

**SCHOOL EFFECTIVENESS: TEACHERS'
PERCEPTIONS' ON EFFECTIVE SECONDARY
SCHOOLS IN MAFIKENG AND ZEERUST
DISTRICTS OF NORTH WEST PROVINCE**

BY

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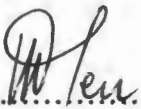
**A MINI DISSERTATION SUBMITTED IN
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I, Christina Matlhodi Teu declare that the dissertation for the degree of Masters in Education at the University of North West hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and execution and all material contained herein has been duly acknowledged.


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AND TO GOD BE GLORY.

ABSTRACT**SCHOOL EFFECTIVENESS: TEACHERS' PERCEPTIONS' ON EFFECTIVE SECONDARY SCHOOLS IN MAFIKENG AND ZEERUST DISTRICTS OF NORTH WEST PROVINCE.**

The purpose of this study was to determine the characteristics of the effective schools, to determine and examine empirically the perceptions of teachers on factors that make schools effective in North West Province, and on the major goals of effective schools.

The survey method was used to gather the data. A 27 item questionnaire, School Excellence Inventory, and 17 item questionnaire, on principals' behaviour were used to evaluate perceptions of success in the areas of: on-task engagement, school climate, commitment to an academic focus, staff expectations and performance, leadership effectiveness and evaluation, monitoring of students progress and critical behaviour of principals in effective schools.

The subjects of the study were 154 teachers in Mafikeng and Zeerust districts. The sample was selected from top ten schools identified by Matric results in each district. The empirical investigation conducted revealed that effective leadership by the principal is the most important factor contributing to the effectiveness of schools, in addition to cooperative and supportive organisational structure, fostering of positive relations and regular communication among the staff and students. The study also revealed that the effective schools go far beyond academic goals only. On the question "What make schools effective or ineffective?", the study revealed that the characteristics of effective and ineffective schools are the opposite of each other.

The conclusions drawn from the study is that effective schools exist in the North West Province. This study also revealed the importance of school effectiveness. Again it is important for principals, teachers and communities to implement the findings of the research on effective schools, to have effective schools.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The new democratic government in South Africa has brought with it many changes and challenges in the school situation. The recognition and acceptance of the new integrated education system brought hope for parents to take their children to effective schools that would assist them to meet the demands of the world of work. This does not necessarily mean taking children to previously advantaged schools only, but to effective schools within the geographical areas affordable to their parents. From the perspective of parents or community, what kind of a school are they looking for? What then, is an effective school?

Most states (in the USA) have adopted school-improvement programmes that reflect findings reported in the effective schooling literature, particularly on the five core school-level characteristics of strong instructional leadership, safe and orderly school climate, high expectations for achievement, an emphasis on basic skills and continuous monitoring of progress (Edmonds, 1979; Madaus et al., 1980; Curran, 1983; Davis & Thomas, 1989).

1.2 STATEMENT OF PROBLEM

Although there is an increased internalisation of school effectiveness community since mid-1980s, in developed countries like USA, Australia, United Kingdom, Netherlands, Canada and Scandinavia, little is documented about effective schools in South Africa (Reynolds & Cuttance, 1992). Important findings that have emerged from research on effective schools highlight some of the important factors that make schools effective, like (Edmonds, 1979; Madaus et al., 1980; Sergiovanni, 1987; Davis & Thomas, 1989; Rosander, 1994; Townsend, 1994):-

- * strong instructional leadership;
- * high expectations for student achievement;
- * an emphasis on basic skills;
- * safe and orderly learning environment;
- * continuous monitoring of student progress; and
- * clear and well-understood school goals.

The effective schooling movement was inspired partly by the claim of the Coleman report, that non-school factors appear to be more important than school variables, that schools make no difference (Davis & Thomas, 1989). As the result of the high visibility and impact of this report, that social and economic factors far outweigh any effects of school and teachers, several cornerstone research projects in the effective school movement were compelled to prove first that effective schools did in fact exist (Weber, 1971; Edmonds, 1979; Rutter et al., 1979).

Ronald Edmonds, one of the most influential scholars connected with the effective school movement wrote "Educators have become increasingly convinced that the characteristics of schools are important determinants of academic achievement" (Beare et al., 1989:2). For the early school effectiveness researchers in the USA, effectiveness was the success in the 3R's, where focus was specifically on academic components of the school's total program. Thus "effectiveness" meant raising the average scores in the school in mathematics and reading. Beare et al. (1989:12) argue that judging the effectiveness of a school by this criterion should cause disquiet to educators.

However, the idea was rejected by other American researchers of the 1980's who viewed this as only one of a number of objectives for an effective school (Eisne, 1983; Finn, 1984 and Farrar, 1984). Serow and Jackson (1983,264) argued that effective schooling is more than just one of those things that can

be measured by standardized achievement tests. They claimed that the tests results may not even be the best indicator of what goes on in a school and believe that truly effective schools are those that provide tangible indication of student worth and encourage emotional, physical, social as well as academic growth.

The first major study conducted in the UK was by Rutter & his colleagues (1979) who compared the effectiveness of ten secondary schools in Inner London on a range of students' outcome measures. The 'effective schools' they described were characterized by factors varying from "the degree of academic emphasis, teacher actions in lessons, the availability of incentives and rewards, to good conditions for pupils, and the extent to which children are able to take responsibility" (Rutter et al., 1979:178).

Although the empirical research literature reports conflicting results regarding the impact principals have on school effectiveness, Goldring & Pasternack (1994) suggest that principals instructional management behaviours are important in creating effective schools (Brookover & Lezotte, 1979). According to Kojimoto (1987) childrens' comments on their view on effective principals are highly descriptive and sometimes insightful about the principal's role. For an example, when asked " what does your principal do?" they reported seeing the principal walking in halls, on the playground, and in lunchroom, talking to teachers and students and visiting classrooms (Kijomoto, 1987:70). This implies that they do not conduct business just from behind their desks. Effective school principals are highly visible.

Reynolds and Cuttance (1992) argue that the literature on effective schools in UK paints a picture of heavily academically dominated, research-based school effectiveness enterprise with a strong knowledge base and little application of that knowledge into programmes of school improvement.

Findings from research in Australia, indicated that members of school communities: the parents, the principals, teachers, school council members and students believe that the tasks of an effective school are more than those related to the academic program and include the development of citizenship and self-concept, personal development and employment skills (Townsend, 1994). This is also emphasized in South Africa through the new curriculum intended to be effected in 1998. It aims at equipping all learners with the knowledge, competencies and orientation needed for success after they have completed their training. Its guiding vision, is that of a thinking, competent future citizen (RSA., 1997)

Changes are taking place in education and training in the new South Africa. According to the first White Paper on Education and Training (RSA., 1995) an integrated approach based on the ideal of lifelong learning for all South Africans and training opportunities of good quality - will increase access, mobility and quality in the national learning system.

With the current degree of criticism of our system of public education, coupled with the many documented failings of the system, it has become increasingly important to identify those factors that make one school successful in its mission of educating students while another (perhaps similar) is not. This study was guided by the following questions:

- * What factors make schools effective?
- * Are there effective schools in South Africa, particularly in the North West Province?
- * Is there a significant difference between the views of management team and teachers on the characteristics of the effective schools?

1.3 AIMS OF STUDY

The aim of this study can be operationalised as follows:-

- * Aim 1: To determine from the literature nature and scope of effective school.
- * Aim 2: To determine empirically, the perception of teachers on factors that make schools effective and the possible roles of effective schools in the North West Province of South Africa.

1.4 METHOD OF RESEARCH

1.4.1 Literature Study

In the review of literature, a thorough study of primary and secondary sources was made with the view of gathering more information on effective schools.

A dialogue-search was conducted with the following terms:-

- effective school movement
- effective schooling
- characteristics of effective schools
- effective schools
- effective principals



1.4.2 Empirical Investigation

1.4.2.1 Questionnaire

A questionnaire was developed and pretested. The aim of the questionnaire was to gather information from principals and teachers, on their views and opinions about the characteristics of effective school and factors that make schools effective.

1.4.2.2 Interviews

Semi-structured interviews were conducted with all school principals (n= 10) selected to participate in the study. The main aim of the interview was to get the views of principals on factors that contribute to school effectiveness.

1.4.2.3 Population

Out of the total number of high schools in Mafikeng District (N=24) and Zeerust District (N=30), a stratified sample of top ten schools was selected in each district with the help of the circuit and district managers.

1.5 Data analysis

With the help of statistical consultants of the University of the North-West, computer aided statistical analysis was employed. The computation of frequencies (f), percentages, means and t-test were conducted.

1.6 Definitions of concepts

- * Effective schools refers to those schools in which all students master basic skills, seek academic excellence in all subjects and demonstrate achievement through systematic testing. It is a purposeful organisation whose members seek to achieve established goals through common efforts. In this study effective schools refers to schools that produce good Std. 10 results over a period of three years.
- * Effective principal refers to the school principal with clear informed visions of what he/she wants his/her school to become.
- * Instructional leader refers to an energetic principal who undertake actions with the intention of developing a productive and satisfying working

environment for teachers and desirable learning conditions and outcome for students.

- * District refers to an educational area comprising of a number of circuits under the supervision of a district manager. North West province is divided into twelve districts. Districts ensures coordination and management of education.
- * Secondary school refers to a post primary school with Grade 12 (Std 10) as the highest class.

1.7 Chapter headings

- 1: Orientation
- 2: Nature and scope of school effectiveness
- 3: Research methodology
- 4: Data analysis and interpretation
- 5: Summary, recommendations and conclusion

1.8 Summary

In this introductory chapter, a brief orientation to the study is provided, outlining the problem to be investigated, and formulating the aims of the study. The major focus of the study is to determine which characteristics of effective school research make schools in the North West Province effective.

CHAPTER 2

NATURE AND SCOPE OF EFFECTIVE SCHOOL

2.1 Introduction

In this chapter an overview of school effectiveness research is provided. The concern over how schools are working is not new. As long as public education has existed, government officials, administrators, parents and researchers have from time to time questioned the efficacy of certain school practices. Formal education is such an important process in modern societies that educational systems and institutions are constantly under review. It was in 1966 that the results of large-scale studies of effectiveness of schooling and of compensatory education programs first became available. Literature studies have illustrated that for a number of reasons, the concern with schooling and its consequences reached major proportions in the 1970's (Madaus et al., 1980; Angus, 1986; Teddlie et al., 1989; Davis & Thomas, 1989; Witte & Walsh, 1990 and McGaw et al., 1992).

Distinct traditions of educational inquiry have evolved in the study of school effectiveness and school improvement. The concern for school effectiveness has attracted international interest for some years as school systems worldwide have become subject to wide-ranging reform programmes. The school effectiveness literature has recently taken on a prescriptive tone; not only is schooling argued to matter, but also specific school characteristics are cited as associated with successful student outcomes (Clark et al., 1984).

Brief attention will be paid firstly to the definition of the term effective schools and effective school movement. The latter part will concentrate on the characteristics of effective schools, models guiding the organisational effectiveness of schools, and effective school research in developing countries

as identified by the related literature.

2.2 Definition of the term 'effective schools'

2.2.1 *What is an effective school?*

There are number of ways to define effective schools. According to Evans(1983) the overall educational objective determines the definition. An effective school is one which adjusts itself to provide the necessary educational program to obtain the desired goals and adopt new methods and strategies for success. According to Evans (1983:75) an effective school is one that provides the target group of students with those skills which allow successful access to the next level of learning.

The Ohio Department of Education has defined effective schools as those schools which obtain significant increases in students achievement for economically disadvantaged pupils. Other important and meaningful outcomes may occur but increased academic achievement for a targeted student population is the prime descriptor.

A raw definitional view of the term effectiveness, according to Townsend (1994) refers to a school that, by its actions has caused or produced results. The relative quality, quantity and effectiveness of these results form one facet of the components of total efficacy. Townsend (1994) argues that an effective school must have some objectives that have a close connection to public educational goals. Madaus et al. (1980) also support this form of definition. In their view an effective school can be defined as "the extent that there is congruency between its objectives and achievements". In other words, it is effective to the extent that it accomplishes what it is set out to do (Madaus et al., 1980:22).

Cuban (1984:132) when summarizing the evident problems with the research on effective schools, revealed that 'effectiveness is a constricted concept'. He argues that school effectiveness ignores many skills, habits and attitudes beyond the reach of paper-and-pencil test when the definition is tied narrowly to test results in mostly low-level skills in mathematics and reading. This view of the extremely narrow concept of effectiveness is well supported by Angus (1986) when stating that the educational outcomes are measured in terms of standardised tests of basic literacy and numeracy. Educators and parents also prize outcome of schooling that reach beyond current definition of effectiveness: sharing, learning to make decisions, developing self-esteem, acquiring higher-level thinking skills and aesthetic sense.

According to Rosander (1984) effective schools are those schools in which all students master basic skills, seek academic excellence in all subjects and demonstrate achievement through systematic testing. As a result of improved academic achievement, students in effective schools display improved behaviour and attendance. Edmonds (1979) defined an instructionally effective school as one that brings the children of the poor to those minimal masteries of basic school skills that now describe minimally successful pupil performance for the children of the middle class (Clark et al., 1984:46). It is observed from literature (Townsend, 1994; Serow & Jackson, 1983; Curran, 1983; Davids & Thomas, 1989; Hoy & Miskel, 1996) that effectiveness is not one thing, hence a one dimensional definition is not adequate. A school can be effective or ineffective, depending on the criteria used to measure effectiveness.

It is observed from the literature that the terms, effective school, successful schools and good schools are interchangeably used (Glickman, 1990; Coleman & Collinger, 1991). Glickman (1990) points out that the 'common cause' and the 'moral equivalent of war' are critical concepts for understanding school success. According to him, what literature conveyed about corporate success

(Peters & Waterman; 1982) and interpretive writings about effective schools (Rosenholtz, 1985) is that successful organisations have a collection of individuals who work together on a common goal that transcends their own self-interest. As a result, they willingly sacrifice their own immediate gain in pursuit of the common goal because it is perceived important. A successful school is foremost an organisation that defines good education for itself, through its goals and desired practices, and then engages in the 'moral equivalent of war in achieving that vision (Glickman, 1987).

In this study effective schools refers to those schools:

- in which all students master basic skills, seek academic excellence and demonstrate achievement through systematic testing.
- the school with instructional leaders who develop a clear school mission, systematically monitor student progress, protect instructional time from interruptions and maintain high standards for teachers and students.

2.2.2 Effective school movement

The effective school movement is largely based on research and reform strategies that were established in the United States and United Kingdom (Levin & Lockhead, 1993). The movement received an extraordinary amount of attention in the two countries and has been enthusiastically supported in Australia (Duignan, 1985; Angus, 1986). According to McGaw et al. (1992) the research on effective schools can be traced back to the mid 60's and early 70's, when depressing assertions were being made that schools have little real influence on students. Researchers were partly inspired by the claim of the Coleman report that non-school factors (social and economic factors) appear to be more important than school variables. These pessimistic claims were echoed in the work of other respected scholars such as Jencks et al. (1972). They concluded that variations in what children learn in schools depend largely on variations they bring to school and not in variations schools offer them (Angus, 1986).

Their conclusions have been challenged in the United Kingdom by Rutter and associates , who maintain that schools do make a difference. Findings from their research indicated directly the particular aspects of school organisation that contribute to the successful performance of pupils. They include (Rutter et al., 1979; Rutter, 1983):

- * secondary schools that varied markedly with respect to their pupils' behaviour, attendance, exam success and delinquency. This suggest that secondary schools do have an important influence on their pupils behaviour and attainments.
- * the degree of academic emphasis, teacher actions, the availability of incentives and rewards, good conditions for pupils and the extent to which children were able to take responsibility, were all significantly associated with outcome differences between schools. The difference between schools in outcome were systematically related to their characteristics as social institutions.
- * variables research showed were or were not associated with good behaviour and attainments.
- * pupils were not only influenced by the way they were dealt with as individuals, but also there was a group influence resulting from the ethos of the school as a social institution.

After comparing the respective claims of Rutter, Coleman and Jencks, Murphy (1985) points out that Rutter's claims pertain to the effect of schools on overall attainment whilst Coleman and Jencks' relate to the effect of schools on variations in attainment. According to Murphy (1985) these results are merely different and not mutually exclusive. He criticised the methodological procedure of Rutter's claims, especially in relation to his overestimation of the effect of school processes compared with family background.

From this brief review of the impact of Coleman report and related literature which concluded that schools made little or no difference, it is clear that the report helped spawn the school effectiveness movement. Because of the high visibility and impact of these reports, several cornerstone research projects in the effective school movement were compelled to prove firstly, that effective schools, did in fact exist; secondly, to search for characteristics that seemed to be related to that effectiveness (Davis & Thomas, 1989). Thus, a basic tenet of the effective school movement is that all children can master basic skills needed to be successful in school. Effective school movement was regarded as a school reform philosophy and renewal process for the present and future.

2.2.3 Portrait of an effective school

In the 70's several researchers began to report that effective schools have the following characteristics (Weber, 1971; Edmond, 1979; Rutter, 1983; Stedman, 1987; Wimpelberg et al., 1989; Sammons et al., 1995; Kuroda, 1995) -:

- * Strong instructional leadership;
- * High expectation for student achievement;
- * An emphasis on basic skills;
- * Safe and orderly learning environment;
- * Continuous monitoring of student progress and
- * Clear and well-understood school goals.

A larger number of school factors are suggested by Purkey & Smith (1983). They proposed nine organisational and structural variables and four process variable contributing to school effectiveness.

- * Organisational and structural variables:

- School site management

In order to determine how to increase student achievement, principals and teachers need a considerable building-level autonomy. Schools differ in many characteristics such as in student body composition and groupings, in the particular needs and problems of students, in community expectations and values, in instructional programs and practices, goals, values and expectations of the particular principal and staff (Davis & Thomas, 1989).

- Strong instructional leadership

Strong instructional leadership by the principal is essential to initiate and maintain the school improvement process. Although individual teachers can work to improve their own effectiveness, it is important to realise that pivotal, causative feature of virtually every effective school is a principal with a vision, energy and a dedication to lead the staff and students towards better school attitude and higher performance level (Davids & Thomas, 1989). Research has revealed that strong leadership increasingly had taken the form of empowering good teacher to observe and help each other improve their teaching techniques.

- Staff stability

Staff stability naturally contributes to good interpersonal relationships, a good working environment, and shared goals of improving teaching, developing better programs and generally stimulating an academic climate and higher achievement. This is the reason why once a school experiences success, keeping its staff together is important for maintaining its effectiveness. Garson (1997) reported that the survey on South African Top 100 schools (those making a difference), also indicated the concern of principals on the importance of staff stability. They reported that teachers

are committed and united as a body, although some schools lost their most experienced qualified teachers due to the political changes. Other schools are thus battling to keep up the spirit of teachers who stand to lose their jobs.

- **Planned and purposeful curriculum**

According to Davids & Thomas (1989), a planned and purposeful program appears to be more beneficial than a program with many electives and few requirements.

- **Staff development**

An effective school-wide staff development program aimed at altering attitudes, expectations and behaviour while teaching teachers new skills and techniques is very important for the effectiveness of a school. The training should relate closely to the instructional program. McGaw et al. (1992) study reflected on professional development as an important aspect of teachers and teaching. These involved preservice and inservice professional development, and also continuous nature of staff development was stressed.

- **Parental support and involvement**

Purkey & Smith (1983) mentioned that schools are more than a set of interrelated internal elements, they affect and are affected by the outside world, especially parents and the community. It is thus an open system that interact with the external environment. Parent involvement and support, parent awareness of school goals and student responsibilities are essential ingredients of an effective school.

- Recognition of academic success

School-wide program of academic success includes publicly honouring academic achievement. An effective principal can incorporate many rewarding mechanisms to recognise achievement. The principal should provide motivational devices and reward systems that support an academic orientation (Davis & Thomas, 1989:40).

- Time on task

Increasing academic engagement is regarded by many researchers as a very important factor in school effectiveness. Maximizing learning contributes to the positive effectiveness of the school. Veenman et al. (1987) defined time as the amount of time a pupil is definitely on-task. The index of the amount of time spent in the classroom is mostly defined in the literature as time-on-task, engaged time or active learning time (Hallinger & Murphy, 1986; Veenman et al., 1987; Davis & Thomas, 1989 and Hoy & Miskel, 1996). Taylor (1990) adds allocated time to these terms. With regard to the teacher, instructional time is defined as the amount of time the teacher spends on activities such as supervision, management and giving information. Studies concerning the role of time in school learning show that what pupils learn from their classroom experiences is a function of what they do during class time, i.e. how they spent their time (Veenman et al., 1987). They also documented great differences in the way in which time is spent between schools, classrooms and between pupils in the same schools.

- District support

According to Purkey & Smith (1983) the role of the district office is best conceived as guiding and helping. Fundamental change, building level management and staff stability depend on support from the district office.

*** Process variables**

The four process variables were described by Purkey & Smith (1983) as the dynamics of the school responsible for an atmosphere that increases student achievement with the inclusion of the following:

- Collegial and Collaborative planning

Both collaborative planning and collegial relationship are essential for change. Teachers will not be particularly receptive to changes that are imposed on them from the above unless the relationship with the principal or departmental head is good and the changes are planned together. The implication is that change attempts are more successful when teachers and administrators work together.

- Sense of community

A school-wide sense of community and the individual's sense of being a recognisable member of that community is essential. According to Orlosky et al. (1984) there is persuasive evidence that community feeling, the sense of being a recognisable member of a community that is supportive and clearly perceived, contributes to reduced alienation and increased achievement.

- Clear goal and high expectations

Common sense, indicates that a clearly defined purpose is necessary for any endeavour hoping for success. Clear goals and high expectation commonly allow the school to direct its resources and functions toward realising these goals. Clear goals also help reduce student alienation. Davis & Thomas (1989) suggest that continual monitoring of student and class progress is a

logical means of determining whether or not goals are being realised. Goals may be academic in nature focusing on increasing learning time, improving teaching and management techniques and/or can also include teaching thinking skills (such as creativity and critical thinking), improving school climate, students attitudes, reducing absenteeism, misbehaviour and dropping out, fostering good self-concept and independence.

- Order and discipline

The seriousness and purpose in which the school approaches its task are communicated by the order and discipline it maintains in its building (Orlosky et al., 1984). According to Purkey and Smith (1983: 445) clear, reasonable rules, if fairly and consistently enforced, not only to reduce behaviour problems that interfere with learning, but also to promote feelings of pride and responsibilities.

2.2.4 Goals for effective school

The role of the effective school is related to the success of all the children in the school, regardless of their background. It is likely that academic development will be one of a number of goals determined by the state or the education system (Townsend, 1994). Additional goals determined by the school community, which may include aspects such as self-concept, citizenship and employment skills are equally important objectives if the school is to be seen to be effective.

Findings from Townsend (1994) research on the perceptions held by members of school communities with respect to the tasks and role of effective schools, suggests that school effectiveness should include all school goals within its boundaries, and may also include goals that consider the development of the local community as well. The study found that people at the school level have

a wide range of goals for schools some of which are academic, and others which go far beyond the academic, all of which need to be addressed if the school is to be seen as effective. Townsend (1994:131) argues that communities need to know that their children are safe, happy and are progressing well. They want their children to be able to think for themselves, to be self-confident, happy, well balanced, self-disciplined, able to solve problems, to be caring, to be creative, to be imaginative and to be enthusiastic.

From the literature, a number of school goals are identified as follows: (Rutter et al., 1984; Townsend, 1994):

- * Literacy and Numeracy and other goals;
- * Self concept;
- * Citizenship and Employment;
- * Community goals and
- * Educational Goals.

2.3 Theoretical consideration

2.3.1 Conceptual framework

This study utilised a conceptual framework derived from research on effective school, effective instruction and organisational change. The framework conceptualises school effectiveness as related to school activities and processes that cluster in 14 Effectiveness factors (Murphy et al., 1985; Hallinger & Murphy, 1993; Madaus et al., 1989) namely:

- Clear school mission
- tightly coupled curriculum
- Opportunity to learn

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- Instructional Leadership
- Home-school cooperation and support
- Widespread student rewards
- High expectations
- Safe, orderly environment
- Structured staff development
- Direct instruction
- Frequent monitoring
- Opportunity for meaningful student involvement
- Collaborative organisational processes.

The discussion will be limited to the following five factors:-

- Clear school mission and goals;
- Instructional leadership;
- high academic expectations;
- safe and orderly goals environment; and
- frequent monitoring of student progress.

2.3.1.1 Clear school mission and goals

Mission is a statement of what a school is striving to become, written in measurable, observable terms which can be operationalized for planning, implementing and evaluation purposes (Taylor, 1990:204). Effective schools develop and maintain a clear school mission. The school staff shares a common understanding of what the school is trying to accomplish and mobilises around activities designed to meet the school goals (Edmonds, 1979). The sense of shared purpose provides a unifying framework of values that motivate staff to view themselves as part of the school organisation (Rutter et al., 1979). School mission is often expressed in terms of explicitly defined school goals that focus staff attention and school resources on specific

areas of learning (Hallinger & Murphy, 1986). Clear goals provide a basis for selecting programs, allocating scarce resource, guiding staff activities, and evaluating school effectiveness. The idea is also supported by Davis & Thomas (1989) that continual monitoring of student and class progress is a logical means of determining whether or not goals are being realised. Such monitoring also stimulates and directs staff energy and attention.

2.3.1.2 Instructional Leadership

Strong Instructional leadership is closely associated with effective schools. According to Taylor (1990), instructional leadership is leadership which gives direction, emphasis and support to the schools' instructional program and inspires others to work within the schools central "teaching for learning for all" mission. Davis & Thomas (1989) defined instructional leadership as "actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children, and such leadership is effective to the extent that these broad purposes are achieved". Instructional leadership according to Leitner (1994) is special type of instructional management. Conceptually it includes those processes, both mental and physical, that the principal uses, which result in others executing formal and informal duties to achieve organisational goals. It deals mainly with planning, organising and controlling resources.

The literature studies provide overwhelming support for the concept that effective schools have effective leaders. Brookover & Lezotte (1979) viewed principals in effective schools as aggressive instructional leaders and evaluators of basic-skills achievement. Edmonds (1982) described the impact instructional leadership as bonding agent for effective teaching and learning. The three core ideas related to the instructional leadership role of the principals are:-

- hold an image or vision of what is to be accomplished;
- manages and leads their schools through the guidance of their vision; and
- focus their activities on instruction and the classroom performance of teachers.

According to Findley & Findley (1992), principals must understand their communities, vision of effective schools, create mission statements and determine ideal situations for fulfilling them, spend sufficient time before implementation to help everyone to accept changes, pilot and monitor new approaches and incorporate successful pilot programs throughout the school. The principal can promote instructional effectiveness by developing school wide-norms that reflect high expectations for student learning (Rutter et al., 1979; Murphy et al., 1982).

Research have indicated that principals in effective schools spend more time monitoring activities than principals in other schools. They spend time in both designing evaluation and monitoring the use of these evaluation (Edmond, 1979; Goldring & Pasterneck, 1994; Wimpelberg et al., 1989).

Principals as instructional leaders according to Arnn & Mangieri (1988) expect to see teachers teaching. They emphasise the activity dimension of teaching. They identified three behaviour regarded as the most important for principals to emphasise on teachers -:

- Task orientation: the extent to which the classroom is business-like, the students spend their time on academic subject, and the teachers presents clear goals to the students.
- Enthusiasm and interest - the amount of the teachers vigour, power and involvement.
- Direct instructions - the extent to which the teacher sets and articulates the learning goals, actively assesses student progress and frequently makes class presentations illustrating how to do assigned work.

Hallinger and Murphy (1986) support the idea of principals viewed as instructional leaders. According to him three characteristics stood out among the effective school principals viewed as instructional leaders:-

(1) a strong results orientation, (2) a related concern for systematically monitoring students progress and (3) a preference for high visibility and informal supervisory strategies.

Most characteristics of effective principals relates to leadership traits and skills, problem-solving abilities, social skills or professional knowledge and competence (Davis & Thomas, 1989). Effective school principals have clear and informed visions that focus on students and their needs. They translate their visions into goals for the school and expectations for teachers, students and administrators.

2.3.1.3 High Academic Expectations

Staff in instructionally effective schools have higher expectations for student achievement than in less effective schools (Brookover & Lezotte, 1979; Rutter et al., 1979). Again the staff and parents believe that all students have the capacity to succeed, and staff and parents involvement is the critical factor in student achievement.

2.3.1.4 Safe and orderly learning environment

It is the principal's function to develop and maintain a positive school climate where teachers can work and students can learn. Mortimore et al. (1991) confirmed that an effective school has positive ethos, and the atmosphere that is more pleasant. Both around the school and within the classroom less emphasis on punishment and critical control, and greater emphasis on praise and rewards have a positive impact. The working conditions of teachers contribute to the creation of a positive school climate created by the

teachers for the students and by the head for the teachers. They are important aspects of the school's effectiveness.

According to Coyle & Witcher (1992) the National Institute of Education (NIE) study (U.S. Department of Health, Education and Welfare 1973) addressed characteristics of safe schools. These schools were defined as having non-violent and orderly environment for learning. The elements of safe schools identified in the NIE study, which also assist in clarifying the components of such an environment includes-:

1. Strong school governance by the principal in the roles of instructional leader, disciplinarian, and role model for students and staff alike.
2. Rules that are consistent, fair and firmly enforced.
3. Teachers who have a high degree of job satisfaction and who are in agreement with the methods and vision of the principal.
4. Teachers who share attitudes and goals.
5. Central office support.
6. An emphasis on regard for academic success and student growth.
7. Low student-staff ratio.
8. Superior staff morale.
9. Evidence of strong school unity
10. Belief by students that curriculum is worthwhile and important.
11. Belief by the students that the school represent both respect and shared responsibility.

According to Brookover et al., (1996), the first precondition for educational improvement is to guarantee that all schools are safe and orderly. The second requirement is to organise schools structurally so that they become true academic learning communities.

2.3.1.5 Frequent monitoring of student's progress

Frequent monitoring refers to the frequent assessment of student academic performance through the design and use of timely and accurate student monitoring system to help teachers in planning for remedial acceleration and enriched instruction (Taylor, 1990). Feedback on student academic progress is obtained frequently using a variety of assessment methods. The results of test are used to improve individual student performance and also to evaluate the success of the curriculum.

2.3.2 *Characteristics of a good school.*

- In every school, the climate is positive, promoting a desire to care.
- In every effective school, there exist a clear organisational personality, characterised by stated missions, goals , values and standard performance.
- In every effective school, people are involved, all the people, all the time.
- In every effective school people are informed and there is contact constant, communication between administration, staff, parents and the community.
- The effective school doesn't just take, it gives too. The school is a contributory partner to the community.
- The school follow the principle of "do as I say and as I do".
- The effective school knows where it is at all times, it knows the importance of assessment.

2.3.3 *Principals as instructional leaders.*

Contemporary research stresses the importance of the principal to effective schooling and emphasises the importance of the principal as a

planner, facilitator and decision maker (Bauck, 1987; Davis & Thomas; Leitner, 1994). According to Leitner (1994), the principal's role as an instructional manager includes those processes that the principal uses which result in other people executing formal and informal duties to achieve organisational goals.

Hallinger's framework of the principal's role in instructional management is divided into three general dimensions, namely defining the school's mission, managing instructional program and promoting a positive climate (Leitner, 1994: 221). This implies that the principal affect student learning indirectly by influencing and shaping teacher's behaviours and attitudes so as to promote and create positive classrooms and school climate. They influence what the teacher teaches by supporting and managing the school curricular and instructional program. They can also influence what the teachers focus on by ensuring that school mission is clearly defined.

2.3.3.1 Vision

Descriptions of principals of effective schools emphasise their vision - their image of what the school can be and what they want to accomplish. Lezotte (1992) stressed that effective schools are led by individuals with a vision, individuals who can communicate this vision and commitment. This implies that when a principal has a strong vision for the future of a school, most teachers become aware of the vision and accept that vision. Legotlo (1994) also illustrated the importance of vision and stressed that it should be communicated in such a way that all members of the organisation are committed and feel empowered.

2.3.3.2 Academic School climate and high expectations

The principal's vision is logically and intimately tied to an academic climate

and high expectation for students achievement which are characteristics of effective school (Davis & Thomas, 1989). In an academic climate, staff and students are aware and they have value goals of high achievement. It is thus the principals' role to create a strong sense of community, an academic oriented school climate and high expectation for students achievement. Davis & Thomas (1989: 40) suggested that for creating an academic climate principals could-:

- Raise awareness of, and gain consensus for school improvements and higher achievement expectations.
- Take an active role in school improvement strategies.
- Create motivational devices and rewards systems that support an academic orientation.
- Monitor academic process.
- Use material and personnel resources creatively.
- Maintain safe, orderly and pleasant environment.
- Monitor teacher practices.
- Observe and provide feedback on teaching.

2.4 Models of effectiveness of schools

The concept of effectiveness is both the apex and the abyss in organisational analysis. It is the apex because all theories of organisational and administrative practices are ultimately aimed at identifying and producing effective performance, and an abyss because the theories of organisational effectiveness and lists of criteria neither are necessary nor sufficient to evaluate the concept (Cameron, 1984; Hoy & Miskel, 1996).

According to Hersey & Blanchard, as quoted by Hoy & Forsyth (1986:36) effectiveness is a function of productivity and performance, the condition of the human resource, and the extent to which both long and short -term goals

are attained.

Harber (1992:161) argues that the effectiveness of a school can only really be judged in terms of the extent to which it has achieved the goals that have been set for it. Whether a school is effective or ineffective depends on the criteria used,. Criteria problems are the major obstacles to the empirical assessment of organisational effectiveness and they are of two general kinds (Cameron, 1978). The first relates to the selection of the type of criteria indicating effectiveness and the second relates to the sources or originators of the criteria. Hoy & Miskel (1996) argue that it is impossible to claim that one school is more effective than another without the theoretical guides. The goal model and the system-resource model are two guides for making these judgement and for taking the action necessary to work towards school effectiveness.

2.4.1 Goal model of organisational effectiveness

2.4.1.1 Definition of goal model

Traditionally, organisational effectiveness is defined in terms of the degree of a goal attainment. Organisational goals are simply the desired state that the organisation is trying to attain. According to Barnard S.S. (1991) goals are in fact the idealisation of the end result to be obtained. Guidelines should be given in order to achieve the desired result. With in a goal model, goals and their relative accomplishment are essential in defining organisational effectiveness (Hoy & Miskel, 1996). They provide direction and reduce uncertainty for participants and represent standards for assessment of the organisation. In a goal model, a school is effective if the outcome of its activities meet or exceed its goals. Outputs and goal accomplishment are most widely used criteria for effectiveness.

2.4.1.2 Types of goals

In goal model of organisational effectiveness two important types, official and operative goals are identified (Steers, 1979; Hoy & Miskel, 1996).

* Official goals

Official goals are formal declaration of purpose by the board of education concerning the nature of the school mission. These statements usually appear in board of education publications and faculty and staff handbooks. Official goals are abstract and aspirational in nature (Hoy & Miskel, 1996). Their purpose is to secure support and legitimacy from the public for guiding the behaviour of professional educators.

* Operative goals

Operative goals reflect the true intentions of a school organisation. They mirror the actual tasks and activities performed in the school irrespective of its claims (Hoy & Miskel, 1996). Some operative goals are widely published while others are not.

2.4.1.3 Assumptions and generalisation

Assumptions of the goal model of organisational effectiveness include the following (Hoy & Miskel, 1996):

- a rational group of decision makers in the organisation sets the goals that they wish to pursue;
- the number of goals are few enough to be administered;
- the goals are clearly defined and understood by participants; and
- the goals supply the criteria for evaluating effectiveness.

2.4.1.4 Criticisms of the goal approach

The following are some of the criticisms which have been advanced concerning the goal approach to effectiveness (Cameron, 1978):

- There is a focus on official or management goals to the exclusion of the organisational member, organisational constituencies and societal goals.
- Organisational goals are retrospective. They merely serve to justify school and educators' action, not to direct them.
- Organisational goals are dynamic, while the goal model is static. Goals change as the situation and behaviour vary, but the model remains the same.
- There is neglect of multiple and contradictory nature of organisational goals.

2.4.2 *System resource model of organisational effectiveness.*

2.4.2.1 Definition of system resources model

A system-resource model has been proposed by Yuchtman and Seashore, as an alternative approach to organisational effectiveness. According to Hoy & Miskel(1996) the model defines effectiveness as the organisations ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire scarce and valued resources. Cameron (1978; 605) states that the system-resource model or natural system approach focuses on the interaction of the organisational effectiveness as the ability of the organisation to exploit its environment in the acquisition of scarce and valued resources. According to the system-resource model, the most effective schools sustain growth or minimize decline by advantageous bargaining with parents, students and legislators. Hence, the criterion for effectiveness becomes the organisation's ability to acquire resources. Organisational inputs and acquisition of resources replace goals as the primary criteria for effectiveness.

2.4.2.2 Assumption and generalisation

The system-resource model contains several implicit assumption (Goodman & Pennings, 1977; Hoy & Miskel, 1996):

- The organisation is an open system that exploits its external environment.
- Harmony within the system improves performance.
- Organisations compete for scarce resources.
- An organisation of any size faces such complex demands that defining a small number of meaningful goals may be impossible.

From the system-resource perspective, effective organisations are those with sensitive monitoring mechanisms that provide information about new behaviour that can lead to acquisition of more assets (Hoy & Miskel, 1996). The final criterion that must be used to assess organisational effectiveness according to the system-resource model is the internal consistency. The model predicts that an effective organisation will distribute resources over a wide variety of coping and monitoring mechanisms (Hoy & Miskel, 1996).

2.4.2.3 Criticisms of the system-resource approach

Criticisms of the system-resource approach include the following:

- Too much emphasis on acquiring resources may be damaging effects on outcome.
- This approach assumes that only valuable aspects of organisations are those which did further input acquisition.
- The system-resource model is actually a goal model in which the operative goal is acquiring resources. The acquisition of resources does not just happen.
- It is based on what the organisation is trying to achieve, its goals.

The goal and system-resource models share one crucial assumption - that it is possible and desirable to arrive at a single set of evaluative criteria. The goal model stresses the relative attainment of feasible objective while system-resource model is based on the open system concept which places great value on the harmonious operations of the organisations components. Several theorists have attempted to integrate the two approaches, and although their ideas differ slightly, they agree that the use of goals cannot be avoided (Goodman & Pennings, 1977; Steers, 1977).

2.4.3 An integrated goal and system-resource model of effectiveness.

According to Hoy & Miskel(1996), in order to convey an understanding of organisational effectiveness, integrated model must address three important characteristics - time, multiple constituencies and multiple criteria. Hoy & Miskel (1996) in addition to the three, included different organisational levels.

2.4.3.1 Time dimension

Time dimension is an essential component when discussing school effectiveness, although it is a neglected factor in the study of organisations. The time dimension in a model of organisational effectiveness can be conceptualized with a continuation of success ranging from the short to the long term (Hoy & Miskel,1996). Educators know that certain times of the school year hold greater potential for crisis, disruption and reduced goal attainment, they thus have to develop coping mechanisms to handle these short-term performance problems. There are also long-term problems of survival such as declining enrolments and school closing. Another influence of time is that the criteria for organisational effectiveness do not remain constant. As constituencies change their preferences, new constraints and expectations evolve to define school effectiveness.

During any school day the subjects to be taught are typically distributed according to a time schedule. This time schedule determines the school's priorities on how much time can be allocated to learning different content in curriculum. According to Orlosky et al., (1984) the purpose of the administrator in promoting high academic learning time is to look for instructional time leaks that can be avoided by identifying the areas in which high academic learning time is reduced. This include classroom organisational procedures, ability to stay on the topic, selection of content that is appropriate to students and avoidance of distracting discussions. In sum, performance that is effective today is likely to be ineffective tomorrow as preferences and constraints change (Cameron,1984).



2.4.3.2 Multiple constituencies

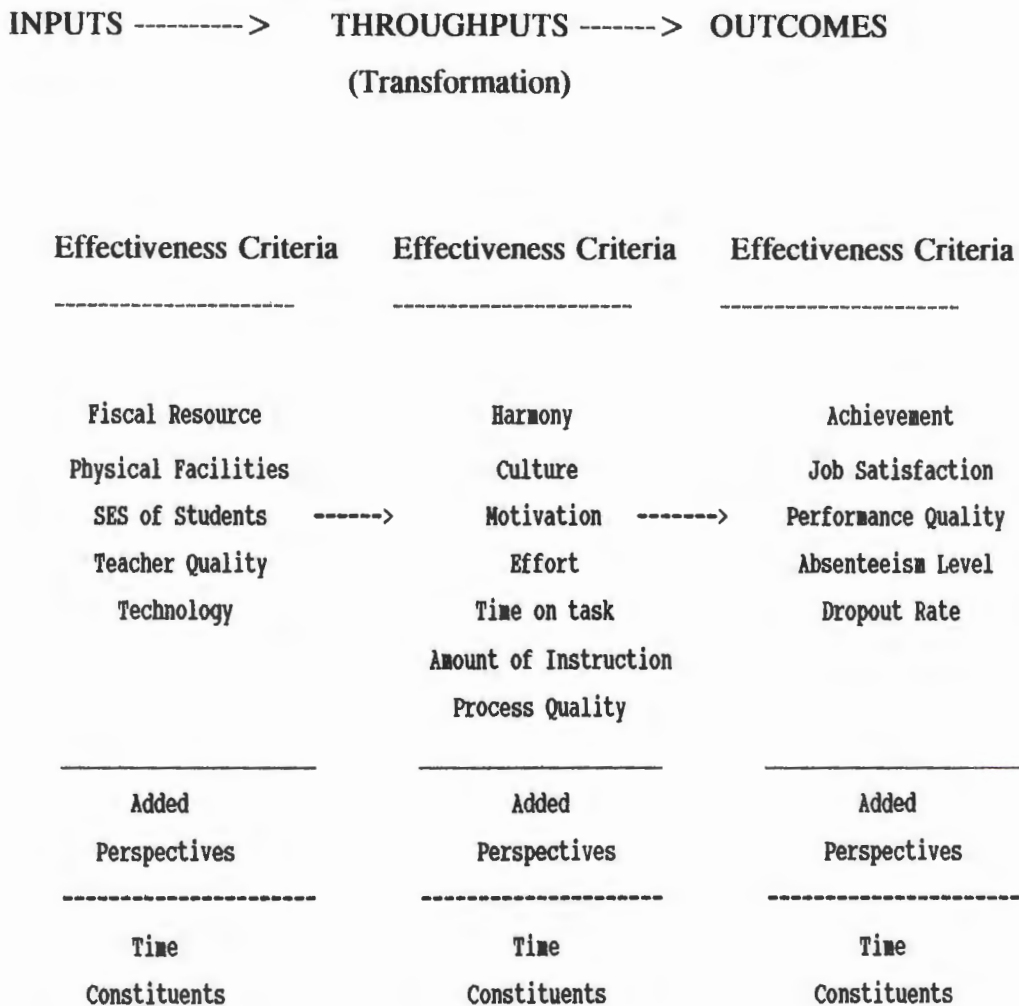
A constituency is a group of individuals within or outside who hold similar preferences or interests about the activities and outcomes of an organisation (Cameron,1978; Tsui,1990). Effectiveness criteria always reflect the values and biases of multiple constituencies or stakeholders, who are interested individuals and groups within or outside the school. That is, multiple constituencies play critical roles that define the goals and also provide information for their assessment. In educational setting the debate on the definition of good school has been joined by scholars, parents and politicians. They evaluate the school in terms of academic achievement, values of graduates and cost per student (Hoy & Miskel, 1996). Therefore, a combination of the goal and system-resource models require the inclusion of multiple constituencies which define and evaluate school effectiveness using various criteria.

2.4.3.3 Multiple criteria

Studies on organisational effectiveness so far have revealed that organisational

effectiveness is a multi-faceted concept in which no single ultimate criterion such as, student achievement or overall performance can capture the complex nature of school effectiveness. This means that models must include multiple criteria. Hoy & Miskel (1996) argue that choosing the most appropriate and representative effectiveness variables can be an overwhelming task. In a combined goal-system resources approach, effectiveness indicators must be derived for each phase of the open-system circle input, transformation and output. In summary, an integrated goal and system-resource model use specific indicators of the input, throughput, or output concepts as operative goals and combines them with the time frame and constituencies applicable to each indicator. As indicated in Figure 2.1, the result is a more comprehensive theoretical formulation for defining the quality and effectiveness of schools.

Fig 2.1 Integrated Model of Organisational Effectiveness



Source: Hoy & Miskel, 1996:246

According to Hoy & Miskel (1996) to apply this model of organisational effectiveness to schools, the following steps must be followed -:

- The constituencies which would define the important operative goals must be identified;
- A time dimension (short-term, medium-term or long-term) must be specified;
- Criterion indicators must be selected; and
- A comprehensive evaluation of effectiveness must include outcomes for each of the three system phases.

2.5 Effective school research

The concern for school effectiveness has a long history in some countries, in particular the United States and the United Kingdom. According to Scheerens (1990), the body of research that came to be widely known as the school effectiveness research could directly be attributed to Coleman. These researchers attempted to establish that, schools themselves, in addition to family or social background, do make difference to the educational achievements of the students passing through them (Edmonds, 1979; Rutter et al., 1979; Mortimore et al., 1989).

The first phase of the effective-school research was reported in various papers from approximately 1970 to 1980. These researches on schools increasingly suggested that individual schools do make a difference to pupil's learning. Difference in pupil attainment, attitudes and behaviour cannot be explained simply in terms of the home life of the pupil (Harber, 1992). Some schools are more effective than others. According to Dimmock, (1993:92) the school effectiveness research focused on the difference between schools in an attempt to uncover the key element of effective practices.

The topic of effective school, effective principals and effective teachers are

intermixed and based on much the same research literature. Three assumptions are that, unusually effective schools can be identified, since they exhibit recurrent characteristics that educators can manipulate; and the characteristics provide a basis for improving unsuccessful schools (Davis & Thomas, 1989).

2.5.1 An overview of effective school research in developed countries

2.5.1.1 Effective school research in USA

There has been more research into issues of school effectiveness in United States than in the rest of the world. Initially, the school effectiveness research began as an attempt to identify teacher behaviours that were associated with improved student learning. Many researchers began with a conviction that Coleman and Jencks were wrong in their conclusion that teachers and administrators could have little effect on student achievement. According to Angus (1986) they believed that examples of school differences could only be found by examining what actually occurred in classrooms in order to detect direct casual links between teaching practices and educational outcomes. The 1980's researchers seek to find connections between school level policies and practices and important student outcomes such as, achievement, behaviour and self-concept.

The first major American study was carried out in the late 1960's by George Weber. He set out to find four successful schools. The schools were chosen because they appeared to Weber to be instructionally effective (Mortimore, 1991). Weber chose reading ability as the criterion of school success because inability to read well denies students access to the professional world and forces them into low-paying jobs or even unemployment (Davis & Thomas, 1989).

After visiting and studying the four schools, the researcher cautiously admitted that individual schools do many things differently, thus it is impossible to be absolutely certain which characteristics are responsible for the superior reading achievement of the four schools over other inner-city schools. He identified leadership and resource distributions as being key factors as well as the high expectations and relative orderliness of the schools (Mortimore, 1991). Finally, the following eight characteristics were cited as contributors to the success of four schools' success of their reading programs (Clark et al., 1984: Davis & Thomas, 1989) -:

- High expectations for student achievement;
- Positive school atmosphere: a sense of order, purpose and pleasure in learning;
- A strong emphasis on reading personnel;
- Regular evaluation of pupil - progress;
- Use of phonics;
- Individualisation of instruction; and
- Additional reading personnel.

Donald R. Edmonds who is a recognised pioneer in the effective schooling movement, was also the spokesperson for the Instructionally Effective School (IES) research. He believed that effective schools for the poor children did exist. He defined an instructionally effective school as one that brings the children of the poor to those minimal masteries of basic school skills, that describe minimally successful pupil performance for the children of the middle class (Clark et al., 1984). Together with his colleagues he studied schools serving poor, mostly minority, inner-city children in Detroit, Michigan. Their attainment were documented in his early study of the Detroit Mode cities program and the reanalysis of the Equal Educational Opportunity Survey data (EEOS). Based on his own research and reanalysis of the EEOS data, Edmonds proposed that effective schools have (Clark et al., 1984; Davis &

Thomas, 1989; Hoy & Miskel, 1996) -:

- Strong administrative and instructional leadership, without which the elements of good schools cannot be created nor held together;
- A climate of academic expectations in which all personnel seek to be instructionally effective for all students;
- An atmosphere that is orderly without being rigid, quiet without being oppressive and generally conducive to the instructional business at hand;
- Make it clear that acquisition of basic skills take precedence over all other school activities.
- Evaluation system: Frequently or continuously monitoring student progress through classroom tests in order to relate progress to instructional objectives.

Stedman (1987) studied two groups of effective elementary school, the highest achieving schools and then a case study of the best example of effective schools in the United States. He found that emphasis on basic skills and time-on-task had little impact (Glickman, 1989), and concluded that there were nine broad categories related to effectiveness -:

- Emphasis on ethic and social pluralism.
- Parent participation.
- Shared governance with teachers and parents.
- Skilled use and training of teachers.
- Personal attention to students.
- An accepting and supportive environment.
- Teaching aimed at preventing academic problems.

2.5.1.2. Effective school research in United Kingdom

Although the early United Kingdom studies replicated much of the work done

by their American counterparts, some of their studies attracted methodological criticisms which in turn encouraged other researchers new methodologies and strategies for analysis (Goldstein, 1980, 1984; Aitken et al., 1981). School effectiveness research in United Kingdom, has significantly influenced both policy and practice. Research demonstrated considerable methodological sophistication, with axiomatic use of multilevel modelling, cohort studies, multiple intake and outcome measures, and limited attempts to analyse processes (Reynolds, 1996). Among the earliest researchers into school effectiveness in the United Kingdom were Power et al. (1967), Brimer (1978), Rutter et al. (1979), Reynolds et al. (1982) and Mortimore et al. (1988). The two most influential and unique studies are those of Rutter et al. (1979) and Mortimore et al. (1988), for secondary schools and primary schools respectively. Both used schools in the area of Inner London Education Authority (ILEA). Effectiveness was taken to be the difference between the actual output of the school with identical student characteristics (Screemers & Scheerens, 1990).

Rutter et al. (1979) spent more than four years studying twelve urban secondary schools in London. Successful schools were defined by high levels of student achievement, attitudes, attendance and low rates of delinquency. Their study reported high intercorrelations between school's academic effectiveness and their social effectiveness as measured by attendance and delinquency rates. However, more recent work has suggested that schools may be differently effective in different areas. Some of their findings are as follows -:

- Teachers in the schools which are more successful are much less likely to report that they had absolute freedom in planning their course.
- children's behaviour are most likely to be good in school when there is an agreed discipline approach, but not too much actual use of punishment.

- Less successful school teachers are often left completely alone to plan what to teach with little guidance from their senior colleagues and little coordination with other teachers to ensure a coherent course from year to year.

The work of Mortimore et al. (1988) on "School Matter" study transferred some of the focus of British research from secondary to primary schools. They followed a cohort of two thousand students in four years of schooling from age seven to eleven. They adopted a series of outcomes including reading, mathematics, writing, attendance, behaviour and attitude to schooling. They also collected data on speaking skills and on students' background (Mortimore et al., 1991). In their analysis they used multi-level modelling and found that some schools appeared better able to foster progress in some aspects of student development than in others. Some schools were more advantaged in terms of their size and status, environment and stability of teaching staff. From their analysis, they identified twelve key factors in the explanation of the differential effectiveness of schools and they are:

- purposeful leadership;
- involvement of the deputy head;
- consistency among teachers;
- structured sessions;
- intellectually challenging teaching;
- work-centred environment;
- limited focus within session;
- maximum communication between teachers and pupils;
- record keeping;
- parental involvement; and
- positive climate.

It is essential at this point to note that the early work suggested that schools' outcomes were consistent over a number of years (Reynolds, 1976; Rutter et al., 1979), while recently it seems that schools, can vary quite markedly in their performance overtime (Nuttall et al., 1989). Again, Reynolds (1982) and Rutter et al. (1979) suggested that a school was equally effective or ineffective for all types of pupils in the school, irrespective of their social background or their abilities. However, Reynolds and Cuttance (1992) argued that schools can differ in their regression line slopes, that is, some may be more effective for pupils of a certain ability level than for others.

Townsend (1994:12) argued that the proposals of the 1988 Education Reform Act in UK, forced researchers to spend a great deal of efforts in identifying appropriate mechanism for evaluating the effectiveness of individual schools. Complex formulae for the determination of school effectiveness were identified. Instead of concentrating solely on school outcomes a feature of the American researchers, they collected input data to establish the gains that students made during their time at school (Townsend, 1994; Mortimore, 1991).

2.5.1.3 The Australian view of effective schools

According to Townsend (1996), Australians were reluctant to become involved in the school effectiveness approach because of concern about the standardized testing procedures. Because of the narrow focus of the definition of the term 'effective school' used by most American researchers, they looked upon the term with concern. The sole emphasis on student performance on standardized achievement test as the key measurement test of effective schools as proposed by Edmonds (1979) has been met with doubts (Angus, 1986; McGaw et al., 1992; Townsend, 1994).

Driven by economic considerations, some large scale effectiveness research

projects were commissioned by Commonwealth and state governments (Townsend, 1996). Much of the research conducted, all reviewed elements that have come to be known as characteristics of effective schools (Caldwell and Misko, 1984; Mellor and Chapman, 1984; Caldwell and Spinks, 1988). Recent moves towards school restructuring in a number of states of Australia are predicated on the need to improve student learning outcome (Dimmock, 1993), while the recent reports have focused on the relationship between the school and the economy, each has stressed the need for programmes to be economically competitive (Townsend, 1996).

According to McGaw et al. (1992), Australian school communities have avoided the "temptation to make recipe - like (wish) lists" about what makes a school effective. Research findings revealed that they wanted schooling to have a lasting impact on students by giving them a life-long love of learning. They also wanted schooling to be conducted in a fair and open manner for all students. To them the key to school effectiveness is high quality teachers and curriculum, schooling must be conducted in a just and caring manner, resources of a school need to be appropriate and adequate.

2.5.1.4 Effective school research in Japan

In Japan, Kuroda (1995) presented a study that compares features of the Japanese education system to characteristics of effective schools as identified by Levine & Lezotte (1990). The Japanese system exhibited the following characteristics-;

- a focus on student acquisition of central learning skills;
- appropriate monitoring of students progress;
- high operationalized expectations for students;
- a productive school climate;
- salient parent involvement; and

- practice: oriented staff development.

According to Kuroda (1995), the only difference that was revealed by the study, is that Japanese principals play a limited leadership role. Although the above-mentioned characteristics appeared to have a positive impact on Japanese students' academic performance, the Japanese schools effectiveness is due to their culture, history and social system.

2.5.2 An overview of effective school research in developing countries

Developing countries face a host of common problems in providing sufficient education of high quality to their youth. Schools in developing countries face problems of relatively low school participation in terms of enrolments of eligible age groups; low level of school completion; and low level of achievement (Lockheed & Levin, 1993). Lack of effectiveness is not a mystery because schools in developing countries often lack the most basic resources needed for education such as qualified teachers, facilities, and textbooks. Townsend (1994) argued that developing countries are starting to become interested in improving educational systems to ensure that those children who do attend are given the best chance of success. According to Lockheed & Levin (1993), one important finding emerging from the few effective studies in developing countries is the importance of material inputs on achievement in economically impoverished countries.

2.5.2.1 Zimbabwe

Although reports in Zimbabwe showed that there has been a trebling of the enrolments in primary schools between 1980 and 1990, the pass rates and high achievement levels dropped. A major factor contributing to this dilemma is the high percentage of untrained teachers (Nyagura, 1992). According to Townsend (1994), the Zimbabwean government attempted to address these

concerns, by hiring more teachers and by improving the quality of the teaching force by doubling the number of teacher training positions and initiating in-service training for those teachers who are untrained. Research has indicated that schools charging high fees (previously white population and private schools), were more effective than government schools charging low fees.

The findings of Edwards and Fisher (1995), on effective and ineffective secondary schools in Zimbabwe, revealed the success of the mission schools and /or experienced teachers and successful examination performance. Their study attempted to identify unusually successful schools in achieving specified targets. Effectiveness was defined in terms of O Level General Certification Examination (GCE), and the data was supplied by the Ministry of Education and Culture. The objective of the study was to identify particular groups of high and low achieving schools on the basis of their performance in the O Level GCE. Schools in which 50% or more of the students entering 5 or more O Levels, passed at least 5 of the subjects, were classified as highly effective (HES) and those schools in which 10% or fewer students achieved the same benchmark were classified as low effective (LES). On the basis of this criterion, 55 schools were found to be highly effective while 289 were found to be of low effectiveness.

2.5.2.2 Botswana

Chilisa (1995), in his dissertation on a longitudinal study of effective and ineffective schools in Botswana, concluded that schools in Botswana show disturbances caused by high teacher turnover, headmaster turnover and educational expansion. The schools selected for the study were identified through a regression model repeated over five years. The effectiveness of the school was estimated from:-

- the regression of Junior Certificate examination (JCE) onto the Primary

School Leaving Examination (PSLE) index;

- the year the school was founded;
- language;
- type of the location of a school; and
- school size.

Quantitative and qualitative methods were used to study distinguishing characteristics of schools selected. The findings suggested that effectiveness is a moderately stable phenomenon. The distinguishing characteristics of typical and effective schools were difficult to delineate while characteristics of effective and ineffective schools were found to be the opposite of each other.

2.5.2.3. South Africa

According to Noruwana (1988) report, the school systems of the previously two Departments of Education in Transkei and Bophuthatswana, attempted to improve the quality of school performance. The participation of Bophuthatswana in the conference of School effectiveness and school improvement, and the then, Transkei Teachers Association Conference's theme: Effective Schools in deprived communities (Townsend, 1994), was a great step forward to effective school research.

The Sunday Times (1997) newspaper launched a project which aimed at identifying 100 secondary schools which are genuinely making a difference to the education of South African pupils and the community they serve. The criteria used to identify the 100 schools were:-

1. Performance or achievement; This implied both academic and extra curricular activities.
2. School improvement; referring to the ways in which schools -:

- prepare pupils and staff for a rapid changing world.
- adapt to increase autonomy.

3. Creation of opportunities and conditions for learning.

The findings of this project revealed that excellence resides in many different forms. Be it a small rural school or an elite institution on the slopes of Table Mountain, with fees upwards for R30 000 a pupil, learning and teaching are taking place with awesome energy and vision (Sunday Times, September 1997). In the climate of societal transition and financial cutbacks, schools are adapting to the changing time. Principals and staff find ways of doing more with less. Another interesting finding is that even though the Top 100 schools have their own identities, they share many characteristics for which all parents should be on the lookout when choosing the best school for their children. The shared characteristics are-;

- Principals showed vision, leadership and willingness to explore new directions, although they differed vastly in their management styles;
- Principals, teachers and pupils in Top 100 schools showed a zealous commitment to their roles;
- Schools are capable of enforcing strict discipline, they have more constructive ways of bringing children to order;
- Teachers are all committed and united as a body, often working beyond the call of duty; and
- A strong spiritual or moral ethos is evident in most schools

2.6 SUMMARY

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This chapter examined the effective school characteristics as revealed by effective school research. Particular attention was paid to the school effective research in the USA, UK, Australia and Japan. It appears that in developing countries, the effective school is still in its developing stage.

From the literature reviewed, it is clear that there are many different lists of characteristics of effective school by different researchers. Although they gave different numbers of these characteristics, the following is a list of those characteristics which are highly rated by most researchers:

- Strong instructional leadership;
- High expectation for student achievement;
- An emphasis on basic skill;
- Safe and orderly learning environment;
- Continuous monitoring of students progress; and
- Clear and well understood school goals.

The research has built up a picture of some of the things on which schools would be best advised to concentrate for school improvement. But it should be noted that no simple recipe emerges. Again, it has clearly indicated different roles to be played by stakeholders in the school, principal, teachers, students and even the community.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 outlines the method of the study. It explains the rationale behind the methodology employed, how the research was conducted and what steps were taken to ensure the validity and reliability of the study. The aim of the study as stated in chapter 1, was the guiding force in this investigation. It aimed at exploring the characteristics of effective schools. In addition to the characteristics of effective schools as discussed in chapter 2, this study aimed at exploring whether effective schools do exist in the North West Province.

3.2 Research tools

According to Borg & Gall (1989), the questionnaire and individual interview are the most common instruments for data collection in survey research. In the empirical investigation of this study the mail questionnaire and semi - structured interviews were employed as tools for collecting data.

3.2.1 Questionnaire as a research tool

The questionnaire is commonly used as a tool for data collection. The mail questionnaire is the best form of survey in carrying out an educational inquiry (Cohen & Manion, 1985;107). According to Legotlo (1996), the most important aspect of this type of data collection is that the questionnaire is the only means of communication between the respondents and the researcher. It is a device which enables respondents to answer questions.

3.2.1.1 Advantages of postal survey

The questionnaire was employed because of the following advantages

(Legotlo, 1994; 162 - 163):

- * Low unit cost: travelling and subsistence costs are minimal;
- * Homogeneous stimuli: the stimuli provided are identical since questionnaires are identical;
- * Geographical coverage respondents from all parts of the country could be reached;
- * Anonymity of respondents: the respondents' names are not given;
- * Speed: information from many respondents could be obtained within month; and
- * Ease of processing: the questionnaire could be carefully structured and precoded, and few open ended questions are used.

3.2.1.2 Disadvantages of postal survey

Like other strategies for data collection, the postal survey has some disadvantages such as:-

- * Representativeness: high non-response rate is common;
- * Impersonal: may cause frustration to some respondents;
- * Negative attitude to the questionnaire: questionnaires are commonly used these days and some respondents might have negative attitude towards them; and
- * Availability of addresses of the sample population poses some problems.

Despite these disadvantages, the mail questionnaire is still commonly used to collect data. Researchers have identified a number of factors and several aspects of design and layout in securing a good response rate to a postal questionnaire (Cohen & Manion, 1985:108 Borg & Gall, 1989:430) and these are :-

- * The appearance of the questionnaire is vitally important. It must look easy and attractive.
- * Clarity of wording and simplicity of design are essential. Clear instructions should guide the respondent.
- * Contents of the questionnaire should be arranged in such a way as to maximise co-operation.
- * The practice of sublettering questions is a useful technique for grouping together questions to do with a specific issue.
- * The wording of the self-completion questionnaire is of paramount importance and that pretesting is crucial to its success.

If these factors are carefully considered and great care is taken in the construction of the questionnaire and its administration, then more favourable responses could be attained.

3.2.2 Questionnaire construction

The measuring instrument has the greatest influence on the reliability of the collected data, hence great care was taken in the construction of the questionnaire. A well designed questionnaire boosts the reliability and validity of the data to acceptable level of tolerance (Schnetler, 1989:44). Even though the questionnaire is commonly used as a tool for data collection, there are some criticisms against its use.

Some of the rules for constructing a questionnaire as indicated by Borg & Gall (1989:430 - 431) are:

- * clarity, items should mean the same to all respondents;
- * short items are preferable;
- * negative items should be avoided;
- * doubled - barrelled items which require the subject to respond to two

separate ideas with a single answer should be avoided; and

- * biased questions are to be avoided.

3.2.2.1 Development of questionnaire items

The main aim of the questionnaire was to gather information about school effectiveness, the characteristics and factors that make schools effective. This instrument has been successfully used to determine -:

- * The perception held by members of school communities with respect to the factors which most help schools to be effective (Townsend, 1997).
- * Differences in the operations of school effectiveness factors in high and low Socio-economic status (SES) effective schools (Hallinger & Murphy, 1986).
- * Differences between effective and ineffective urban elementary schools (Waxman & Huang, 1997).

Strategies which were employed in the development of the questionnaire included:

- * thorough examination of issues raised in the literature on the important criteria to measure the schools' effectiveness or ineffectiveness.
- * the tools employed in the gathering of data in almost similar studies like Townsend (1994); Hallinger & Murphy (1986); Davis & Thomas (1989).

To gather more information on the factors that make schools effective, the researcher has chosen to use a structured: format of questions to elicit effectiveness of the school with regard to students' behaviour, school policy, staff as well as the principal as an instructional leader. Respondents in this study were teachers in schools selected by the researcher to gather their views on effective schools.

3.2.2.2 Format and content of the questionnaire.

The questionnaire was divided into four sections (See Appendix A).

Section A (Question 1 - 8). The purpose of these questions was to gather biographical and demographical information about each respondent. The information is essential to understand the background information of the respondents.

Section B (Question 9.1 - 9.17). The objective of these questions was to assess school excellence using 27 items from School Excellence Inventory (Davis & Thomas 1989:77). For each item the respondents were asked to reflect, on a five-point scale, their opinion about the school (1 = strongly disagree; 2 = disagree; 3 = uncertain; 4 = agree; 5 = strongly agree).

The School Excellence Inventory was developed to evaluate perceptions of success in the areas of-:

- on-task engagement;
- school climate;
- commitment to an academic focus;
- staff expectations and performance;
- curriculum;
- leadership effectiveness; and
- the evaluation and monitoring of students progress.

Section C (Question 10.1 - 10.4). These questions were constructed to elicit data on the critical behaviours of school principals. In this 16 items instrument, respondents were asked to indicate their perceptions on the behaviour of their principals, in a three-point scale (1 = disagree, 2 = uncertain and 3 = agree).

Section D (Question 11 - 13). The objectives of these questions were to determine the major roles of effective schools. A space was provided for respondents to comments and motivate their answers. Again the respondents were asked to give their opinion on the question "What makes the school effective or less-effective.

3.2.3 Pre - testing the questionnaire

A pilot - study which is a small scale preliminary investigation designed to acquaint the researcher with the flaws and problems that need attention before the major study. It offers the researcher an opportunity to pre-test the instrument. The major purpose of pilot - study is to detect the problems that must be solved before the major study (Legotlo, 1996).

To determine any ambiguity and flaws, the questionnaire was pre -tested using a sample of ($n = 8$), 2 principals, two HOD's and 4 teachers. The eight respondents were asked to comment on other points that might need to be considered to improve the instrument (Borg & Gall, 1989:435). The pre - test results were checked and the suggestions made by the respondents were taken into consideration to improve the questionnaire. The two principals in the pre - test suggested that the principals should rather be interviewed and not complete the questionnaire.

3.2.4 *Final questionnaire*

The final questionnaires was administered to 120 teachers, 40 Head of Departments (HOD's), 20 teacher councillors, and 20 deputy principals.

3.2.5 *Covering letter*

The covering letter is a tool employed to introduce the questionnaire to the

respondents. The purpose of the covering letter is to indicate the aim of the survey, to convey to the respondents its importance, to assure them their confidentiality and encourage their participation (Cohen & Manion, 1980:110). It gives the respondents the direction to complete the questionnaire and guarantees anonymity (Borg & Gall 1989:436). A simple covering letter

(Appendix C) that explained the purpose of study accompanied the questionnaire to the respondents. The letter also reassured the respondents that all the information they provided would remain confidential.

3.3 Administrative procedures

Permission for access to schools was first secured from the District Managers of the two selected districts Appendix B. The lists of 1996 standard 10 top ten schools in Mafikeng and Zeerust were obtained from the respective District offices. From the information provided, especially on the geographical location of the selected schools, the researcher delivered the questionnaires to the schools. The location to those schools were also obtained from the respective District offices.

Access to schools' setting was readily achieved. The researcher first visited the schools and explained the objectives of the study and the nature of the data to be collected to the principals (in some instances to the Deputy principals) of the selected schools. Most of them expressed their full cooperation in collecting data. In some schools, principals voiced out the concern that teachers do not respond to questionnaires, but promised the researcher that they would try their level best to motivate their staff.

The researcher then requested the Principals to help with the distribution of the questionnaires to the selected teachers. Initially, in each school, the questionnaire was to be completed by the Deputy principal, three HOD (Teacher Councillor included) and six teachers. The arrangement for the

collection of returned questionnaires were made with the principal.

3.4 Follow-ups

Non-response is a major disadvantage of the questionnaire. Follow-ups are important in maximising response level. Follow-ups were made with the principals of selected schools, telephonically and otherwise. Before the collection from schools the researcher phoned the principal to ascertain the return of questionnaires.

3.5 Population and sampling

The survey population was drawn from two educational districts of Mafikeng and Zeerust. The first step was to identify good schools in the two districts. The lists of the 1996 standard 10 results in both Mafikeng and Zeerust districts were obtained from the district offices.

The next step was to select a stratified sample of ten (10) respondents from each of the top ten schools in each district. Thus, a sample of 200 teachers were selected to gather information on their perceptions on the successes of their schools. Table 3.1 displays the distribution of the sample. Of the 200, 120 were ordinary teachers while 80 represented the management team. In this study management team refers to those teachers in senior positions that is the deputy principals, HOD's and Teacher councillors.

TABLE 3.1 Distribution of the sample population

	SAMPLE POPULATION	%
Deputy Principals	20	10
HOD's	40	20
Teacher councillors	20	10
Teachers	120	60
TOTALS	200	100

3.6 Response rate

Questionnaires were delivered to 20 top schools, to be completed by 10 respondents in each school. Table 3.2 shows the response rate.

TABLE 3.2 : RESPONSE RATE

	n	Response	%
Deputy principal	20	10	50%
HOD's	40	34	85%
Teacher Councillors	20	6	30%
Teachers	120	94	78.33%
TOTALS	200	154	77%

It is clear from the Table 3.2 that of the total sample population (200), 77% usable questionnaires were returned. This good response rate indicates the importance of regular follow-ups and the fact that questionnaires were delivered and collected by the researcher.

Table 3.2 furthermore reveals that teacher councillors had the lowest rate of 30% of the total number. The reason for low response rate may be that some schools do not have teacher councillors and others have vacant posts, this used to be the structure for the Department of Education (Bophuthatswana).

3.7 Statistical techniques

3.7.1 Descriptive data

A computer-aided statistical analysis was employed. The SSPS-programme was used to compute the results of the study. First step in the analysis was to compute descriptive data for each respondent in the study. These include statistics like frequency distribution, percentages, mean and standard deviation.

3.7.2 Quantitative data

To determine the practical significance and the statistical significance between group means, the t-test was computed. the t-value is discussed in chapter 4 (cf. 4.8). A test of statistical significance is done to determine whether the null hypothesis can be rejected (Borg & Gall, 1989; 350). The t-test is used to determine the level of statistical significance of an observed difference between sample means.

3.8 Summary

In sum, the survey questionnaire was employed as the main instrument in the collection of data because of its advantages (cf. 3.2.1.1). With the help of the University of North West statistical and influential statistics were employed to verify characteristics of effective schools.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter reports on the results of the empirical investigation conducted to determine the perceptions of the teachers, as well as views of the respondents with regard to the characteristics of effective schools. The qualitative and quantitative data collected through the investigation are summarised and discussed in this chapter.

4.2 Review of the subjects

Of the total number of cases, which was 200, 154 (77%) respondents returned the questionnaires, and are usable .

4.3 Demographical data of respondents

Table 4.1 was drawn to gain a picture of the demographic characteristics of the respondents. Such information helps us to know who the respondents are. The information on both the management team (Deputy principals, HOD's and teacher councillors) and teachers are provided to highlight the similarities and /or differences between the two groups. A brief summary of the information provided in Table 4.1 is discussed.

TABLE 4.1 Description of the demographic aspects of the respondents.

1. AGE GROUPS	F	%
1.1 below 25	11	7.1
1.2 26 - 30	49	38.1
1.3 31 - 35	31	20.1
1.4 36 - 40	25	16.2
1.5 41 - 45	18	11.7
1.6 46 and above	20	13.0
TOTAL	154	100.0
2. SEX		
2.1 Male	71	46.1
2.2 Female	83	53.9
TOTAL	154	100.0
3. School location		
3.1 Urban	66	42.9
3.2 Rural	88	57.1
TOTAL	154	100.0
4. School Enrolment		
4.1 151 to 400	13	8.4
4.2 401 to 800	60	39.0
4.3 801 to 1000	25	16.2
4.4 Over 1000	56	36.4
TOTAL	154	100.0
5. Position		
5.1 Teacher	94	61.0
5.2 HOD	27	17.5
5.3 Acting HOD	17	11.0
5.4 Teacher Councillor	6	3.9
5.5 Deputy Principal	9	5.8
5.6 Acting Principal	1	.6
TOTAL	154	100.0
6. Position Experience		
6.1 Less than a year	15	9.7
6.2 1 to 3 years	55	35.7
6.3 4 to 5 years	29	18.8
6.4 Over 5 years	55	35.7
TOTAL	154	100.0

7. Academic qualification		
7.1 Std 10	33	21.4
7.2 Std 10 plus 4 degree courses	22	14.3
7.3 Std 10 plus 8 degree courses	6	3.9
7.4 Degree	59	38.3
7.5 Honours or B.ED	23	14.9
7.6 Masters	8	5.2
7.7 Other	3	1.9
TOTAL	154	100.0
8. Professional qualification		
8.1 J.S.T.C	3	1.9
8.2 S.T.D	13	8.4
8.3 UED	48	31.2
8.4 other	90	58.4
TOTAL	154	100.0

4.3.1 Age of the respondents

The respondents reported their age by selecting one of the six age groups. From Table 4.1 It is noted that 105 (68.2%) of the respondents were between 26 and 40 years old, and only 11 (7.1%) were below the age of 25. Only (20) 13% of the respondents are above the age of 46. This suggests that the majority of the respondents are still far from the retiring age. Although they are matured they still have a good chance of developing themselves by furthering their studies privately or through in-service training on issues of improving and making their schools more effective.

4.3.2 Gender of the respondents

Of the total respondents 71 (46.1%) were male and 83 (53.9%) were females, as reflected by Table 4.1. The fact that females respondents outnumbered the male representatives in this study, suggests that the current debates about women under-representation in many spheres of life is receiving attention.

4.3.3 Rural and urban respondents

Respondents were asked to indicate whether their schools were located in an urban or rural area. Table 4.1 shows that 66 (42.9%) of the respondents were teaching in urban areas schools, while 88 (57.1%) were in rural areas. The implication is that excellence resides in many different forms, be it a rural or an elite institution, learning and teaching is taking place.

4.3.4 Student enrolment

Subjects were asked to indicate students' enrolment in their schools. Table 4.1 shows that of the total respondents, 81 (52.6%) are attached to schools with the enrolment of more than 800, while 73 (47.4%) are in schools with less

than 800 students. This finding suggests that effective schools do exist, regardless of the small or big students enrolment.

4.3.5 Position

Table 4.1 shows that of the total respondents, 94 (61 %) were teachers, and 60 (39%) represented the management team (Deputy principals, HOD's and teacher councillors).

4.3.6 Position experience

The respondents were also asked to state their experience in the positions they are holding. Table 4.1 shows that 84 (54.5%) of the respondents had over 4 years experience, while 70 (45.4%) had an experience below 3 years. This finding is important in the orientation and guidance of instructional activities for new teachers by employing the service of the experienced teachers. With the view of maintaining and increasing the standard of excellence in schools, the service of experienced teachers is very essential.

4.3.7 Academic Qualification

Subjects were asked to state their highest academic qualifications. Table 4.1 shows that 21.4% (33) of the respondents had Standard Ten as the highest academic qualification. Most of the respondents (55%) held a university degree as the highest academic qualification, while 20.6% held a post graduate degree. The highest academic qualification of the respondents have a bearing on the effectiveness of the schools.

4.3.8 Professional qualification

Subjects were asked to indicate their professional qualification. Table 4.1

shows that (90) 58.4% of the respondents obtained their professional qualification at a university, as compared to 64 (41.55%).

4.4 Factors that make schools effective

The purpose of the study was to determine empirically the characteristics that labelled the effective schools, and also to determine whether there is a difference between the perceptions of teachers and the management teams (Deputy Principals, HOD's and teacher councillors). The variables considered in the study were perceptions on factors contributing to the effectiveness of a school and the respondents perceptions on possible roles of an effective school. This section reports or gives a brief summary of these variables.

The respondents were asked to give their opinion on the factor that contribute to the effectiveness of a school which include-: student learning, school policy - clear and well understood school goals; staff and the Principal (cf. 2.2.3).

4.4.1 *Students in effective schools*

Table 4.2 illustrate respondents perceptions about students in effective schools. Respondents were asked to indicate their view in the behaviour of students in school labelled to be effective. A brief discussion of Table 4.2 is given.

Item 9.1 Students attitude towards school and learning

Table 4.2 shows that 56% of the respondents agree or strongly agree that students in effective schools have a favourable attitude towards school and learning. Only 22% of the respondents disagree with the statement. This finding indicates that in effective schools students do have favourable attitude towards school and learning. Similar studies conducted in different settings attribute these attitudes towards school and learning to students in strong

TABLE 4.2 Respondents' views on students behaviour in effective schools

Students	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
9.1 Students have favourable attitude towards school and learning.	11	7	23	15	33	21	73	47	14	9
9.2 Students learning is evaluated using measures closely related to the curriculum.	2	1	1	4	20	13	86	56	46	20
9.3 Students morale is high.	11	7	30	19	39	25	57	37	19	11
9.4 Students time-on-task is maintained at a high level because:										
9.4.1 A climate of order and discipline has been established.	3	2	21	14	26	17	75	49	29	19
9.4.2 Little time is used for maintaining order.	20	13	33	21	31	20	51	33	19	12
9.4.3 Good classroom management practices maximize available instructional time.	6	4	12	8	25	16	67	44	44	29
9.4.4 The school staff has made a commitment to maximize available learning time by reducing impediments to learning and interruption of the school day.	4	3	20	13	24	16	68	44	35	25
9.5 Students receive regular feedbacks regarding each student's progress.	2	1	16	10	27	18	63	41	44	30
9.6 Students attendance rates are high.	9	6	30	19	21	14	68	44	24	17

KEY: SD = strongly disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

leadership schools. Students in such schools tend to have positive performance such as attitude to the school, attitude to learning and attitude to teachers (cf. 2.2.3).

Item 9.2 Students learning is evaluated using measures closely related to curriculum content.

The majority of respondents (82%) agreed and strongly agreed that in effective schools students' learning is evaluated according to the content of the curriculum. Only 7% of the respondents did not agree with the statement while 13% were uncertain. A possible explanation for this finding could be ascribed to the fact that students are taught with a particular curriculum or instructional strategies and are later tested on the taught curriculum. Many studies reported that students achieved at an exceptionally rapid rate when taught a particular curriculum (cf. 2.2.3).

Item 9.3 & 9.6 Student morale and attendance rates are high

More than half of the respondents (61%) strongly agreed that in effective school students attendance is high. 25% of the respondents disagree with the statement. Similarly about 48% of respondents agreed that student morale in effective schools is high, while 26% of the respondents agree with the statement. The possible explanation for these results could be ascribed to the fact that if students are motivated, attendance rate and students moral are likely to be high. In effective school students have favourable attitude towards school and learning and thus absenteeism is not a problem.

Item: 9.4.1 climate of order and discipline has been established;

Item: 9.4.2 little time is used to maintain order and discipline;

Item: 9.4.3 Good classroom management practices maximize available instructional time; and

Item: 9.4.4 maximise learning time by reducing interruptions of school

day.

On these variables of time-on-task the majority of the respondents (73%) agreed and strongly agreed that in effective schools classroom management practices maximize instructional time as compared to 12% of respondents who do not agree with the school statement. 69% of respondents agreed that students learning time should not be interrupted. Similarly 68% of respondents indicated that a climate of order and discipline in effective school was the order of the day. Most of the earlier research studies supported the idea that maximizing learning contributes to the positive effectiveness of the school (cf. 2.2.3), that is, increasing academic engagement is regarded by many researchers as a very important factor in school effectiveness.

Item 9.5 Student receive regular feedback regarding each student's progress

Over half of the respondents (71%) agreed and strongly agreed that in their schools students receive regular feedback on their progress. Very few respondents did not agree with the statement. Feedback on student academic progress is obtained using a variety of assessment methods.

4.4.2 School policy in effective schools

The views of the respondents on contents of effective school policies are outlined in Table 4.3. The majority of respondents (70%) agreed that effective schools have school policies that reflect the contents as shown in Table 4.3.

Item 9.7.1 An academic focus

According to Table 4.3, 80% of the respondents agreed that their schools' policies are academically focused. Only 12% of the respondents were

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TABLE 4.3 School policy in effective schools

SCHOOL POLICY	SD		D	U	A	SA	
	f	%	f	f	f	f	%
9.7 There is a clear understanding of what the school believes it stands for:							
9.7.1 An academic focus.	6	4	7	18	74	49	32
9.7.2 A believe that all student have ability to learn.	5	3	13	15	65	56	36
9.7.3 An expectation that all students will learn.	3	2	11	24	77	39	25
9.7.4 High expectation for each student.	4	3	13	41	61	35	23
9.8 Staff members are evaluated regularly.	9	6	24	40	55	26	17
9.9 Programs and varied instructional techniques are provided in order to respond to each child's need and differences.	10	6	23	40	61	20	13
9.10 Individual help is provided to each student when needed.	4	3	13	31	70	36	23
9.11 The school is open and encourages participants and involvement by parents and other citizens.	2	1	12	19	72	49	32

KEY: SD = strongly disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

uncertain while only 9% did not agree with the statement. This study support what emerges from the literature consulted (cf. 2.3.1), that effective schools develop and maintain a clear school mission, expressed in terms of explicitly defined school goals that focus on staff attention and school resources on specific areas of learning.

Item 9.7.2 Believe that all students have the ability to learn;

Item 9.7.3 An expectation that each school will learn; and

Item 9.7.4 High expectation for each student.

In the items 9.7.2, 9.7.3 & 9.7.4 the majority of respondents (72%) agreed that all students have the capacity to succeed, as compared to 17% of uncertain respondents and 11% of those who disagree with the statements.

The findings of the items are also supported by the study of Hallinger & Murphy (cf. 2.3.1) that instructionally effective schools have high expectations for students achievement and it is also believed that students in these schools are capable to succeed.

Item 9.8 Staff members are evaluated regularly

More than half of the respondents (50%) agreed that the contents of the effective schools' policy reflect that staff members are evaluated regularly. This finding is also revealed in other research conducted before (cf. 2.3.1.1). This finding could be attributed to the fact that school mission which is often expressed in terms of school goals, provide a basis for guiding staff activities and evaluating school effectiveness.

Item 9.9. and 9.10 Programs and individual help are provided

The majority of respondents (65.5%) agreed that effective schools should take

each child's needs and differences into consideration by providing individual help to students when need arises. Only 16% of the respondents disagreed with the statement and 23% were uncertain with the issue. Although the finding suggests that students are provided with individual help, it has been observed that this idea is particularly practiced in schools which used to be known as the Model C's. The issue is even written in black and white in their school policy documents.

Item 9.11 Parent and community participation

It is noted that 79% of the respondents agreed and strongly agreed that the participation of parents and the community is essential and it contributes positively to the effectiveness of the schools. From the literature consulted (cf. 2.2.2.1), it was revealed that parents' involvement and support, parent awareness of school goals and students are essential ingredients of an effective school.

In summary, Table 4.3 shows that the majority of effective schools develop and maintain a clear school mission. The mission statement guide the activities of the school, which could be operationalised for planning, implementing and for evaluation purposes. The schools' stakeholders share a common understanding of what the school is trying to accomplish and mobilises around activities designed to meet the school goals.

4.4.3 Staff in effective schools

The literature study reveals that staff involvement in the learning of students in effective schools is a critical factor in students achievement since they have higher expectations for students achievement than in less effective schools (cf.2.3.1.3).

In order to get a picture of the issues that the staff take part in, to enhance the effectiveness of the school, respondents were to indicate their level of agreement as shown in Table 4.4.

Item 9.12 Staff have high expectations and staff morale is high

The majority of the respondents (84%) agreed that the staff in effective schools have high expectations for students. About 9% of the respondents were uncertain while 7% disagreed with the statement. This simply means that for a school to be effective, the staff morale should be high and their expectation for the students' achievement need to be high. Teachers should be enthusiastic and develop interest in their work, that is, the amount of the teacher's vigour, power and involvement.

Recognition of teachers efforts and dedication from wide variety of people; parents, principals and senior departmental officials, boosts the teachers' morale. Teacher morale is a fragile commodity.

Item 9.13 and 9.14 Staff exhibit high degree of concern and commitment

Around 76% of the respondents agreed that staff in effective school exhibit a high degree of concern and commitment for the achievement and well-being of students. 14% of the respondents were uncertain while 10% disagreed with the statement. The staff in effective schools are highly committed to activities of the school if they are led by a principal with vision and who can communicate this vision to others so that they come to share the vision and commitment (cf. 2.3.1.3).

TABLE 4.4 Staff in effective schools

Staff	SD f	%	D f	%	U f	%	A f	%	SA f	%
9.12 The staff have high expectations for the students and adults with whom they work.	2	1	9	6	14	9	75	49	54	35
9.13 Members of the school staff exhibit a high degree of concern and commitment for achievement and well being of each student.	6	4	9	6	22	14	67	44	50	32
9.14 Staff morale is high	7	5	8	5	26	17	54	35	59	38
9.15 Members of the staff cooperate and support each other.	4	3	13	8	21	14	69	45	47	31
9.16 The staff is competent and continues to grow and learn.	5	3	8	5	20	13	67	44	54	35

KEY: SD = strongly disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

Item 9.15 Staff cooperate with and support each other

The majority of the respondents (76%) agreed and strongly agreed that staff in effective schools cooperate and support each other. Only 11% disagreed while 14% were uncertain. Teachers or staff who are able to cooperate and support each other are those who have a high degree of job satisfaction and who are in agreement with the methods and visions of the principal. Staff stability naturally contributes to good interpersonal relationship. From the literature consulted in chapter 2 (cf. 2.2.3) due to the political changes in South Africa, there is a growing concern among principals on the importance of staff stability which is disturbed by the teachers' right-sizing and retrenchments.

Item 9.16 Staff is competent and continues to grow and learn

Around 79% of the respondents agreed and strongly agreed that in effective schools teachers are competent and continue to grow and learn. An effective staff development program is very important to enhance teachers competency and help them grow. It is important that the programs be related closely to the instructional programs (cf. 2.2.3).

In sum, the discussion above suggests and stresses the importance of good personal and working relationships with one another that is, principal, teachers, the students and the parents. They should breakdown the barriers, to maintain the school effectiveness.

4.4.4 Principal in effective school

Table 4.5 outlined the views of the respondents on principals of effective schools. The literature consulted provided overwhelming support for the concept that effective schools have effective leaders (cf. 2.3.1.2).

TABLE 4.5 Respondents' views on the attributes of principals in effective schools

PRINCIPAL	SD		D		U		A		SA
	f	%	f	%	f	%	f	%	f
9.17 The principal is an effective leader because he or she:									
9.17.1 Understands the process of instruction and accepts responsibility of being an instructional leader.	2	1	3	2	10	6	74	48	65
9.17.2 Is an able manager	3	1	3	2	14	9	67	44	68
9.17.3 Has clear goals and is able enlist the support of others in understanding, accepting and accomplishing these ends.	3	2	3	2	10	6	83	54	55
9.17.4 Recognizes the importance of the, and actively involves the people who work in and are served by the school.	4	3	8	5	16	10	74	48	52
									34

KEY: SD = strongly disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

Item 1 Principal accept the responsibility of being an instructional leader

The majority of the respondents (90%) indicated that principals in their schools understand the process of instruction and accepts responsibility of being an instructional leader. Only 3% of the respondents disagree while 9% recorded uncertainty. The finding suggests that strong instructional leadership by the principal is essential to initiate and maintain the school improvement process. The principal should be a leader who can lead his/her school effectively.

Item 2 Principal is an able manager

The majority of the respondents (88%) agreed and strongly agreed that principals in effective schools are able managers. This finding is also supported by the literature consulted (cf. 2.3.1.1), that one of the roles of an effective principal is that of a manager. They hold an image of what they want to accomplished. This vision guides them in managing and leading their schools.

Item 3 Clear goals

Table 4.5 shows that the majority of the respondents (90%) agreed that principals have clear goals and are able to enlist the support of others in the process of accomplishing those goals. Goals are in fact the idealisation of the end results to be obtained. The literature studies consulted (cf. 2.3.1.1; 2.4.1.1) also suggest that effective schools develop clear goals so that the school staff shares a common understanding of what the school is trying to accomplish.

Item 4 Recognises the importance of the school, and actively involves the people who work in and served by the school

The majority of the respondents (82%) agreed that in their schools principals actively involve teachers and students to recognise the importance of the school. This finding could be attributed to the definition of an instructional leadership (cf. 2.3.1.2). The working environment for teaching should be satisfying and productive and there should be desirable learning conditions and outcomes for students. This implies that principals in effective schools expect to see teachers teaching and students learning.

In sum, from Table 4.5, it appears that, to make a school effective, the principals and teachers must believe that all students can learn. The school should provide the necessary educational programs to obtain the desired goals and objectives.

4.5 Behaviour of principals in effective schools

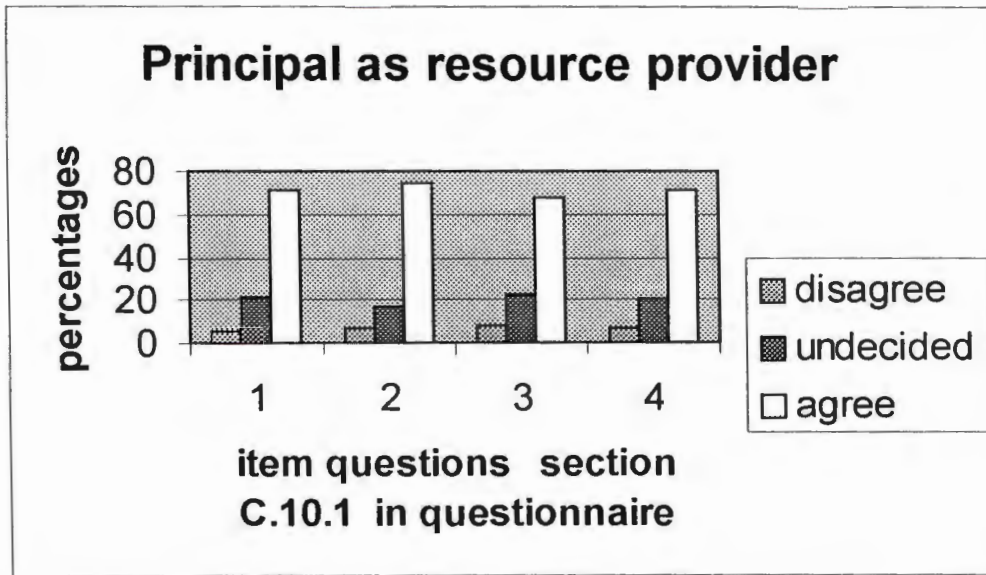
Respondents were asked to indicate their level of agreement with regard to their perceptions on the behaviour of their principals in effective schools on a three-point scale. The respondents' views are displayed in figures 4.1, 4.2, 4.3 and 4.4. Furthermore, items were categorised together according to the behaviour they describe. Principals' behaviour were categorised into the following-:

- * Principal as resource provider;
- * Principal as instructional resource;
- * Principal as communicator; and
- * Principal as visible presence.

4.5.1 Principal as resource provider. (Item 10.1.1 - 10.1.4)

Figure 4.1 shows that 71.3% of the respondents agreed with most of the items in the category. In this category the rating are as follow:

Figure 4.1



Key

1: My principal promotes staff development activities for teachers.

2: My principal is knowledgeable about instructional resources.

3: My principal mobilizes resources and district support to help achieve academic achievement goals.

4: My principal is considered an important instructional resource person in this school.

Item 10.1.2: My principal is knowledgeable about instructional resources (75%).

Item 10.1.1 & 10.1.4: My principal is knowledgeable about instructional resources, and my principal is considered an important instructional resource person in this school (71%).

Item 10.1.3: My principal mobilises resources and district support to help achieve academic achievement goals (68%).

Effective schools are the result of the activities of effective principals. Respondents regarded their principals as being knowledgeable about instructional resource (Item 10.1.2). From this finding, a principal in effective schools is responsible for acquiring material and personnel resources needed for instruction and use them creatively in accordance with academic priorities. They also focus resources and teachers' activities to specific areas of learning through explicitly stated goals, and a sense of shared purpose. Therefore, a principal in effective school or who wish to improve his/her school should have knowledge of resources that can improve the effectiveness of the school.

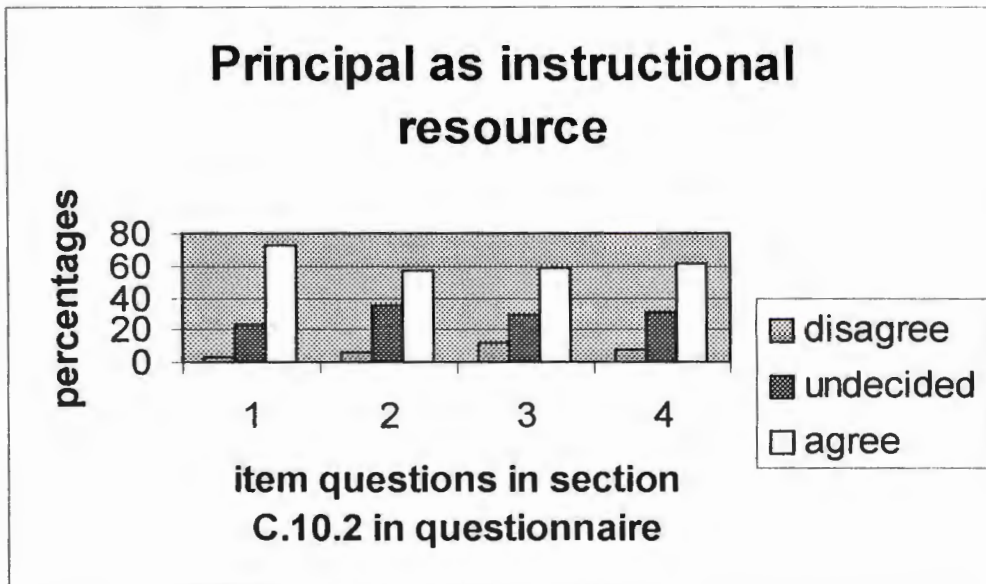
In both item 10.1.1 and 10.1.4, 71% of respondents regarded their principals as important instructional resource persons who also promote staff development activities for teachers. Literature studies consulted (cf. 2.2.1.1) stressed the importance of an effective school-wide staff development program which aim at altering attitudes, expectations and behaviour while teaching teachers new skills techniques.

4.5.2 Principal as instructional resource (Item 10.2.1 - 10.2.4)

From figure 4.2 it is clear that more than 50% of the respondents agreed with the items in this category. The rating showed the following pattern:-

Item 10.2.1: My principal encourages the use of different instructional strategy

Figure 4.2



Key

- 1: My principal encourages the use of different instructional strategies.
- 2: My principal is sought by teachers who have instructional concerns or problems.
- 3: My principal's evaluation of performance helps improve my teaching.
- 4: My principal helps faculty to interpret test results.

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(72%).

Item 10.2.4: My principal helps faculty interpret test results.

Item 10.2.3: My principal's evaluation of my performance helps improve teaching (58%).

Item 10.2.1: My principal is sought out by teachers who have instructional concern (56%).

From figure 4.2 item 10.2.1 is rated high in this section, is that principals encourage teachers to use different instructional strategies. Research have indicated that principals in effective schools spend more time on monitoring instructional activities (cf 2.3.1.2; 2.3.3.2). This implies that principals should be active in creating the concrete improvements themselves. For example, they can plan, secure, and monitor in service staff development opportunities, be active and supportive in helping teachers learn to use new approaches.

Good instructional leaders monitor all activities taking place in the school. Helping in interpretation of test results is one of the roles an effective principal should do. Another function of an effective principal is observing teachers in classrooms and conferring with them about ways to deal with problems and improve instruction.

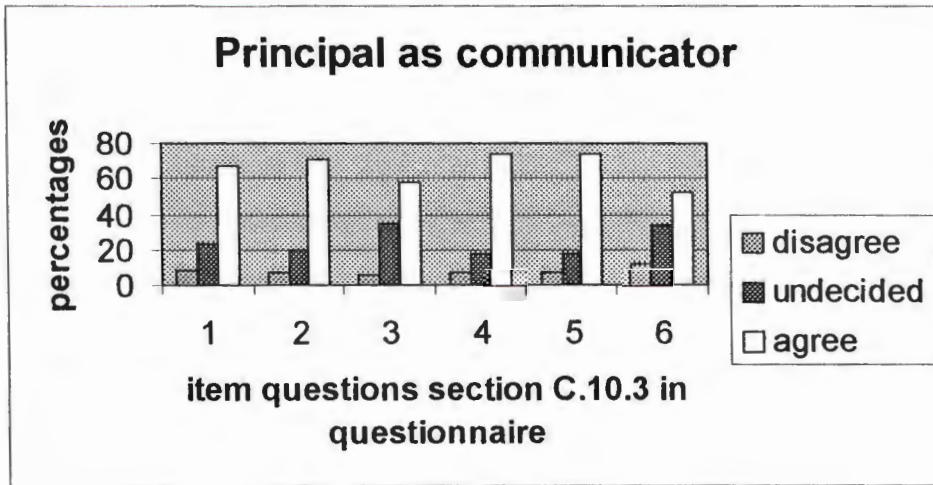
4.5.3 *Principal as communicator* (Item 10.3.1 - 10.3.6)

In this category, as shown in figure 4.3 all items were rated by more than 50% of the respondents. The first highly-rated items, in which respondents agreed that principals are regarded as instructional communicators are-:

Item 10.3.5 My principal communicates clearly to the staff regarding instructional matters (75%).

Item 10.3.4 My principal provides clear vision of what our school is all about (74%).

Figure 4.3



Key

- 1: Improved instructional practice results from interactions with my principal.
- 2: My principal leads formal discussions concerning instruction and student achievement.
- 3: My principal uses clearly communicated criteria for judging staff performance.
- 4: My principal provide clear vision of what our school is all about.
- 5: My principal communicates clearly the staff regarding instructional matters.
- 6: My principal provide frequent feedback to teachers regarding classroom performance.

Item 10.3.2 My principal leads formal discussion concerning instruction and students achievement (71%).

As illustrated in chapter 3 (cf. 2.3.1.2 & 2.3.1.3) effective schools are led by principals with vision to teachers, students in the school. The principal communicates with staff on instructional matters. The implication is that through communication, they share the vision and commitment. People follow because they share the leaders' dream not because they are afraid.

4.5.4 Principal as visible presence

From Table 4.4 shows that most of the respondents agreed with this category are as follows:

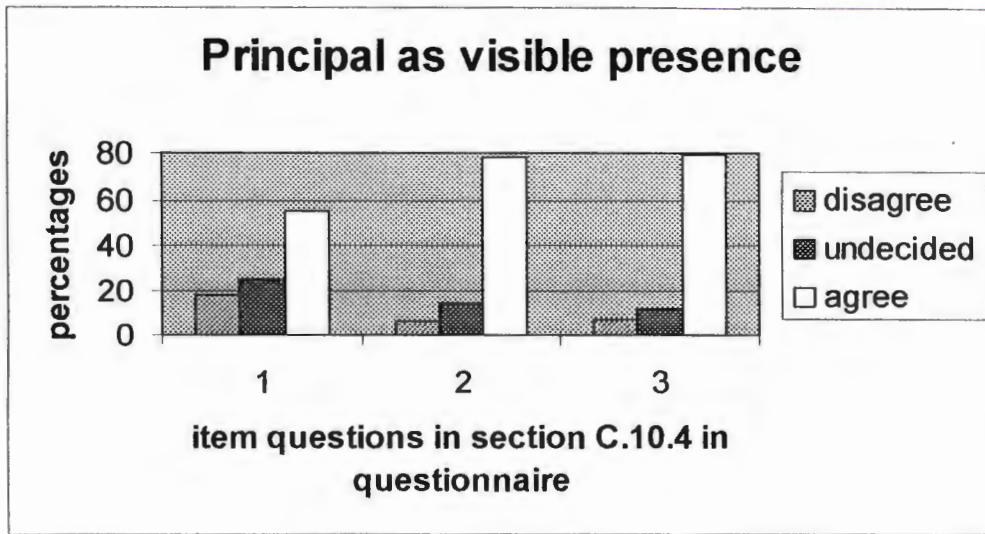
10.4.3 My principal is a 'visible presence' in both staff and students (79%).

10.4.2 My principal is accessible to discuss matters dealing with instruction (78%).

10.4.1 My principal makes frequent classroom observations (53%).

As illustrated in figure 4.4, principals' presence appear to be the most important characteristics of effective principals. The item (79%) expresses that principals visible presence to both staff and students as very important (79%). Respondents (78%) also indicated that their principal are accessible to discuss matters dealing with instruction. Teachers are not scared to discuss instructional problems with their principals. The least rated item, (53%), that principal makes frequent classroom observation, may have received such response due to the fact that it is a practice at the school where classroom observation or evaluation are done by HODs, and they in-turn give the report to the principal.

Figure 4.4

**Key**

- 1: My principal makes frequent classroom observation.
- 2: My principal is accessible to discuss matters dealing with classroom.
- 3: My principal is a “visible presence” in the building to both staff and students.

In sum, the study has illustrated that principals should emphasise those tasks which are directly related to teaching, learning and assert influence and authority surrounding these tasks to coordinate instructional programs and promote a positive school climate.

4.6 Respondents' view on the major roles of effective school

This section which was based on open-ended questions, is divided into two parts: Item 11. (11.1 - 11.5), on roles of effective schools and Items 12 & 13 on the question "What makes schools effective or less effective?"

4.6.1 Major roles of effective schools

In this part respondents were given five (5) statements on the major roles of effective schools, in which they were to indicate whether they agree or disagree with the statement, and they were also to motivate their answers. The majority of the respondents (76%) agreed that all the five statements represent the major roles of an effective school. Only 36% gave their comment on these major roles of effective schools. Although there was a low response rate on the motivation part, it is important to reflect on what emerged from those who responded. The following are respondents' views:

- Academic skills should help learners to be ready to survive in life;
- Skills obtained should be relevant, and produce productive citizens and leaders of tomorrow;
- Healthy self-concept uplift self-concept and self-esteem;
- Effective schools should uplift the local community through adults education; and
- Effective schools should prepare students for job - market.

4.6.2 What makes schools effective or ineffective

Respondents were asked to state in their own words what makes schools more effective and less effective. For effective school (Item 12) the following were identified by the respondents:

- closer cooperation and commitment between qualified teachers and parents (36.2%).
- Students' readiness and willingness to learn and zest of educators to impart knowledge (30.3%).
- Good management (open-policy leadership) and active participation of all stakeholders (20.2%).
- Discipline, resources and good use of time (18%).
- Safe and supportive environment (12%)
- Participation in extramural activities (30%).
- Enthusiastic about school and its mission (27.2%).

With regard to item 13 most respondents mentioned that less effective schools are the opposite of the factors mentioned in Item 12. The following are some of their comments on factors that make schools less effective:

- indifference and misunderstanding
- lack of discipline
- lack of transparency - autocratic principal
- negative students, unmotivated, uncertain.
- Unqualified teachers/ Lack of resources.
- Poor attendance
- high learner - teacher ratio

In sum, it appear that the roles of an effective school go far beyond the academic. Both the non-academic and academic roles need to be addressed if

the school is to be seen as effective. From the above discussion, this study suggests that the roles of an effective school should include the development of citizenship and self-concept, personal development and employment skills, in addition to the academic role of a school.

On the other hand, factors most frequently and commonly mentioned as contributing to an effective school were good leadership qualities; the quality of the teachers, the climate of the school and discipline.

4.7 Mean score and ratings of the ten highest ranked items

An attempt was made to get a picture of the first highest rated ten items, on factors contributing to the effectiveness of the schools.

TABLE 4.6 Ten high ranked mean score of respondents.

Item no.	ITEM	$\bar{X}$	SD
1.	Understands the process of instruction and accepts responsibility of being an instructional leader.	4.28	0.78
2.	Is an able manager.	4.27	0.81
3.	Has clear goals and is able to enlist the support of others in understanding, accepting and accomplishing those ends.	4.19	0.80
4.	The staff has high expectations for students and adults with whom they work.	4.10	0.89
5.	Recognizes the importance of the, and actively involves the people who work in and are served by the school.	4.05	0.94
6.	The staff is competent and continues to grow and learn.	4.02	0.99
7.	Student learning is evaluated using measures closely related to the curriculum content.	4.01	0.82
8.	A believe that all students have the ability to learn.	4.00	0.99
9.	The school is open and encourages participants and involvement by parents and other citizens.	4.00	0.94
10.	An academic focus.	3.99	0.99

Table 4.6 displays the mean scores arranged in rank order of ten most important statements which the respondents strongly agreed with, that they contribute positively towards the effectiveness of the school. It is important to note that all items of the school excellence inventory rated higher than 3.00. The implication is that all factors contributing to the effectiveness of the school are regarded very important.

Item 9.17.1 - 9.17.4 (Principals in the effective schools)

The ten most important statements listed in Table 4.6 were ranked as the most important features for effective schools. This finding indicates that the principal is the most important feature contributing towards the effectiveness of a school. The conclusion comes from the fact that the first 3 items, in the mean ranking are features on the principal namely:-

Item 9.17.1 Understands the process of instruction and accepts responsibility of being an instructional leader ($\bar{X} = 4.28$);

Item 9.17.2 Is an able manager ($\bar{X} = 4.27$); and

Item 9.17.3 Has clear goals and is able to enlist the support of others ($\bar{X} = 4.17$).

The fifth ranked item is also a feature on the principal

Item 9.17.4 Recognises the importance of the, and actively involves the people who work in and are served by the school ($\bar{X} = 4.10$)

Respondents seem to attach importance of principal's role in making school effective to principal acceptance of being an instructional leader, an able manager, who have vision and are able to actively involve other people with whom they are working. In general the implication is that the findings of this study are in agreement with characteristics of effective principals as revealed by research studies in other countries (cf. 2.3.3).

Item 9.12 and 9.16 (Staff in effective schools)

The fourth item in the ranking is item 9.12 the staff has high expectations for students and adults with whom they work ($\bar{X} = 4.10$). The sixth item is item 9.16 the staff is competent and continues to grow and learn ($\bar{X} = 4.02$). Both of these items stresses the fact that the staff in effective schools have high expectations for students (cf. 2.3.1.3).

Item 9.2 (Students in effective school)

Out of six features on students, Item 9.2 students' learning is evaluated using measures closely related to the curriculum content ($\bar{X} = 4.10$) is the only items appearing in the ten most important features for effective schools. The finding shows that in effective schools, students learning is regularly and frequently evaluated as indicated by the literature consulted (cf 2.3.1.5).

Item 9.7.2, 9.11 and 9.7.1 (School policy in effective schools)

The last three items namely-:

Item 9.7.2 A believe that all students have the ability to learn ($\bar{X} = 4.00$);

Item 9.11 The school is open and involves participants and involvement by parents and other citizens ($\bar{X} = 4.00$); and

Item 9.7.1 An academic focus ($\bar{X} = 3.99$),

have to do with school policy in effective schools. This policy which is a written document that direct the activities of the school is always present in effective school as indicated by the respondents.

From table 4.6, it can be concluded that these findings stress the importance of the principals' activities in effective schools as also revealed by the literature consulted in chapter 2 (cf.2.2.3 and 2.3.1.2). But one has to note that all other features are also important since their mean scores are above 3.

4.8 Interpretation of the differences in response between management and teachers.

The t-test could be used to determine if there is a statistical significant difference between the performance of randomly selected subjects (Legotlo: 1996). In this study t-test was computed to determine the level of statistical significant difference between views of respondents on effective schools.

As stated in chapter 1 it was assumed that there is no significant difference in the perceptions of respondents on (1) effective school and (2) effective principals between the following groups:-

- * management team and teachers
- * male and female
- * urban and rural

4.8.1 Differences in response between management and teachers.

It was assumed that there is no statistical significant difference between the views of management team and teachers on the characteristics of effective schools. Table 4.7 shows that there is no statistical difference between views of the management team and teachers in most of the items.

Table 4.7 Differences in response between management and teachers.

VARIABLE	MANAGEMENT		TEACHERS		MEAN DIFF	<u>t</u>	sig. 2-tailed
	$\bar{X}_1$	SD	$\bar{X}_2$	SD			
1. Effective school:							
1.1 Students	33.52	6.34	31.64	5.21	1.88	2.003	0.047
1.2 School policy	30.75	6.21	29.83	5.25	0.92	0.987	0.325
1.3 Staff	19.82	4.36	20.06	4.09	-0.25	-0.356	0.722
1.4 Principal	17.07	2.80	16.63	2.93	0.44	0.921	0.358
2. Effective principal:							
2.1 as resource provider	11.03	1.63	10.45	2.09	0.59	1.831	0.069
2.2 as instructional resource	10.61	1.68	9.98	2.01	0.63	2.009*	0.046
2.3 as communicator	16.17	2.44	15.21	3.02	0.96	2.054*	0.042
2.4 as visible presence	8.10	1.39	7.70	1.75	0.41	1.503	0.135

* significance difference

Items in which there are statistically significant difference between views of the management team and teachers are:-

- Item 2.2 principal as instructional resource ($t = 2.009$, $p = 0.042$) and
- Item 2.3 principal as communicator ($t = 2.054$, $p = 0.042$).

Thus a null hypothesis is rejected.

The finding suggests that the management as a team which works very close to the principal, stresses the fact that their principals are instructional resources, and they communicate with those they are working with (cf. 2.3.2). The management team usually hold meetings before staff meetings. In most cases, at the staff-meetings the management team, including the principal, had already agreed with the issues to be discussed with the teachers.

4.8.2 Differences in responses between male and female.

It was assumed that there is no statistically significant difference between the views of male and female respondents on the characteristics of effective schools. Table 4.8 shows the mean scores and t-values of male and female respondents on factors that make school effective.

Table 4.8 Difference in response between male and female.

VARIABLE	MALE		FEMALE		MEAN DIFF	t	sig. 2-tailed
	$\bar{x}_1$	SD	$\bar{x}_2$	SD			
1. Effective school:							
1.1 Students	32.46	6.29	32.29	5.24	0.18	0.189	0.850
1.2 School policy	30.21	6.11	30.17	5.25	0.04	0.047	0.963
1.3 Staff	20.11	4.28	19.84	4.12	0.27	0.397	0.692
1.4 Principal	16.85	3.25	16.76	2.55	0.09	0.184	0.854
2. Effective principal:							
2.1 as resource provider	10.67	1.93	10.68	1.96	-0.01	-0.024	0.981
2.2 as instructional resource	10.09	2.04	10.35	1.78	-0.26	-0.835	0.405
2.3 as communicator	15.51	3.22	15.64	2.49	-0.13	-0.275	0.784
2.4 as visible presence	7.67	1.79	8.01	1.46	-0.34	-1.287	0.200

Since the t-value is less than the critical value in all variables there is no significant difference between the views of the male and female respondents. Thus the null hypothesis is accepted.

4.8.3 Differences in responses between urban and rural

It was assumed that there is no statistical significant between views of urban and rural respondents.

Table 4.9 Difference in response between urban and rural respondents.

VARIABLE	URBAN		RURAL		MEAN DIFF	t	sig. 2-tailed
	$\bar{X}_1$	SD	$\bar{X}_2$	SD			
1. Effective school:							
1.1 Students	34.27	5.50	30.94	5.51	3.33	3.714*	0.000
1.2 School policy	32.12	5.42	28.74	5.40	3.38	3.844*	0.000
1.3 Staff	20.95	3.81	19.23	4.32	1.73	2.581*	0.011
1.4 Principal	17.18	2.62	16.51	3.05	0.67	1.434	0.154
2. Effective principal:							
2.1 as resource provider	11.05	1.47	10.39	2.20	0.66	2.087*	0.039
2.2 as instructional resource	10.67	1.76	9.88	1.95	0.18	2.555	0.012
2.3 as communicator	16.27	2.46	15.05	3.01	1.23	2.683*	0.008
2.4 as visible presence	7.98	1.61	7.75	1.64	0.23	0.868	0.387

* significant difference

Table 4.9 shows that in the following items there is a statistically significant difference between the urban and rural respondents.

- Items 1.1 Students in effective schools ($t = 3.714$; $p = 0.000$);
- Items 1.2 School policy for effective schools ($t = 3.844$; $p = 0.000$);
- Items 1.3 Staff in effective schools ($t = 2.581$; $p = 0.011$);
- Items 2.1 Principal as resource provider ($t = 2.087$; $p = 0.039$); and
- Items 2.4 Principal as communicator ($t = 2.63$; $p = 0.008$).

From table 4.9 the urban respondents' means are higher than those of the rural respondents. This illustrates the importance of schools which are exposed to modernised resources such as, enough classrooms, teaching aids, laboratories and libraries to mention a few. Urban students are exposed for example to these extra as compared to those in rural areas without such opportunities. This does not really mean that effective schools are not found in rural areas. Effective schools do exist in rural areas (cf. 2.5.2.3). The reason for respondents in urban area to rate their schools or characteristics of effective schools high, is because of cultural background and even the attitudes of students in these different settings.

4.9 Summary

This chapter outlined the findings of the empirical investigation conducted to determine whether these schools labelled successful in the North West province share the common characteristics of effective school as documented by effective school research, such as researches conducted in USA, UK and Australia.

The results of the analysis for the question "Are there effective schools in RSA?" demonstrated that elements related to the effective school learning, clear goals of the school, dedicated staff and of most importance, the principal as instructional leader were seen by the respondents as the most important elements for the development of effective schools.

The findings of this study revealed that the effective leadership of the principal is seen as key factor in an effective school. In addition, cooperative and supportive organisational structure, regular communication among staff and monitoring of school work (for both teachers and students) is very important.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presents a brief summary of the study. Furthermore, a reflection on the major findings of the study is provided as well as recommendations for school effectiveness and improvement on areas for further research as revealed by the study.

5.2 Summary

In chapter 1 the aim for the study and a statement of the problem are outlined. A concern is expressed about the existence of good, successful schools that would educate students in totality. In an attempt to search for quality schools attention should be focused on characteristics of effective schools because they are keys to effectiveness.

Chapter 2 outlined the nature and scope of school effectiveness. From the literature consulted the portrait of an effective school (cf. 2.2.3) is clearly articulated. It seems quite clear that the emphasis is on shared obligations for the success of the schools. Effectiveness requires that all people concerned do their part. It also requires those in charge to make it clear that others, whether students under direction of teachers or teachers under direction of leadership of administrators, understand the goals (cf. 2.2.4) schools are setting out to meet and the resources and procedures should be aimed at supporting these goals.

As stated earlier, there is a considerable body of literature addressing effective schools. This literature not only identifies the characteristics of effective schools (cf. 2.2.3; 2.3.1; 2.5.1.1), but also provides insight into system-level

and building level practices that support effectiveness. System level elements that support effectiveness include ideology that emphasises students achievement, clear delineation of responsibilities for all personnel and clear and consistently enforced policies and procedures. Building-level elements include the promotion of unity of purpose among participants in the school, maintenance of a safe environment, the expectation of achievement and commitment to instructional leadership.

From the literature studies effective schools research has concluded that all principals of effective schools are instructional leaders (cf. 2.3.1.2; 2.3.3). The principal must exhibit some specific behaviour throughout the entire effort to create an effective school work culture. The principal leadership behaviour, that is their influence over different tasks, the actual emphasis of time-on-task, and goal framing, contribute positively to the effectiveness of the school. They should lay down values and a vision of what the school should be and reinforce that vision by being visible.

Again in this chapter an overview of effective school research in developed and developing countries were provided. It is clear from literature that research on effective school received more attention in developed countries than in developing countries.

In chapter 3 and 4 an empirical investigation was conducted to determine the perceptions of teachers on factors that make schools effective and the major roles of effective schools.

From the empirical investigation it came clearly that teachers ascribed the effectiveness of their school to include a principal with a vision, staff-quality teachers, students learning attitude and the school policy that directs activities.

The study revealed the importance of the principals in effective school as

resource provider, as an instructional leader, as a good communicator who is highly visible. The detailed analysis of the responses, and the frequency with which various factors were rated are also provided in this chapter.

The principals' role in effective school is important (cf. 2.3.3). As visionary individuals, they have to define the school's mission, manage instructional program and promote positive school climate. At investigation, it is important that principals continually reinforce that vision by being visible.

Furthermore, the empirical investigation also regarded teacher's willingness to cooperate and communicate between themselves and with students as being essential elements in an effective school. Learning is the primary focus in an effective school. The study revealed that learning, monitoring learning and recognising students achievement had high rating.

Furthermore the investigation in open ended questions revealed that both the academic and non-academic goals have to be addressed if the school is to be seen as effective. It also emerged that in effective school, there is discipline, closer cooperation and commitment and students are ready and willing to learn while in ineffective school there is lack of discipline, indifference and misunderstanding, and students are negative and unmotivated.

From this study, there are important findings that are important to the improvement of the school.

5.3 Research Findings

5.3.1 Findings on Aim 1

With regard to Aim 1, namely to determine from the literature the nature and scope of school effectiveness (cf.1.3) the following findings were made:

- * Whatever else schools may be about, they are fundamentally concerned with student learning. Effective schools are those that most successfully promote the learning of their students (cf. 2.2.1).
- * The key consideration on deciding whether a school is effective or not is how 'effectiveness' is measured. A school's performance is to be judged not on results alone, but on the extent of the school's contribution to those results. Goal model and system model of effectiveness can be used in this regard.
- * Giving each student skills to deal with an adult life in addition to the academic development seemed to be the most important goal of an effective school. An effective school has articulated goals.
- * The widely cited set of characteristics of effective school (cf. 2.2.3; 2.5.1.1) are:
 - Strong instructional leadership;
 - High expectation for student achievement;
 - An emphasis on basic skills;
 - Safe and orderly learning environment;
 - Frequent monitoring of student progress; and
 - an increased time-on-task.
- * Effective schools need to demonstrate their excellence:-
 - Clear, reasonable rules are fairly and consistently enforced to maintain order and discipline (cf. 2.2.3).
 - At all times people in effective schools are informed and involved. Shared vision, decision-making and collaboration are common in these schools.

- They recognise the importance of assessment and thus know where they are at all times.
- * Effective schools have effective leaders.
- * The role the principal in effective schools is that of a manager, instructional leader. They give direction, monitor activities, and provide resources (cf. 2.3.1.2).
- * Effective schools have effective teachers. Staff development programs aiming at developing teachers professionally (attitude, expectation, behaviour, teaching teachers new skills and techniques are conducted).
- * The genesis of the current research on effective schools was caused by claims that non-school factors are important than school factors in the learning of students (2.2.3; 2.5). Thus the current research revealed that both school factors and non-school factor are important in student learning.
- * Different criteria were used in the investigation to measure school successes such as;
 - reading ability & writing (cf. 2.5.1.1 & 2.5.1.2)
 - outcome measure (cf. 2.5.1.2)
 - attendance and delinquency
 - mathematics (cf. 2.5.1.2.)
 - student performance on standardised test.
- * Characteristics of effective schools provided by earlier research were used in the current research to prove further that schools affect the students' learning in different ways:

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- Some compared effective and ineffective school
- Case studies were done to determine the effectiveness of school
- Effective school programs were developed to help schools in their roles.

5.3.2 Findings on Aim 2

Regarding Aim 4, namely to determine empirically the perception of teachers on factors that make schools effective and the possible roles of effective schools.

- * The empirical investigation conducted revealed that effective leadership of the principal, a cooperative and supportive organisational structure and the fostering of positive relations and regular communication among staff and student are all seen as key factors in an effective school. All these are guided by school policy.
- * Principals in effective schools are responsible for acquiring material and personnel resources needed for instruction.
- * The study revealed that effective school principal need to know how to perform his/her task. The work of the principal is largely verbal, monitors work, supervises, dispenses information and allocate resources (4.5).
- * Parents involvement and support are essential ingredients of an effective school. The notion of parent involvement in schools in the form of support for the school and their own children are based on the view that better informed and more committed parents will enhance children's learning.
- * This study also revealed that goals of an effective school include educational goals and go far beyond academic only. The role of the effective school is related to the success of all the children in the school.

* On the question of 'What make schools effective and less effective?', the study revealed the following factors for effective school:

- quality of the teachers.
- school climate and discipline.
- Good management and active participation of all.
- students' readiness and willingness to learn.

5.3.3 Recommendations

RECOMMENDATION 1

Resource centres and various opportunities should be made available for the development of principals who are instructional leaders.

Motivation

Principals are key ingredients for effective schools, hence workshops and courses should be conducted. Principals have to learn some strategies of performing their tasks. They should be given opportunities to share ideas on instructional issues.

RECOMMENDATION 2

At school level staff-development programs should be organised.

Motivation

The importance of up-to-date training for principal and teachers cannot be overemphasised. New ways and methods are constantly being discovered. Principals or staff-development committee may organise speakers to address

the issues of importance to effective schools. Teachers need to develop their instructional skill.

RECOMMENDATION 3

Frequent and regular assessment of students progress.

Motivation

Students achievement is a very important factor of the effective school. It is important that achievement must be closely monitored through testing, grade reports, attendance records, and other methods and changes must be made in school procedures and instructional programs to meet identified needs and weaknesses.

RECOMMENDATION 4

Involvement of parents in the education of their children should be encouraged in schools.

Motivation

Regular and consistent communication with parents will increase awareness of the community services available to reinforce and extend student's academic program. Parents should clearly understand the policy of the school and their home-work policy. Open-day meetings in addition to regular parents meeting should be arranged. The aim here being to give parents time to go through the child's work together with the teacher. Parents should develop interest in the child's work.

RECOMMENDATION 5

More attention should be paid to the design and implementation of effective schools projects.

Motivation

In RSA very little is done to support schools in trying to be effective and successful, especially from the Department of Education. The Department should design an effective schools projects, which will help schools to at least have some guidelines.

5.3.4 CONCLUSION

In conclusion the success of school cannot be attained if the three central figures namely teachers, students and parents do not work together. Schools that provide tangible indications of students worth and schools that encourage emotional, physical, social as well as academic growth are, by any reasonable judgement more effective than schools that simply receive students, process them, and send them on their way. The new curriculum 2005 in RSA, also intends to equip learners with knowledge, competencies and orientation needed for their success after they have completed their training. This means schools in RSA need to reform. The increasing demand of effective schools, effective principals and effective teachers who accept changes is on the way. It is important for principals, teachers and the community to implement the findings of the research on effective schools, to have effective schools.

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Questionnaire no.

(1 -)

Card no.

(4)

IN THIS STUDY AN EFFECTIVE SCHOOL REFERS TO AN EXCELLENT, GOOD AND SUCCESSFUL SCHOOL.

SECTION A

BIOGRAPHICAL AND DEMOGRAPHICAL

Kindly answer the following questions by crossing X on the appropriate block.

1. Your age category

1.1 Below 25

1.2 26 - 30

1.3 31 - 35

1.4 36 - 40

1.5 41 - 45

1.6 46 and above

1	
2	
3	
4	
5	
6	

(5)

2. Sex

2.1 Male

2.2 Female

1	
2	

(6)

3. School location

3.1 Urban

3.2 Rural

1	
2	

(7)

4. Enrolment

4.1 Under 50

4.2 51 - 150

4.3 151 - 400

4.4 401 - 800

4.5 801 - 1000

4.6 Over 1000

1	
2	
3	
4	
5	
6	

(8)

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5. Your position in the school

- 5.1 Teacher
- 5.2 HOD
- 5.3 Acting HOD
- 5.4 Teacher Councillor
- 5.5 Deputy Principal
- 5.6 Principal
- 5.7 Acting Principal

1	
2	
3	
4	
5	
6	
7	

(9)

6. For how long have you been in that position?

- 6.1 Less than a year
- 6.2 1 - 3
- 6.3 4 - 5
- 6.4 Over 5

1	
2	
3	
4	

(10)

7. Highest Academic Qualification

- 7.1 Std 10
- 7.2 Std 10 plus 4 degree courses
- 7.3 Std 10 plus 8 degree courses
- 7.4 A degree
- 7.5 Honours degree or B.ED
- 7.6 Masters degree
- 7.7 Doctorate
- 7.8 Others specify _____

1	
2	
3	
4	
5	
6	
7	
8	

(11)

8. Highest Professional Qualifications

- 8.1 J.S.T.C.
- 8.2 STD
- 8.3 UED
- 8.4 Others specify _____

1	
2	
3	
4	

(12)

SECTION B

SCHOOL EXCELLENCE INVENTORY

9. Please rate the following items on a scale of 1 to 5 to reflect your opinion about your school.

(KEY : 1 = SD: strongly disagree, 2 = D: disagree, 3 = U: uncertain, 4 = A: agree and 5 = SA: strongly agree.

STUDENTS

- 9.1 Students have favourable attitude towards school and learning. (13)
- 9.2 Student learning is evaluated using measures closely related to the curriculum content. (14)
- 9.3 Students morale is high. (15)
- 9.4 Students time on task behaviour is maintained at a high level because:
- 9.4.1 A climate of order and discipline has been established. (16)
- 9.4.2 Little time is used for maintaining order. (17)
- 9.4.3 Good classroom management practices maximize available instructional time. (18)
- 9.4.4 The school staff has made a commitment to maximize available learning time by reducing impediments to learning and interruption of the school day. (19)
- 9.5 Students receive regular feedback regarding each student's progress. (20)
- 9.6 Student attendance rates are high. (21)

SCHOOL POLICY

- 9.7 There is a clear understanding of what the school believes in stands for, which includes (22)
- 9.7.1 An academic focus. (23)
- 9.7.2 A believe that all students have the ability to learn. (24)

	strongly disagree	disagree	uncertain	agree	strongly agree	
	1	2	3	4	5	(13)
	1	2	3	4	5	(14)
	1	2	3	4	5	(15)
	1	2	3	4	5	(16)
	1	2	3	4	5	(17)
	1	2	3	4	5	(18)
	1	2	3	4	5	(19)
	1	2	3	4	5	(20)
	1	2	3	4	5	(21)
	1	2	3	4	5	(22)
	1	2	3	4	5	(23)
	1	2	3	4	5	(24)

9.7.3 An expectation that each student will learn.

9.7.4 High expectation for each student.

9.8 Staff members are evaluated regularly.

9.9 Programs and varied instructional techniques are provided in order to respond to each child's needs and differences.

9.10 Individual help is provided to students when needed.

9.11 The school is open and encourages participants and involvement by parents and other citizens.

STAFF

9.12 The staff have high expectations for the students and adults with whom they work.

9.13 Members of the school staff exhibit a high degree of concern and commitment for the achievement and well-being each student.

9.14 Staff morale is high.

9.15 Members of the school staff cooperate with and support each other.

9.16 The staff is competent and continues to grow and learn.

PRINCIPAL

9.17 The Principal is an effective leader because he or she :

9.17.1 Understands the process of instruction and accepts responsibility of being an instructional leader.

9.17.2 Is an able manager

9.17.3 Has clear goals and is able to enlist the support of others in understanding, accepting and accomplishing those ends.

strongly disagree	disagree	uncertain	agree	strongly agree	
1	2	3	4	5	(25)
1	2	3	4	5	(26)
1	2	3	4	5	(27)
1	2	3	4	5	(28)
1	2	3	4	5	(29)
1	2	3	4	5	(30)
1	2	3	4	5	(31)
1	2	3	4	5	(32)
1	2	3	4	5	(33)
1	2	3	4	5	(34)
1	2	3	4	5	(35)
1	2	3	4	5	(36)
1	2	3	4	5	(37)
1	2	3	4	5	(38)

9.17.4 Recognizes the importance of the, and actively involves the people who work in and are served by the school.

strongly disagree	disagree	uncertain	agree	strongly agree
1	2	3	4	5

 (39)

SECTION C

10. Read the statement below and give your perception on the behaviour of your school principal. Use the rating scale to the right of each item.

KEY; 1 = A: AGREE, 2 = U: UNCERTAIN and 3 = D: DISAGREE.

10.1. Principal as resource provider.

- 10.1.1 My principal promotes staff development activities for teachers.

- 10.1.2 My principal is knowledgeable about instructional resources.

- 10.1.3 My principal mobilizes resources and district support to help achieve academic achievement goals.

- 10.1.4 My principal is considered an important instructional resource person in this school.

10.2 Principal as instructional resource.

- 10.2.1 My principal encourages the use of different instructional strategies.

- 10.2.2 My principal is sought out by teachers who have instructional concerns or problems.

- 10.2.3 My principal's evaluation of my performance helps improve my teaching.

- 10.2.4 My principal helps faculty interpret test results.

10.3. Principal as communicator.

- 10.3.1 Improved instructional practice results from interactions with my principal.

- 10.3.2 My principal leads formal discussions concerning

agree	uncertain	disagree	
1	2	3	(40)
1	2	3	(41)
1	2	3	(42)
1	2	3	(43)
1	2	3	(44)
1	2	3	(45)
1	2	3	(46)
1	2	3	(47)
1	2	3	(48)

instruction and student achievement.

10.3.3 My principal uses clearly communicated criteria for judging staff performance.

10.3.4 My principal provide clear vision of what our school is all about.

10.3.5 My principal communicates clearly to the staff regarding instructional matters.

10.3.6 My principal provide frequent feedback to teachers regarding classroom performance.

10.4. Principal as visible presence.

10.4.1 My principal makes frequent classroom observation.

10.4.2 My principal is accessible to discuss matters dealing with instruction.

10.4.3 My principal is a "visible presence" in the building to both staff and students.

1	2	3	(49)
1	2	3	(50)
1	2	3	(51)
1	2	3	(52)
1	2	3	(53)
1	2	3	(54)
1	2	3	(55)
1	2	3	(56)

SECTION D

11. Please indicate your response to the following statements on the major roles of an effective school.

11.1 The major role of an effective school is to provide a comprehensive understanding of the academic skills.

YES	NO

(57)

Comments

.....

.....

11.2 The major role of an effective is to provide society with productive citizens.

YES	NO

(58)

Comments

.....

.....

11.3 The major role of an effective school is to provide students with a healthy self concept.

YES	NO

(59)

Comments

.....

.....

11.4 The major role of an effective school is to respond to the educational needs of its local community.

YES	NO

(60)

Comments

.....

.....

11.5 The major role of an effective school is to provide students with the skills necessary for future employment.

YES	NO

(61)

Comments

.....

.....

12. In your own words what makes the school more effective?

.....

.....

.....

13. In your own words what makes the school less effective?

.....

.....

.....

Department of Planning and
Administration

Private Bag X2046 MMABATHO 2735
Republic of South Africa
Telephone : (0140) 892111
Fax No. : (0140) 25775

Date 15 SEPTEMBER 1997

Your reference

Our reference

The Principal/Circuit/District Manager
MAFIKENG DISTRICT

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Our postgraduate students (M Ed. & B Ed) are conducting research in education.

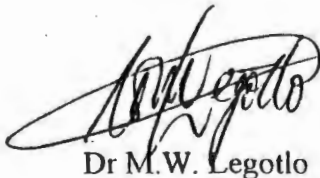
You are hereby kindly requested to allow CHRISTINA MATLHODI TEU
to conduct research in the school, circuit, district under your jurisdiction.

The topic is: SCHOOL EFFECTIVENESS: TEACHERS PERCEPTION
ON EFFECTIVE SECONDARY SCHOOLS IN MAFIKENG
AND ZEERUST DISTRICTS (NORTHWEST PROVINCE)

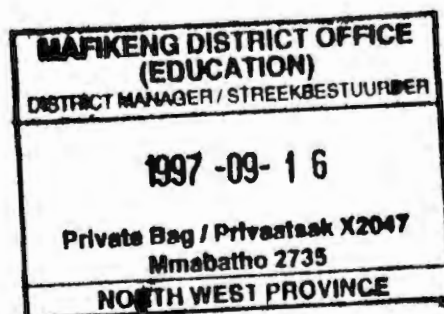
The findings of this research will be made available to you at your request. Furthermore all data collected from schools will be kept confidential, and no identification of a specific school will be given when the report is completed.

Thanking you in anticipation

Yours sincerely



Dr M.W. Legotlo



HEAD: EDUCATIONAL PLANNING & ADMINISTRATION.

Permission to conduct Research in the
Mafikeng Education District is granted.
J. P. C. M. M.

Department of Planning and
Administration

Private Bag X2046 MMABATHO 2735
Republic of South Africa
Telephone : (0140) 892111
Fax No. : (0140) 25775

Date

Your reference

Our reference

The Principal/Circuit/District Manager

ZEERUST DISTRICT

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Our postgraduate students (M Ed. & B Ed) are conducting research in education.

You are hereby kindly requested to allow CHRISTINA MATLODI TEU
to conduct research in the school, circuit, district under your jurisdiction.

The topic is: SCHOOL EFFECTIVENESS : TEACHER'S PERCEPTION
ON EFFECTIVE SECONDARY SCHOOLS IN MAFIKENG
AND ZEERUST DISTRICTS (NORTH WEST PROVINCE)

The findings of this research will be made available to you at your request. Furthermore all data collected from schools will be kept confidential, and no identification of a specific school will be given when the report is completed.

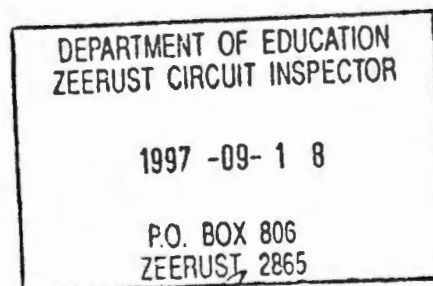
Thanking you in anticipation

Yours sincerely



Dr M.W. Legotlo

HEAD: EDUCATIONAL PLANNING & ADMINISTRATION.



Permission granted

APPENDIX C

P.O. Box 2560
Mafikeng
2745
10 September 1997

The Principals

Sir/Madam

Distribution of questionnaires

I am conducting a research on SCHOOL EFFECTIVENESS: TEACHERS' PERCEPTION OF EFFECTIVE SECONDARY SCHOOL IN MAFIKENG AND ZEERUST DISTRICT OF NORTH WEST PROVINCE.

You are kindly requested to distribute the enclosed questionnaire among your staff to complete as follows -:

- 1 Deputy Principal
- 3 Head of Department (1 should be a teacher councillor)
- 6 Teachers

The questionnaire will be collected from the school on 15 October 1997. Any information given will be strictly confidential and no identification of a specific school or name of a teachers will be given when the report is completed.

Written permission to conduct this study has been obtained from the District Office.

Yours faithfully

C.M. TEU

APPENDIX D

Item responses, mean and standard deviations on effective schools

Response	SD	SD%	D	D%	U	U%	A	A%	SA	SA%	Mean	Std Dev
STU91	11	7%	23	15%	33	21%	73	47%	14	9%	3.36	1.07
STU92	2	1%	6	4%	20	13%	1	56%	40	26%	4.01	0.82
STU93	11	7%	30	19%	39	25%	57	37%	17	11%	3.25	1.11
STU941	3	2%	21	14%	26	17%	75	49%	29	19%	3.69	0.99
STU942	20	13%	33	21%	31	20%	51	33%	19	12%	3.10	1.25
STU943	6	4%	12	8%	25	16%	67	44%	44	29%	3.85	1.05
STU944	4	3%	20	13%	24	16%	68	44%	38	25%	3.75	1.05
STU95	2	1%	16	10%	27	18%	63	41%	46	30%	3.88	1.00
STU96	9	6%	30	19%	21	14%	68	44%	26	17%	3.47	1.16
POL971	6	4%	7	5%	18	12%	74	48%	49	32%	3.99	0.99
POL972	5	3%	13	8%	15	10%	65	42%	56	36%	4.00	1.05
POL973	3	2%	11	7%	24	16%	77	50%	39	25%	3.90	0.93
POL974	4	3%	13	8%	41	27%	61	40%	35	23%	3.71	0.99
POL98	9	6%	24	16%	40	26%	55	36%	26	17%	3.42	1.12
POL99	10	6%	23	15%	40	26%	61	40%	20	13%	3.38	1.09
POL910	4	3%	13	8%	31	20%	70	45%	36	23%	3.79	0.98
POL911	2	1%	12	8%	19	12%	72	47%	49	32%	4.00	0.94
STF912	2	1%	9	6%	14	9%	75	49%	54	35%	4.10	0.89
STF913	6	4%	9	6%	22	14%	67	44%	50	32%	3.95	1.03
STF914	7	5%	8	5%	26	17%	54	35%	59	38%	3.97	1.08
STF915	4	3%	13	8%	21	14%	69	45%	47	31%	3.92	1.01
STF916	5	3%	8	5%	20	13%	67	44%	54	35%	4.02	0.99
PRI1	2	1%	3	2%	10	6%	74	48%	65	42%	4.28	0.78
PRI2	2	1%	3	2%	14	9%	67	44%	68	44%	4.27	0.81
PRI3	3	2%	3	2%	10	6%	83	54%	55	36%	4.19	0.80
PRI4	4	3%	8	5%	16	10%	74	48%	52	34%	4.05	0.94

SD: Strongly Disagree, D: Disagree, U : Undecided , A: Agree,
SA: Strongly Agree