reinterpreting the quantification of potency to consider broad, instead of limited, consequences; and trying to redefine the framework and integration of academic achievement in ways that account for co-evolution of teaching and learning. We can, at the very least, repair and rectify what was truly wrong in the first place. After all, as Edmonds (1982) put it, "we can effectively instruct all individuals whose training is of importance to us anytime and whenever we desire." We currently understand all we need to comprehend. Whether or not we do it will ultimately be determined by how we react about the reality that we have not yet done so far. As a result, it would still be up to us to figure out how to improve our paradigm. No worries.

The purpose of education has changed over time. It also varies based on whether society, educationalists, or parents are considered. Parents initially used education as childcare when they moved away from farms and into the industrial job environment. Then it was time to educate their talents and abilities that would benefit them in the future. Education has recently evolved into a tool for preparing students for the marketability of their vocation. Educators frequently always follow the intensity criterion, imposing a set of rules and behaviors on students. The focus subsequently moved to instilling certain disciplines in the brains of the learners. As good instructors have done throughout history, the future of education is to inspire students to recognize and maximize their skills. Society has influenced education in a variety of ways; at first, it was driven by religious interests, then by government and political goals, and now, in most cases, by ensuring our individuals had a favorable place on the world arena. However, it is evident that there is no single guiding force, and that parents, educators, and policymakers do not even agree on what school is for. The framework for making education operate magnificently would be more efficient if these aims were more closely linked to the following (Church, 2016 as cited by Genelza, 2022).

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Acknowledgements

The author thanks the Academic Voices (AV) and Jozac Publishers for the generous offer and opportunity to publish his work in the journal. Thank you so much!

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