

**HOW IS THE ORGANISATIONAL SUCCESS OF A SCHOOL ASSESSED  
BY STUDENTS, PARENTS, STAFF AND EDUCATIONAL  
ADMINISTRATION? A CASE STUDY OF A HIGH SCHOOL  
IN THE WESTERN CAPE.**

by

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**A thesis submitted in fulfilment of the requirements for the degree of M.Phil in the Department  
of Comparative Education, University of the Western Cape.**

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**December 1997**

## DECLARATION

I hereby confirm that the work presented in this thesis is mine, and has not been submitted for a degree or award at this or any other university.

Dated this ..... day of ..... 1997

.....  
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## **ABSTRACT**

**How is the organisational success of a school assessed by the students, teachers, parents and educational administration: A case study of a high school in the Western Cape.**

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This study examines how the various stakeholder groups assess the degree of school organisational success.

A review of the literature relating to organisational success and school administrative theory provides a theoretical framework for the study. An examination of the research on school success, school quality and school improvement is used in conjunction with interviews to develop criteria which could be used by the various constituencies to assess school success. The criteria identified were divided into eight categories which related to academic results, characteristics of students, resources and facilities, teachers, the principal, ex-students, ethos and school organisation.

A framework which uses ethos, student-teacher relationships, and traditional output measures is proposed. These measures reflect the complexity of the assessment of school success.

The criteria were used in the development of a questionnaire which was applied to samples of each of the stakeholder groups at the selected school. Respondents were asked to rate importance of the criteria to their assessment of school success. Respondents were also asked to rank the factors which they considered most important when they assessed school success.

Analysis of the data collected by the questionnaires revealed the complexity and interactional nature of the factors which affect the assessment of school success by the various stakeholder groups. Interviews were then conducted with samples of each of the groups.

A high degree of agreement was found to exist between the various groups with regard to the factors which they considered most important. The factors identified as contributing to school success focused on the interpersonal and interactional aspects of the school rather than those factors which related to inputs and resources. Although a basic level of these inputs and resources were required increases in the quantity and quality of these resources did not necessarily result in increased levels of school success.

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## **CHAPTER 1 - BACKGROUND AND SCOPE OF THE PROBLEM**

### **1.1 General Background to the problem**

#### **1.1.1 Education as a basic right**

Education is recognised by most of the world as a basic right to which all people are entitled. The World Conference of Education for All, sponsored by the UNO in 1990, had the following to say in its World Declaration on Education for All

'Every person - child, youth and adult - should be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem-solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to survive and develop their full capabilities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed choices, and to continue learning.'

This declaration not only emphasises the fact that people have the right to education but also provides guidelines as to the aims of education. These guidelines provide some indication regarding what the quality of education should be.

South Africa has recently emerged from a period where basic rights have been denied to large parts of the population. This denial of basic rights has fallen into the political, economic and educational spheres. The various groups which opposed the Apartheid system focused on various issues of which education formed an important part. The right to education has been accentuated in the minds of those parts of the population which were oppressed under the Apartheid system.



The Government of National Unity (GNU) which was elected during April of 1994 has taken these demands into account by enshrining the right to education in the Constitution of South Africa. The state has recognised that it has a continuing obligation to take 'purposeful and effective action to achieve the satisfaction of this right'. This right to education not only guarantees education but the right to equitable education. This implies that the quality of education which people receive should be equal. In the past there has been an unfair distribution of resources. Per capita allocation of funds for education for the various 'race groups' identified by the state during the Apartheid era was grossly unfair. Similarly capital expenditure on school buildings and provision of facilities has also shown marked imbalances. These differences and inequalities have been well documented (see McGregor 1992:22).

For the Ministry of Education to overcome the imbalances of the past and to effectively satisfy the educational needs of the population it will be necessary to evaluate the success of educational organisations and programmes. These imbalances need to be seen in terms of both the quality and quantity of education. Educational quantity is usually defined in terms of the years of attainment while educational quality refers to what is taught, how it is taught and the quality of the experiences to which students are exposed. While equity in both quantity and quality are desirable and necessary, the attainment of equity in terms of quantity can most easily be attained and seems to be the focus of current government educational initiatives. Educational quantity is, however, easily subject to manipulation e.g. by making promotion to the next standard easier. Educational quality, on the other hand, defines what these years of attainment actually mean and is, in fact, the true measure of equity in education. Furthermore the years of attainment may have different meanings for the different stakeholder groups. Thus the determination of the organisational success of schools, by the different stakeholder groups, becomes necessary.

### 1.1.2 Unification of fragmented Departments of Education

The dismantling of Apartheid has necessitated the transformation of education since education has been controlled by Apartheid structures based on ethnic lines. This transformation of education has involved the unification of the various departments responsible for education into a single unified Department of Education. The National Educational Policy Investigation (1993:13) identifies fifteen separate departments of education which 'do not function in an integrated manner....' The challenge facing South Africa is that the unified education department will need to develop uniform policies, procedures, regulations and standards while taking into account the different organisational cultures, methods, procedures and policies which existed in the previous education departments. A common approach to the determination of school success will be needed so that, once schools which are 'successful' can be identified, those components, attributes and processes which have contributed to that success can be determined and then can be developed at other schools so as to increase the level of success of those schools.

### 1.1.3 Limited resources available for education.

The provision of education is subject to budgetary constraints. Only if sufficient funding and resources are available can educational services and programmes of the required quality be provided. A simple solution appears to be to increase per capita spending to levels previously allocated to 'White'<sup>1</sup> pupils. This is not, however possible, as the funds required for such a solution are not available. Loots (Schrire 1992:100) supports this view when he states that expenditure parity at current White levels would increase government spending to an

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<sup>1</sup>The terms 'white' and 'black' as used in this document are a consequence of the apartheid classifications upon which education in South Africa was based. They are included to illustrate the imbalances which exist in educational provision in South Africa. Their use in no way implies the acceptance of the ideological content of these terms by the researcher.

unaffordable level'. Pillay (Unterhalter, Wolpe & Botha, 1991:100) illustrates the same point by estimating that, based on current White per capita expenditure, R54 billion will be required for education in the year 2000.

It is not just a matter of acquiring the necessary funds to achieve funding parity at the previous 'White' levels of funding. South Africa already spends a high percentage, by international standards, of its budget on education (NEPI 1993:55).

It is unlikely that schools will enjoy the quantity and quality of resources available previously to certain privileged schools and thus successful schools will have to be less dependent on material resources. It will thus be important to identify those processes which lead to a successful school which are not totally dependent on material resources. Thus the reduced resources demand different solutions to problems and processes than those which were used in the past. In this respect measurement of school success is vitally important.

#### 1.1.4 Current state of education

As has been indicated earlier, schools became the site of the struggle against the Apartheid system. Rejection of the authority of the state has manifested itself in the rejection of all of those in authority including those in positions of authority at schools. Campaigns aimed at 'making schools ungovernable' and the rejection of 'gutter education' has led to the loss of the culture of learning at schools. This has resulted in 3 million young blacks between the ages of 15 and 30 who are virtually uneducated (Collins & Gillespie 1993:34). Furthermore between 3 and 5 million young people are totally outside of the school system. To overcome these problems of legitimacy it will be necessary to define what the various stakeholders consider school success to be and to assess the degree of success of schools. This study will attempt to determine how the various stakeholders assess the degree of school success.

The Schools Bill and the National Qualifications Framework squarely place the emphasis on equity in education in terms of equity in inputs and equity in learning (academic) outcomes. This once more serves to emphasise the quantity of education rather than the quality. However the complexity of the educational process cannot be described only in terms of quantitative inputs and outputs. These complexities need to be examined in terms of the outcomes which the various constituencies consider to be desirable. The current strategies by the education department to reduce the number of teachers has further served to focus attention on the issue of school quality. The relaxation of promotion requirements between standards, which appears to be an attempt to increase equity in terms of quantity, has also served to highlight the issue of school quality. These issues have focused the attention of the South African public on the issue of school quality to an extent not experienced before.

#### 1.1.5 Increasing demand for education

The problem of limited funding available for education is compounded by the increasing demand for education. To determine the demand for education is no easy matter. Caillods (1991) explains that in some countries there were areas where primary schools were built and then remained empty because parents became discouraged by the scarcity of job prospects and then ceased to send their children to school. Since the right to education has only recently been won and as this right to education has been an important issue in the fight against Apartheid, it is unlikely that the situation described by Caillods will occur in South Africa in the foreseeable future.

The attitude of the South African population towards education is summarised in the Government Gazette (1994: 40) as follows,

The people of South Africa rightfully entertain high expectations that their long-

term education and training needs will be recognised and acted upon by their government.'

It can thus be assumed that, in South Africa's case, an increasing population will lead to an increasing demand for education. The extent of this increasing demand resulting from population growth is illustrated by the following:

- a) The population of South Africa is growing at 2,6% per annum (COSATU 1992:4)
- b) South Africa's population is extremely youthful by world standards.
- c) School enrolment by the year 2020 is estimated at 17 million (Unterhalter, Wolpe & Botha 1991:98)

These figures have added significance if it is taken into account that education in South Africa is already under pressure to meet the existing demand for education.

To meet this increased demand there will be increased pressure to provide quality education for all. This in turn increases the need to determine the degree of success of educational institutions.

#### 1.1.6 Increased demand for transparency and accountability

People are becoming more actively involved in all aspects of community life. Because the majority of the population have only recently won their basic rights, these rights are being exercised vigorously. This demand for transparency and accountability also manifests itself as far as education is concerned.

Communities are demanding greater involvement in education. This need has to some extent been recognised by the State in terms of the Western Cape Education Law, No.10 of 1994 which makes provision for the '... active involvement of parents and local communities in the

education system' and involves the various stakeholder groups in policy determination. Increased parent and community involvement will mean that the way in which these groups assess school success will become increasingly important. Schools will need to justify the use of resources by showing their application and the degree of success in which their application has resulted.

Cognisance must be taken of the needs of communities and the extent to which educational institutions meet the needs of those communities. Thus the extent to which communities consider schools successful is important.

#### 1.1.7 The economic need for education

The economic situation in South Africa makes the need to measure and to improve education absolutely essential.

The economic situation in South Africa leaves much to be desired. Economic growth, employment levels, productivity and disposable income show little or no growth (NEPI 1993:1). This view of economic 'underachievement' is further supported by Smit (Schrire, 1992:39) who characterises the South African economy as having 'poor and declining productivity' as well as poor growth in the primary and secondary sectors.

While authors such as Bowles and Gintis argue that education can only reproduce the social division of labour which exists in society, many other authors view education as an important tool which can be used to combat the economic problems identified above. The following economic implications of improved education are stated by NEPI (1993:3):

1) Education contributes to skills, productivity and income generation in the long term.

2) Education contributes indirectly to economic and social development through improving spatial (geographical) and occupational mobility.

3) Education is, in itself an important contribution to individual, household and community welfare.

NEPI (1993:55) indicates that expenditure on education as a percentage of government spending (20%) and GDP(7%) is already high by world standards. However increased productivity levels, resulting from increased quality of education, will cause an increase in GDP and an increase in the funding available for education without an increase in the percentages allocated.

A study by Pillay (1994:19) further concludes that matriculants receive higher earnings than those without a matriculation pass<sup>2</sup> and that the quality of the matric pass, as indicated in the aggregate symbol also affects subsequent earnings. Pillay thus supports this idea of a cyclic relationship between education and economic growth (increased productivity and increased earnings). This can only be achieved by successful schools delivering quality education.

### **1.2. Specific problem to be studied**

This study proposes to determine how the degree of success of a school is assessed. Since there are a number of different constituencies involved in the school one would have to determine how each of these groups assesses the success of the school. Thus the overall problem of determining school success must be addressed by determining how the various constituencies determine the degree of school success. The following groups have been identified for the

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<sup>2</sup>The matriculation examination is the school leaving examination at the end of standard ten.

purposes of this study,

1. Educational Administration (represented by Circuit and Area Managers)<sup>3</sup>
2. Staff of the school
3. Pupils of the school
4. Parents of the pupils of the school

Once the different viewpoints of these groups have been determined differences and points of agreement can be identified. In this way greater understanding between these groups can be promoted, which will lead to more efficient and effective functioning of the school.

### **1.3. Importance of determining school success to Educational Administrators**

#### **1.3.1 Determination of Departmental success**

The overall success of Education Departments, whether at a national or provincial level will, to a large extent, be determined by the success of individual schools. Policies decided at national and provincial level must be implemented effectively by schools to be successful. The infrastructure provided by the Education Departments have to be effectively used by individual schools. Thus it is of vital importance to the Educational Administration to determine the success rate of schools, so as to determine and improve their own success rate. Schools which enjoy a lower rate of success can be identified and the reasons for their lack of success determined.

Schools are not static organisations but open systems which must grow and develop to meet the changing needs of society. Growth can be both in terms of new schools being established

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<sup>3</sup>With the reorganisation of the Department of Education, Inspectors of Education are now termed Circuit Managers and Chief Inspectors are termed Area Managers.



and the growth and development of existing schools. In both cases some measure is needed to determine

- (a) the need for and direction of growth and
- (b) some way of determining if growth has occurred.

The measurement of school success fulfils both these needs.

The present level of departmental success is relatively low as pointed out by the ministry in 1994:

'The system of education and training, taken overall, has developed many areas of inefficiency, where funds are wasted and staff are not well employed. The productivity of the system - what is produced in terms of personal learning, marketable skills, and examination results, in relation to what it has cost - is very low in much of the system. (Govt Gazette September 1994:13)

To overcome these inefficiencies ongoing assessment and institutional development are required.

### 1.3.2 Determination and maintenance of standards

The maintenance of standards implies setting of goals and the controlling of the degree to which those goals/standards are attained. This in turn necessitates measurement of achievement

and quality of processes so that it can be compared to the predetermined standards. This facilitates feedback and also the necessary corrective action so that the desired standards can be achieved.

Similarly advice and guidance to schools, which can be seen as one of the methods of

'corrective action' identified above, should be based on improving those processes which have been identified as contributing to the success of schools.

### 1.3.3 New problems requiring new solutions

The unified Department of Education faces new challenges especially with regard to multi-lingualism and multi-culturalism. There have, however, been a number of schools who have been faced with and who have addressed these problems with varying degrees of success. These solutions can be examined and applied to similar problems in the new education structures.

The same point is stressed in the Education White Paper (Government Gazette, September 1994:4) by the Minister of Education,

'It cannot be business as usual in our schools, colleges, technikons and universities.

The national project of reconstruction and development compels everyone in education to face up to the challenge of creating a system which cultivates and liberates the talents of all people without exception!

### 1.3.4 Determination of need and allocation of resources

Effective determination of success rates of schools have implications for the way in which resources are allocated. Those schools which have achieved a high level of success need only be allocated resources at current levels, since they have already achieved a high level of success, while those schools which enjoy a lower degree of success could be eligible for higher levels of resource allocation if the reason for their lack of success is caused by resource deficiency.

Thus resources will be allocated where they are needed most and where those resources can be used most productively.

The limited availability of resources means that all resources must be used as productively as possible. Those schools which have achieved a high level of success can be regarded as resources in terms of the experience, processes and problem-solving abilities which exist within the school. As NEPI (1993:58) explains '... progress towards equity in education entitlements needs to be balanced against preservation of existing good quality schooling.'

#### **1.4. Importance to Staff**

##### **1.4.1 Basis for Performance Appraisal**

The effective measurement of school success has important implications for the performance appraisal of teaching staff. There is a close relationship between the overall organisational success and the success of the individual and group components of the school organisation (Mol and van Dyk 1984:22). Thus the determination of organisational success affects the measurement of individual success i.e. the measurement of the performance of teaching staff.

This view is supported by Fidler (Riches & Morgan, 1989: 191) where he states,

' Inevitably school and college evaluation reflect on the individual teacher's performance'.

However, the converse is also true, that overall school success is dependent on individual success (Paisey 1992:149).

The problem of under-qualified teachers should not be underestimated. Hofmeyr and

McLennan (Schrire, 1992:176) state that in 1989 52% of DET<sup>4</sup> teachers and 45% of teachers in the Department of Education and Culture<sup>5</sup> had less than Standard Ten plus a three year teacher's certificate. Wilson and Ramphele (1989:144) express similar sentiments but also identify a lack of motivation among teachers. Thus the effectiveness of the organisation is dependent on the number, formal qualifications and motivation of teaching staff. Assessment is thus necessary to identify needs in schools regarding the factors identified above.

Performance appraisal is important for the following reasons:

a) Feedback provided on the level of performance will lead to higher standards being achieved and maintained. Paisey (1992:149) illustrates this point as follows,

'Most people at work like to know how well they are doing at a job. Above all they want that good job to be recognised by those who are in a position to know that a good job is being performed.'

b) To be used for human resources decisions such as transfers, salary increases, permanency and promotions.

c) Employee development - besides the direct motivation effect performance appraisal helps the employee to identify those areas of job performance which can be developed and improved upon. This will result in further feedback and recognition, personal development, goal setting and career development. (Hall & Goodale, 1986: 417-418)

#### 1.4.2 Basis for motivation

Besides providing the basis for performance appraisal, which if handled properly can provide

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<sup>4</sup>Department of Education and Training responsible for 'black' education under the apartheid system.

<sup>5</sup>Responsible for 'coloured' education under the apartheid system.

employee (teacher) motivation, the assessment of school success can also serve as a motivational tool in itself. It has already been illustrated that the quantity and quality of teaching staff can only be utilised to the fullest extent if the teaching staff remains motivated.

The aim of achieving higher levels of organisational success at a school could be used as a means of making teachers more goal-directed. Instead of concentrating only on subject specific issues, broader issues would be examined which could result in a higher degree of organisational success. The interrelationships between teachers would have to be reassessed and teachers would have a greater sense of contributing something worthwhile, a sense of belonging and a sense of 'ownership' of the school. Once higher levels of school success are achieved the school and those belonging to it would enjoy higher status and levels of motivation.

#### 1.4.3 Creating a surplus of resources for growth and development

It is important that teachers have an understanding of the concept of organisational success. Success leads to creation of surplus energy resources which can then be directed towards organisational, individual and group growth. Only once the level of organisational success has been determined can the need for growth and development of that organisation and the components thereof be ascertained and the necessary growth and development strategies planned. Only once an organisation is efficient, which is a component of organisational success, can it create a surplus (of energy and resources) which can be used for organisational growth and development. This surplus energy can be used to satisfy many of the needs of teachers such as the need for growth, the need for recognition, general motivation and growth in skills. The satisfaction of these needs could in turn solve problems such as lack of motivation, teachers feeling that they are in a 'rut', absenteeism and high staff turnover rates

(specifically people leaving the teaching profession rather than changing schools).

Continuous programmes aimed at teacher growth and development will lead to increased teacher success and thus increased school success. This view is supported by Gerber, Nel and van Dyk (1987:89) where they state

'In a non-profit seeking enterprise the satisfaction experienced by employees or members by participating in the enterprise's activities may stimulate further motivated behaviour.'

#### 1.4.4 Increased teacher involvement and input

Teachers will become increasingly involved in the decision-making processes at schools. Unilateral decision-making by those in management positions will no longer be acceptable. More participative and consultative management styles will need to be used. The Labour Relations Act has been rewritten to include those groups previously excluded from the collective bargaining process and other methods of resolving industrial disputes. Teachers constitute one such group.

Teachers will thus have a greater input into the functioning of schools. This fact has been recognised by the provincial Department of Education in the Western Cape Education Law, No.10 of 1994 where it is stated that the 'organised teaching profession should be consulted when planning the purposes of education'. To make a meaningful input teachers will need to assess the degree of school success and also to understand how this process occurs.

#### 1.4.5 Reduction of conflict and dysfunctional stress

There has been an increase in the number and level of conflicts with Education authorities,

pupils and parents. Many of these conflicts arise out of the different perspective which these groups have with regard to the functioning and purposes of the school. These conflicts are usually highly emotional and rather than increasing performance, as a certain level of conflict does, they are generally dysfunctional, resulting in lowering of levels of motivation among teachers and thus reducing performance. This could, unfortunately, give rise to further conflict.

If a common approach can be found or if a higher degree of understanding exists regarding the way in which success is determined a major area of conflict will be resolved.

### **1.5.Importance to Pupils**

#### **1.5.1 Better education due to more effective processes and activities within schools.**

The effective measurement of school success will lead to the identification of those activities and characteristics which contribute to school success. These can then be duplicated in other schools or the processes involved in problem solution can be adapted for use at other schools. Thus a greater number of schools will be able to achieve a higher degree of organisational success. This will result in pupils receiving better educational services. This obviously has a multitude of advantages for the pupils.

#### **1.5.2 Motivational aspects of attending a successful school**

If a school is considered to be successful it will have a motivational effect on all those associated with the school. Pupils will have a sense of pride and also a greater sense of worth. This will manifest itself in a higher self-image, a higher level of motivation and in the long term a higher level of goal attainment. Thus the level of success attained by pupils will also increase. This will further contribute to the success of the school since pupil success also

contributes to overall school success. This, in turn, will further motivate pupils.

Thus increased school success and recognition of such success would lead to increased sense of worth by pupils, a greater sense of belonging, the education processes will have greater vocational relevance and increased pupil involvement and input. These factors could, in turn, lead to even higher levels of school success.

### 1.5.3 Increased student involvement in the functioning of the school.

Students will become more involved in the functioning of schools. The Education White Paper on *The organisation, governance and function of schools* (1996:16), makes provision for the inclusion of students ('learners') in the governing bodies of secondary schools. Thus the student perception of school success will be vital.

## **1.6. Importance to Parents of Pupils**

### 1.6.1 Economic consequences of school selection

The financial contribution from parents differs from school to school. Some schools request nominal amounts of R50 to R100 per annum as school fees (mainly state schools) while the school fees at other schools (Model C<sup>6</sup> and private schools) could amount to thousands of rand per annum. MacKenzie (1993) quotes the South Africa News as R1500 per child per year being the average figure. As this represented more than ten percent of the average annual

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<sup>6</sup>Model C schools were formally state schools which converted to a state-aided school. The school receives 75% of its normal operating expenses as a subsidy. The rest of its funds is raised by fees and donations. From April 1992, 96% of white state schools became Model C schools and their fixed property and equipment were given by the state to the Governing Body of each school. Although this position has recently changed with school being classified as either state schools or private schools, the large variation in the amount of school fees has remained.



income of black South Africans in 1989 it was clearly a barrier to the entry of black students into the Model C Schools. Only once the degree of success of a school can be effectively determined can parents effectively weigh the costs of the different schools and decide if the extra expenditure is justified by the higher degree of success of the school. Increased costs can also include expenditure on stationery, textbooks, uniform and travelling.

The new educational system will make parents responsible for financing education from Standards Eight to Ten. This will increase the need to assess school success in terms of the financial sacrifice required.

#### 1.6.2 Social consequences of school selection

The number of working parents is on the increase. Pupils are spending increasing amounts of time away from their parents. Thus the time spent at school becomes increasingly important. The school is not only seen as a supplier of 'formal education' by the parents but also as a socialising agent which passes over values and norms of society. The amount of time spent at school increases the degree of influence of the school on the pupil. This makes the selection of a school and thus the measurement of school success more important.

#### 1.6.3 Increased political and civic involvement

Increased parent and community input and involvement will increase the need for schools to justify their processes to the communities they serve.

Parents are realising that state organisations are accountable and they are demanding this accountability especially in respect of schools.

Furthermore the Education White Paper (1996:16) indicates that the governing body of a public school should include elected representatives of 'parents or guardians of learners currently enrolled at the school'. Thus the assessment of school quality by parents assumes added importance.

#### 1.6.4 Education as a tool for overcoming discrimination

Groups previously oppressed under the Apartheid system see education as tool with which their children will overcome the legacy of oppression. With the opening of schools previously under the 'White' Cape Education Department many parents sent their children to these schools simply because of the department under which they functioned. Many parents have subsequently voiced their disappointment at the quality of some schools previously under the Cape Education Department and have realised school quality is not guaranteed by the department which schools function under or only by the quality of resources which they possess. This trend is illustrated by the number of students returning to schools previously under the Department of Education and Culture. In this regard they realise that some sort of assessment of the degree of success of schools is required.

Thus the parent will select a school which the parent deems most likely to provide the pupil with the tools necessary to overcome the discriminatory practices of the past. Parents feel the need to provide children with a 'better' education than that which they received.

Furthermore the struggle against Apartheid included a rejection of 'gutter education'. This held implications for the way in which the quality of the schools of the oppressed was assessed. However, despite the erosion of the learning culture during the years of struggle against oppression, quality did exist at many schools and thus reassessment of school quality by

parents is necessary.

### **1.7 Approach to the problem**

It is clear that education plays an important role for each of the constituencies identified and that the ways in which these various stakeholder groups assess the degree of success of the school will each contribute to a greater understanding of the concepts school success and school quality. It is thus the purpose of this study to determine the importance which these stakeholder groups place on the various criteria which were identified from the literature, interviews and the personal experiences of the researcher. The theoretical contributions of both school administrative and organisational theory will be considered. A questionnaire will be developed and applied to samples of the various stakeholder groups. The data will then be analysed to determine the importance which the various stakeholder groups ascribe to each of the criteria. Provision will also be made for respondents to add to the list of criteria. Furthermore a comparison will be made between the ways in which the different groups assess the degree of organisational success of the school.

A sample of respondents from each stakeholder group will then be interviewed to investigate the reasons for various criteria being considered more important than others. This data will then be analysed to provide further insight as to how the various stakeholder groups assess school quality.

## **CHAPTER 2 - LITERATURE REVIEW**

### **2.1 Organisational Behaviour and School Administrative Theory**

Before one can examine how the organisational success of a school is determined one must examine the theoretical background to organisational success. This theoretical background provides the framework necessary to understand the various studies which have examined school success.

The most commonly identified phases in the development of the theory of organisational behaviour are classical theory, social systems theory, open systems theory and contingency theory (Kimbrough & Nunnery 1976, Owens 1981, Hanson 1985). Each of these phases influenced the studies which examined school success.

#### **2.1.1 The Classical Theory**

The classical theory includes the work of Max Weber (1947), Henri Fayol (1916) and Frederick Taylor (1947) and is based on their experiences during the Industrial Revolution. This background explains much regarding their view of the organisation.

This approach was based on the assumption that there was 'one best way' of doing things and that once this 'best way' was found workers would be compelled to implement this method. Little or no provision was made for individual differences.

This theory has strong links to the scientific management movement which reduced workers to the level of machines or tools. Only the formal structure of the organisation was considered and the informal structure was totally disregarded. Inputs and outputs were considered to be of vital importance. The actual processes which occurred within the organisation were regarded as a 'black box' which had little importance for the determination of organisational success. In the classical theory

motivation was considered to be a simple matter. People need money to satisfy their basic needs and thus they accept and pursue the goals of the organisation. The management of the organisation was also to follow standardised procedures.

As Owens (1981:12) points out scientific management and the classical theory had a profound and long lasting impact on the way in which schools were organised and administered. In fact, Elwood Cubberly in 1916, said that schools were factories in which raw materials were shaped and fashioned into products to meet the various demands of life. Bobbit (1913:89) advised educationalists to do 'as industry does' and to provide teachers with detailed instructions regarding standards, methods, resources, and how work was to be done.

The major effects of this theory on education were in the form of emphasising efficiency in the form of lower costs per unit, the rigid application of uniform and detailed work procedures and detailed accounting procedures. Research in education during this period focused on the development of standard and uniform procedures for the most mundane of tasks, such as the cheapest methods of waxing floors and the most cost-efficient methods of ventilation.

This theory was not without its critics even during the 1930's. The narrow view of the organisation and worker and the total disregard of the processes within the organisation were among the major shortcomings. Much of the early research into school effectiveness saw an application of the classical theory's input-output model.

### 2.1.2 Social Systems Theory

A study conducted by Elton Mayo (1933) examined the effects of the level of lighting on the level of output of the workers. The findings, however, were contradictory and led to the realisation that

social-psychological factors also had an effect on the level of output. The social systems theory identified conflicts between the needs and goals of workers and those of the organisation. There was a realisation that needs beside the material ones played an important role in the motivation of workers and thus the functioning of the organisation.

Where the classical theory dealt with rational systems which emphasised structure and how people should behave, the social systems theory dealt with natural systems and how people actually behave in organisations. The focus thus shifted from the inputs and outputs of the organisation to the interaction between people and groups within the organisation. The processes within the organisation were no longer considered to be a black box.

The social systems theory brought about major changes in the way in which motivation and organisational structure were viewed. The informal structure of the organisation was considered to be just as important as the formal structure as it gave an indication of the actual interactions within the organisation. The theory suggests that organisations are made up of groups, which are social systems, that collaborate to achieve organisational and individual goals. Thus a degree of fit between individual, group and organisational goals needs to be attained.

Another major difference between the social systems theory and the classical theory was with regard to their views on motivation. The social systems theory views workers in terms of McGregor's (1960:33-35) Theory Y whereas the classical theory viewed workers in terms of Theory X. The social systems approach emphasised the importance of human interactions within the organisation and had the effect of focusing attention on factors such as organisational climate, atmosphere and ethos.

As with the classical theory its effects and influence spread quickly both in industry and into

education. The main contribution of the social systems theory was to shift the focus on to what happened inside the organisation.

### 2.1.3 Open Systems Theory

Both the classical theory and the social systems theory considered the organisation to be a 'closed system' i.e. while the component parts of the organisation influenced each other, the environment had little impact on the functioning of the organisation. The open systems theory, pioneered to a large extent by Katz & Kahn (1966), took changes in the environment into account as it considered the adaptation of organisations to changes in the environment as being vital to the functioning of the organisation. The role of the environment in the open systems theory cannot be over-emphasised as it provides the inputs which the organisation processes and also receives the outputs of the organisation.

Mol & van Dyk (1988:4-7) identify a number of characteristics of open systems which explain the impact of the theory on the understanding of the functioning of organisations and, more specifically, the functioning of schools as organisations.

1. Energy intake: To be able to function the organisation needs to take in energy from its environment. This energy can be in different forms such as material resources and motivation. In the case of schools the energy intake could be in the form of the reputation, cooperation and appreciation from parents and community.
2. Throughput process: The organisation uses the energy taken from the environment to create some form of output. In the case of the school this throughput process is of vital importance. While what is achieved by the school is important, how it is achieved in terms of the quality of the throughput process is perhaps, of even greater importance.
3. Output process: Every system produces an output or end product of some kind. This may be in the

form of an 'educated student', academic results or in the quality of the experiences to which the student is exposed.

4. **Process cycles:** A continuous cycle of input-throughput-output exists. Energy generated by outputs form the basis for new input. Quality outputs by the schools will generate increased cooperation from parents and the community which creates new inputs.

5. **Negative entropy:** Positive entropy is a natural movement towards decline and disintegration. To combat this situation the organisation must create a situation of negative entropy whereby a surplus of inputs is created so that organisational growth and development can occur. In other words not all the energy in the organisation must be used in the throughput process. Thus in the school situation, although the teaching process must enjoy priority, sufficient resources and energy must be directed towards the growth and development of the school as an organisation. This includes the development of both material and human resources.

6. **Feedback:** Since the organisation is dependent on the environment for inputs, information regarding the acceptability of its outputs are of vital importance. The organisation's ability to survive and grow in the long term depends on the ability of the organisation to adapt to the changing needs of the environment. Only through effective and continuous feedback can these needs be communicated to the organisation.

7. **System equilibrium:** A balance must be maintained between increasing and improving the outputs of the organisation, on the one hand, and satisfying the social and motivation needs of the people within the organisation on the other. An imbalance between these two needs could result in a decrease in the degree of organisational success.

8. **System boundaries:** Organisations have boundaries which may be permeable or impermeable depending on the degree of openness of the organisation. The school represents a very open system with the increased community demands for transparency and accountability. The degree of community involvement in schools is increasing and will increase in the light of the latest legislation on school



governance.

This theory represents a major step forward in the way in which schools as organisations are perceived. The fact that there is a continuous interaction between the school and its external environment brings into a play a number of factors which under previous theories were not deemed relevant.

#### 2.1.4 Contingency theory

The contingency theory represents the logical conclusion of the open systems theory. As organisations differ internally and are affected in different ways by a dynamic environment there cannot be a definitive explanation of the way in which each organisation functions, rather a framework exists against which the functioning of individual organisations can be analysed.

Owens (1981:95) explains the contingency theory as follows:

'A contingency approach to organisation takes a different view: although there is not one best way to organise and manage people in all circumstances, there are certain designs of organisation structure and describable management methods that can be identified as being most effective under specific situation contingencies. '

Hanson (1985:151) offers a similar explanation. Morgan (1986:48) identifies the basic assumptions of the contingency theory which are discussed below:

1. Middle ground: The theory recognises that there is some middle ground between the two conflicting views which are held about organisations namely that there is one best way to manage all organisations and that each organisation is unique and must be studied as unique. Both of these views have contributed greatly to the lack of understanding of how schools function as

organisations. This middle ground represents a framework within which the organisation can be analysed and its functioning understood.

2. **Goals:** While the organisation has an overall goal e.g. to educate students, there are many other goals within the organisation which may be formal or informal and which can be overlapping, uncoordinated and even contradictory. Any analysis of the organisation must take these goals into account as they are the determinants of events within the organisation.

3. **Open systems:** All organisations are open systems and interact with their external environments.

4. **Performance:** The level of performance and thus the organisation's success is determined by the match between the external requirements and the internal state and processes of the organisation.

5. **Basic Functions:** The basic function of administration is the coordination, not only of groups and individuals but also the technological, structural and task elements of the organisation.

6. **Best Way:** There is no one best way of organisation, management or administration. As a result of this different management approaches may be appropriate in different parts of the organisation or at different times. Similarly different leadership styles may be appropriate in different situations.

7. **Initiation:** Managers rarely have the opportunity to take on problems at their beginnings, which are usually numerous and stem from many sources.

8. **Information:** Managers never know everything that is happening around them in the organisation.

The effects of this theory on understanding of organisational functioning and the determination of organisational success are far reaching. The value of the contingency theory to the determination of school success is illustrated by Harber (1992)

'Schools operate not only in an economic context but also in a cultural one - they reflect the values, attitudes and practices of the surrounding society.'

## **2.2 The determination of organisational success**

### **2.2.1 A General Approach**

The determination of organisational success is no easy matter. In the light of the preceding discussion it is clear that to define organisational success purely in terms of outputs is too narrow. Duncan (1981:307) has the following to say regarding the matter,

'To define organisational effectiveness in terms of goal accomplishment is far too simplistic.

Most organisations have diverse and competing goals.'

Likert (1967:75) also argues that the outputs cannot be used as the sole measures of performance as they disregard, what Likert terms, intervening factors. These intervening factors refer to the interactions and processes which occur within the organisation.

Generally organisational success is expressed in terms of effectiveness and efficiency. These concepts will now be briefly examined.

Lawless (1979:32) says the following, 'Most commonly, effectiveness is defined in terms of the degree of goal achievement in the organisation'. Bobbit, Breinholt, Doktor & McNaul (1978:41) and Etzioni (1964:8) provide similar definitions. Mol & van Dyk (1988:20) cite Druker (1973:45) as follows:

'Effectiveness means doing the right things, and refers to how well the organisation fulfils the needs of the community. The more effective an organisation is, the greater the demand for its services/products.'

It can thus be seen that effectiveness relates to whether the goals of the organisation have been attained or not or to what degree the goals have been attained. This is not, however, simple as it is complicated by a number of factors namely that not all the goals of the organisation are quantifiable,

organisations have multiple goals and that, as an open system, the groups and individuals within the organisation have their own goals which may not coincide with organisational goals. Furthermore the goals of the organisation need to be acceptable to the external environment. Often a choice needs to be made between competing goals. This is especially true of schools.

Whereas effectiveness addressed the question of what has been achieved, efficiency asks the question, 'How has it been achieved?'. Etzioni (1964:8) explains efficiency as follows

'The efficiency of an organisation is measured by the amount of resources used to produce a unit of output.'

Bobbitt *et al* (1978:41) define efficiency as 'how well resources are being used to produce output'. Where Mol & van Dyk (1988: 20) speak of doing the right things as defining effectiveness, they speak of doing things right when explaining efficiency. It is thus clear that efficiency relates to the use of resources within the organisation and how well those resources are being used.

Although Lawless (1979:32) proposes a model which has efficiency as a cause of organisational effectiveness, the two concepts are independent. There is a relationship between the two as they both contribute to organisational success. However, to state that the relationship is causal, as Lawless proposed, would be incorrect. Some organisations may be effective without being efficient while others could be efficient without being effective. It has become clear that organisational success is dependent on both organisational effectiveness and organisational efficiency.

When considering organisational success it is important to remember that the organisation is an open system. The organisation consists of a number of subsystems which interact with each other. Each of these subsystems can be evaluated in terms of effectiveness and efficiency. That these subsystems

have their own goals and values which coincide with the overall organisational goals and values to varying degrees. The subsystems are also open systems and are affected by the functioning of other subsystems just as the organisation itself is affected by its environment. Thus the relationships between subsystems i.e. groups and individuals will also affect organisational success.

Mol & van Dyk (1988:19) propose the following model of organisational success:

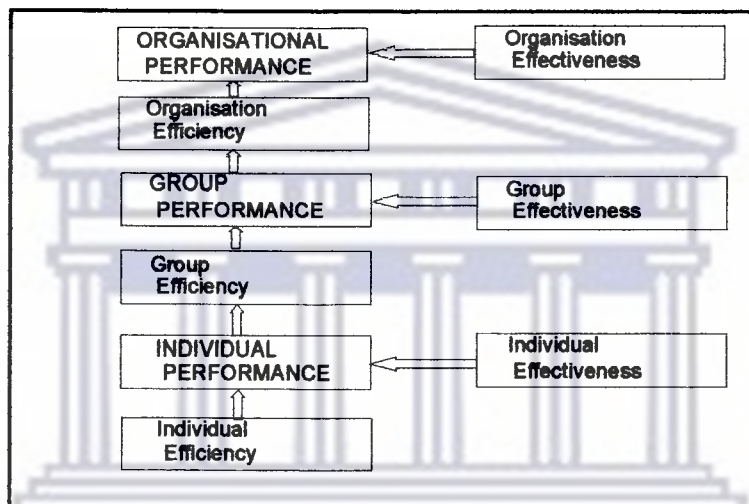


Figure 2.1

The important contribution of this model is the fact that individual, group and organisational factors affect overall organisational success and the interrelationships between individual, group and organisation functioning. The importance of people, both as individuals and as groups, in the determination of organisational success is further illustrated by Melcher (1976:7) who indicates that while two organisations may have the same equipment and other resources, they may be markedly different due to the behavioural patterns which develop between the people in the organisation. So while physical resources and technology do play a role in the determination of the success of an organisation, the most important factors are the people who populate the organisation and the interrelationships between them.

Albrecht (1983:23) identifies evaluation, adaptation, graduation and innovation as the characteristics of successful organisations. These characteristics emphasise, once more, the interaction between the organisation and its environment and the applicability of the open systems and contingency theory.

### 2.2.2 Determination of School Organisational Success

The question now arises as to whether the models and principles identified in organisational behaviour are applicable to schools. Some authors are of the opinion that models for determining organisational success of organisations not in the educational sphere cannot be applied to schools. Ball (1987:1) is one such author who argue as follows:

'It is my contention that organisational analysis - I include both work in organisational theory and the "sociology of organisations" traditions - have little or no significance to tell us about the way in which schools are actually run on a day-to-day basis. Indeed a great deal of writing in this field has actually tended to bypass and obscure the realities of organisational life in schools.'

Ball further states that the models developed in organisations other than schools and analyses using the systems approach have produced only abstract descriptions which lack conceptual meaning and have little meaning for teachers.

Campbell et al (1983:63) takes an opposing view when he states:

'There is a substantial body of literature that discusses the nature of organisations and their behaviour. Much of this literature is relevant to schools, which like other organisations involve groups of people working together to achieve certain goals.'

Campbell does, however, warn that it must be taken into account that schools differ from other

organisations in terms of a number of important attributes. It is the view of Campbell which is supported in this thesis.

While many authors believe that organisational behaviour primarily studies commercial or profit making organisations this is not so. An examination of the definitions of organisations indicates that schools should not be excluded. Duncan (1981:5) offers the following definition:

'An organisation is a collection of interacting and interdependent individuals who work toward common goals and those relationships are determined according to a certain structure.'

Berrien (1976) and Gibson, Ivancevich & Donelley(1979) give similar definitions. Thus the models developed in organisational behaviour can be used in the determination of the organisational success of schools the particularities of schools as organisations are taken into account.

#### 2.2.2.1 Schools as organisations

Schools differ from other organisations in a number of ways which impact the way in which the organisational success of the school is determined. These differences mainly involve the difficulty schools have in defining their goals, the nature of the people working in the organisation (professionals) and the apparent lack of interdependence between tasks.

Many of the problems associated with the determination of the success of educational organisations arises from the fact that there are a number of problems with using the output goals of these organisations to determine their success. The output goals of these organisations can be problematic in that they are difficult to define, difficult to measure and may not be immediately apparent. The goals of the organisation need not, however, only be expressed in terms of output goals. There are

other goals which relate to the functioning of the organisation itself.

Mol & van Dyk (1988:13) identify five categories of organisational goals namely societal goals output goals, system goals, product goals and derived goals. Thus schools, and other organisations, need not define their goals simply as outputs but also in terms of the nature and type of processes which occur within the organisation. The quality of the experiences to which the pupils are exposed within the school can themselves be defined as goals. Thus the term 'effectiveness' becomes more meaningful in an educational setting.

While the term 'efficiency' has been severely criticised when used in connection with the determination of school success it should play a role. In the light of the increasing demand for transparency and accountability and the severe limitation on the resources available for education, the efficient use of resources will become a necessity. Firstly, as has been illustrated earlier, a situation of negentropy must be created. The surplus energy which arises will be used for organisational development and growth which will impact the quality of the services rendered by that organisation. Secondly, as an open system, the school forms part of a larger suprasystem, the Education Department, which has limited resources to share among the many schools under its control. These resources must be used as efficiently as possible at an individual school level so that a more equitable distribution of resources can be obtained. While the role played by efficiency in the determination of school success has nowhere near the importance ascribed to it by the classical theorists it does play a role especially in Less Developed Countries (LDCs) where resources are very limited.

Organisations with a large number of professional employees are fundamentally different in structure from the majority of organisations. People in the lower levels of the school structure consider themselves to be professionals and demand and receive a large degree of autonomy in classroom



situations. In this regard Campbell et al (1983:61) points out that close supervision and other 'traditional' management techniques are not applicable and that other means must be found to assure that teachers seek to attain organisational goals. Morgan (1976:24) has the following to say:

'Professional organisations are characterised by a dual authority structure - an administrative structure organised bureaucratically and a professional authority structure distinguished by collegiality and professional autonomy.'

While some authors believe the number of professionals in the school to be problematic, Davies *et al* (1990:10) see it as having the potential for a degree of self-evaluation linked to other methods and thus, in fact, being an advantage to the organisation. Because of the fact that they are professionals the evaluation of school quality by teachers bears greater weight.

Schools can also be described as 'organised anarchies' (Cohen 1972:1; Davies 1976:19; Campbell 1983:350). In the school it is difficult to specify a consistent set of goals. Goals may vary between different parts of the organisation, between the different subsystems and may also vary over time. This precludes the application of a simple input-output model to determine school success. Paisey (1992:17) points out, however, that schools are not alone in experiencing the need to reconcile different viewpoints and that it is a common phenomenon in many organisations.

The type and degree of interdependence among the individuals and groups in the organisation play a vital role in the functioning of the organisation. The more dependent the component parts are on each other the more cohesive that organisation will be. In this regard schools have been described as 'loosely coupled systems' (Campbell 1983:350; Hanson 1985:156; Scheerens 1992:21; Horne 1992:88). The processes within the organisation occur relatively independently of each other. This low level of interdependence implies that lower levels of cohesiveness and agreement on goals can

exist in schools than in other organisations where greater levels of interdependence exist. While the level of interdependence is relatively low in terms of teaching processes, one should not underestimate the psychological and motivational interdependence between teachers. So while there is a low level of task interdependence, there is a high level of psychological interdependence. This is due to the lack of explicit rewards for good performance and the lack of feedback on job performance.

Morgan (1976:27) makes the following points about the implications for management of the characteristics of schools as organisations:

1. because they are non-economic, the evaluative control function of management becomes complicated as terms such as 'efficiency', 'performance', 'outputs' for the 'market' of non-economic organisations are difficult to define;
2. because they are public-service, the management of human resources must allow for the fulfilment of motivation that seeks reward in expressive terms;
3. because they are people processing the management function needs to be more non-directive, flexible, and permitting considerable autonomy in the classroom situation. Morgan further states, however, that none of the implications are unique to the classroom situation. Paisey (1992: preface) also refers to the similarity between schools and other organisations.

Miles & Schmuck (French, Bell & Zawachi 1978:393) summarise the school as an organisational type by making the following points:

1. Schools differ from other complex organisations.
2. They suffer from ambiguity and diversity of goals which have resulted in conflict between the school and its community environment.
3. They have difficulties in measuring goal attainment.
4. Because of their non-competitive position they:

a) under-invest in research and development

b) respond defensively and non-adaptively to changes in the environment.

5. The present evaluation systems discourage individualisation of teaching and the watering down of innovations.

6. Many teachers, because of individuated roles, characterised by low levels of interdependence, often feel isolated, alienated and lonely.

Bearing these facts in mind, one can now attempt to explain how the school and its various subsystems interact so that an understanding of how school success can be determined can evolve.

An important contribution of the Mol & van Dyk model, described earlier, to the understanding of school success is that success occurs at different levels, each level dependent upon the preceding ones. This serves to highlight the role of teachers and the quality of their teaching in the determination of organisational success. Schools which do not have teachers who provide quality teaching cannot reach high levels of success. Scheerens (1992:81) proposes a similar multi-level model of school success. He speaks of 'nested layers' within the school and the mutual influences between the different layers.

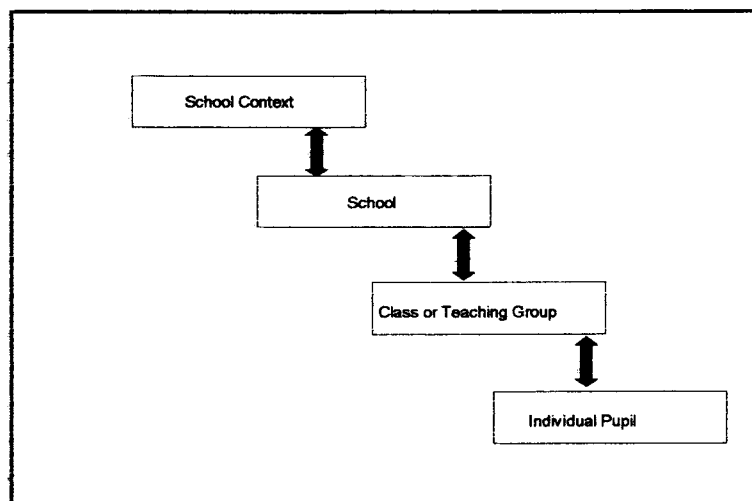


Figure 2.2 Scheerens' multi-level model of school success.

He firmly places emphasis on the lower levels i.e. the individual pupils. He argues that an understanding of school success begins with the characteristics of effective instruction. He states that the school context and the school characteristics can be regarded as facilitators of effective teaching.

Using the models of school evaluation and the principles of open systems and contingency theory outlined previously, the structure of the school organisation and its relationships with its environment can thus be represented as follows:

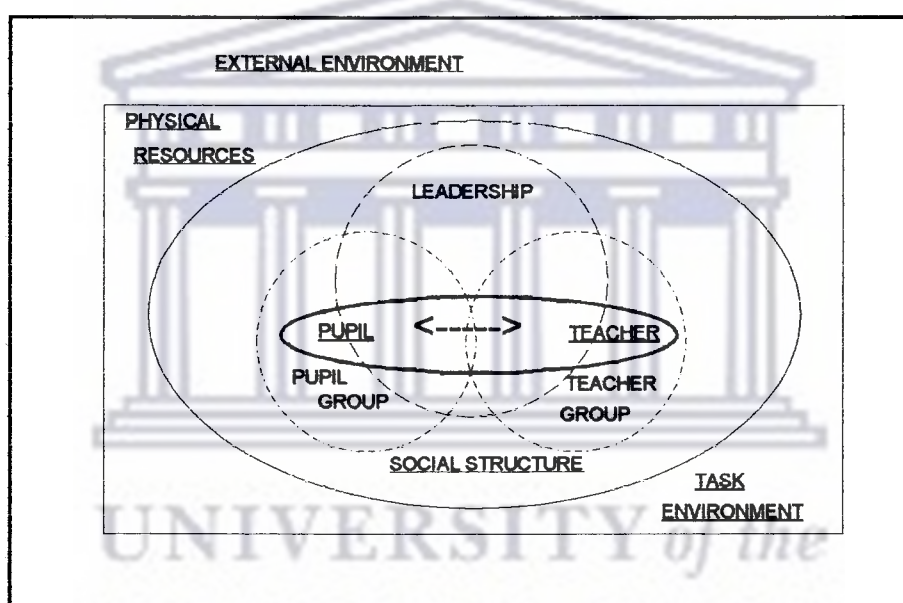


Figure 2.3 A model of school organisational structure

The mutual interactions between the pupil and teacher form the core of the model. The processes of teaching, learning, motivation and feedback constitute the most important processes within the school. The impact of teachers on students is perhaps best summarised by Masink (1992:218) who has the following to say:

'There is probably not a person who cannot identify at least one teacher who had an important and high influential effect on him or her.

Each of the parties affects the other in terms of expectations and behaviour. The processes which

occur can themselves be used to determine quality and will also affect the output goals such as examination results. The nature of the interaction processes between teacher and pupil are affected by the characteristics, perceptions and motivations of those parties as well as their interactions with their peer groups. Individual teachers affect and are affected by the teacher group at the school. Similarly pupils are affected by and affect the pupil group at the school.

The central processes are affected both directly and indirectly by leadership, the physical resources and the task environment. The leadership component will, to a large degree, directly affect the nature of the central processes in terms of policy decisions. However, secondary influences are also exerted on the teacher and pupil and the pupil and teacher groups thus also affecting the teaching-learning processes. The leadership component is also affected by its interaction with individuals and groups. Similarly the physical resources of the school will directly affect the pupil-teacher interactions as resources are used in those interactions but secondary influences will also occur as the perceived availability and quality of physical resources will affect the motivation of both groups. The physical resources are affected by their use by groups and individuals. Leadership affects the availability and allocation of resources. The task environment consists of what must be taught and involves the curriculum and other tasks which facilitate teaching. It has a great effect on the quality of the central processes, as well as a motivational effect on the groups and individuals within the organisation as their perception of the relevance and value of the task environment will affect their level of motivation and enthusiasm.

Finally it must be remembered that all of these interactions take place within the context of the external environment which includes parents, community and business. As an open system the school is greatly affected by the external environment. Each of the individuals and groups within the organisation are affected by their interactions with the external environment. The external

environment is important in that it provides inputs and accepts the outputs of the organisation.

It can thus be seen that the functioning of the school as an organisation is a complex issue. Interactions between the various components play just as an important role as the nature and quality of the component parts. This approach is somewhat in opposition to the more linear models, such as that of Shavelson (1987:10) which enjoys much support.

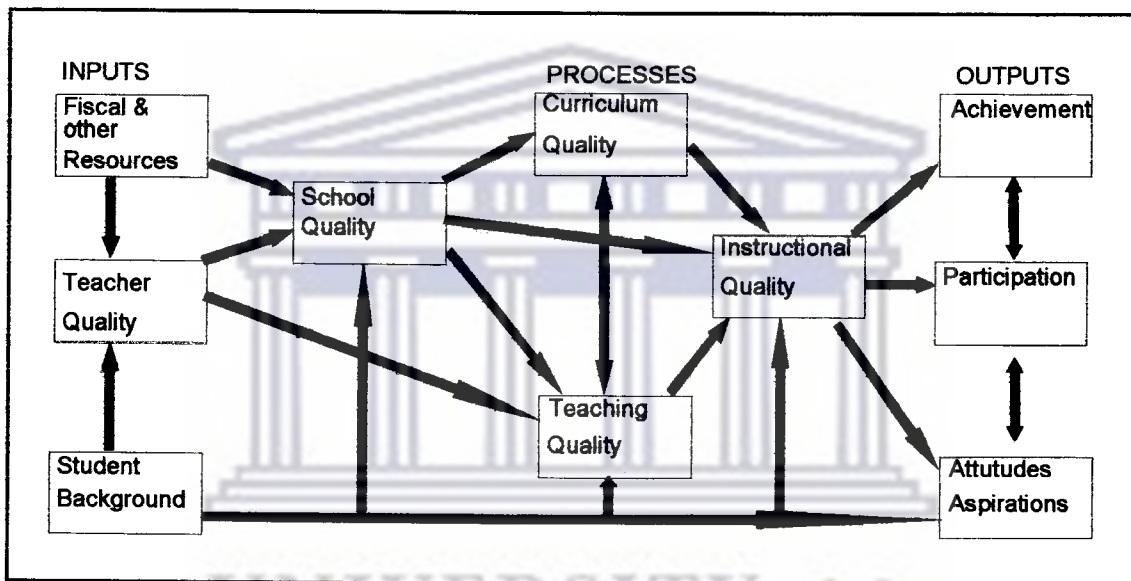


Figure 2.4

The unidirectional influences, e.g. instructional quality being affected by school quality, are limiting to the understanding of the functioning of schools since instructional quality is also a determinant of school quality. One thus needs to consider the mutual interactions of the various components in the school organization. Similarly while Corbett & Rossman (1988) argue that it is not superordinates who empower subordinates but subordinates who empower superordinates within the school organization, it is clear that there is a mutual interaction and the exchange of power (expert power and authorized power) between the parties concerned. Thus any attempt to determine the quality and the success of the school needs to take these interactions into account, as well as, the nature and quality of the resources, physical and human, which are available.

### 2.3 A Review of the research on School Success<sup>1</sup>

A review of the research on school success reveals different phases which roughly correspond to the phases identified in the development of organisational administrative theory. This occurs since the type of framework or model of schooling applied in the research will affect the nature of the research. A review will also indicate a range of inconsistent and contradictory findings. These contradictions are indicative of the fact that there is little consensus on which model of schooling to apply and little understanding of the actual functioning of a school as an organisation. Also until recently most studies were based on the simple input-output model.

#### 2.3.1 Early Studies - the period of optimism

Research on school success in the Fifties and Sixties came to optimistic conclusions. They concluded that there was a direct and very strong relationship between the services which schools provided and pupil achievement. Two such studies were those of Mollenkopf & Melville (1955) and Goodman (1959). These studies were correlational studies which examined the relationships between specific factors or inputs and specific outcomes or outputs. They thus had close links to the classical theory of educational administration.

Mollenkopf & Melville studied a nation-wide sample of 17 000 students in grades 9 and 12. They attempted to measure the schools' effect on the students' performance while attempting to control for non-school factors. They measured cognitive development by means of aptitude and achievement tests and determined the correlations between these measures and variables dealing with the socio-economic characteristics of pupils and parents, availability of educational opportunities and the quality of available school services. These factors were measured by means of questionnaires. In this study

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<sup>1</sup> The section on Effective Schools Research is largely based on the work of Collard(1984) and Silver(1994).

four input variables, namely number of special staff, class size, pupil - teacher ratios and instructional expenditures per head, were found to be significant.

Goodman's sample covered 70 000 grade 7 and 11 students in 102 school districts in New York. Achievement test data was correlated with other variables while controlling for socio-economic background. Goodman found similar results to Mollenkopf & Melville but also examined classroom atmosphere as an input variable. Teacher experience was also found to be a significant determinant of pupil performance.

These findings convinced the policy makers of the time that improved inputs of the type identified in these studies would lead to improved pupil performance and increased levels of pupil achievement.

These studies were, however, limited by the application of a simple input-output model which focused on inputs and ignored the processes which occurred within the school. Collard (1984:149) also indicates that the outcomes or measures against which achievement were measured are also open to criticism.

### 2.3.2 Coleman and the period of pessimism.

The optimistic findings of these studies were to be challenged by a second phase of research. The findings of these studies were far more pessimistic.

The study which was the catalyst for many of those which followed was the Coleman Report of 1966. Data was collected from over 400 schools and standardised tests of ability and achievement were applied to 645 000 pupils. The results of tests were used to relate pupil achievement to school resources. Data was also collected from teachers, principals and district superintendents. The pupil's



socio-economic background and attitudes towards school were also examined. The findings of this study contradicted those of the earlier studies. Coleman found that school differences accounted for only a small percentage of the differences in pupil achievement and that socio-economic factors were of more importance.

These findings elicited international comment and discussion including criticisms of the methodology employed in the study and the fact that the compensatory programmes which had been studied had not been properly implemented at that stage.

Jencks *et al* (1972) reached similar conclusions. Reworking the data generated by Coleman, Jencks found that 80 percent of the variation in pupil achievement was the result of genetic and environmental factors and that only 20 percent of the variation was the result of qualitative differences between schools. Jencks used as criteria of pupil success in adult life, cognitive skill, educational attainment, occupational status and subsequent income. The findings of Jencks were considered to be even more pessimistic than those of Coleman as a wider range of variables had been examined and a more detailed analysis of outcomes had occurred.

The conclusion drawn from these studies was that if school quality were to be assessed in terms of access to material resources and facilities, then it bears no relationship to pupil achievement. As Good, Biddle and Brophy (1975) point out,

'... those who had assumed that they could increase the achievement of pupils simply by spending more money on schools were shocked by the Coleman Report.'

Interestingly, New York has more than doubled its spending on primary and secondary education during the decade prior to 1992 (to \$11 billion) and better results have not resulted (Public Policy

Unit:1992).

In Britain similar conclusions were reached. The 1967 Plowden Report produced similar findings.

These studies sparked a wave of other studies, mainly aimed at disproving the findings of these studies. This new wave of studies led to the development of the Effective School Research movement (ESR)( Silver 1994:80)

### 2.3.3 Responses to Coleman and the Effective Schools Movement (ESM).

One of the first responses was that of Walberg & Rasher (1974). A nation-wide sample of eighteen year old males who failed the Selective Service mental test in 1969 and 1970 was studied. They found that the highest failure rates were found in states where there were high pupil-teacher ratios, low rates of pupil expenditures in public schools and low rates of enrolment in the public schools.

Good *et al* (1975) identified process variables as a determinant of student achievement. Brookover (1979) matched schools with similar socio-economic intakes but whose students had achieved different levels of achievement on standardised achievement tests. Data was collected by means of questionnaires which were administered to pupils, teachers and principals and was then related to measures of student success. The variables which were found to be significant were the degree of student sense of futility, teachers' expectations of pupils and the willingness of teachers to push students to achieve. Process variables were seen as being of prime importance. Sarason's 1971 study *The Culture of the School and the Problem of Change* also shifted the focus onto the internal processes of the school.

Madaus and colleagues (1979) also identified a number of process variables. They used as

effectiveness measures the student performance on tests which were curriculum related rather than the use of general standardised tests of achievement only. Out-of-school factors were controlled for and it was found that substantial differences occurred. The factors which were found to be determinants of pupil performance were academic orientation of courses, student commitment to academic values and the climate of expectation between teachers and students. This study not only identified process variables as being important but identified the interaction between pupils and teachers as being the most important of the process variables.

Weber (1971) identified eight factors, namely strong leadership, high expectations, a good atmosphere, a strong emphasis on reading, additional reading personnel, the use of phonetics, individualisation and careful evaluation of pupil progress, which contributed to school effectiveness. A number of studies built on Weber's findings took place in the United States. They found the following factors to be significant: strong principal leadership, the experience of teachers and principal, teachers being warmer in their relationships with pupils, teachers having higher expectations of pupils and closer teacher-parent relationships.

Good, Biddle & Brophy (1975) went a step further by making teachers the focus of the study of effectiveness. Dyer, in 1972, suggested a model which formed the basis of research for the next couple of decades. This model compared predicted performance with actual performance by the school's students. The predicted performance was based on the input conditions such as characteristics of the students, homes and community and the students level of performance at that time. A prediction was made of the students' likely performance. The difference between the two was an indicator of the schools relative effectiveness.

Researchers had moved from the study of 'relatively static characteristics' to the examination of 'more

complex and dynamic processes' in schools and classrooms. Researchers became concerned with interpreting school-related data, school organisation, administration and culture, elements of schools structures, and processes that could explain the differences between schools.

A research design which had become popular during the 1970's was to compare pairs of schools, matched as high-achieving and low-achieving.

Brookover and Lezotte (1977), categorised pairs of 'improving schools' and 'declining schools' and compared them. The factors which they found to be significant were basic objectives in reading and mathematics, high expectations on the part of teachers and principals, good leadership by the principal and less complacency. This study included an observational study of four schools in the Michigan area.

A substantial study by Brookover (1979) concluded that 'school social systems could offer a potent source of explanation for the school level differences in achievement'. The researchers looked for specific features of the schools social structure, rather than assuming that social composition was the only applicable measure. The study considered such characteristics as school size, attendance rates, teacher-student ratio and teachers' qualifications and training. Importantly this study also considered the perceptions of students and teachers regarding the effectiveness of the school.

Edmonds and Frederiksen in 1979 looked at the identification and analysis of city schools that were 'instructionally effective' for poor children. The following characteristics were identified:

strong educational leadership, climate of expectation, an orderly but not rigid atmosphere, and emphasis on teaching, teaching activities has prime claim on resources and that pupil progress was frequently monitored.

David Reynolds and colleagues (1976) attempted to find out whether the individual school does make a difference to the sort of adolescents that the pupils become. The study examined a relatively homogeneous working-class area so that differences by late adolescence were likely to be the result of differences in schools rather than differences in the S.E.S. The data was gathered in nine secondary schools during the period 1966-1973. The differences between the schools were determined on three measures namely school attendance, academic success and delinquency. The results consistently showed that schools with a high delinquency rate had low academic attainment and low attendance rates. The differences could not be explained by differences in social composition of the various intakes of the school. The differences thus had to be the result of differences in the schools themselves.

Brimer *et al* (1976) used public examination results to analyse the relationship between characteristics of pupils and schools on the one hand and pupil achievement on the other. It indicated larger school differences than could be derived from the Coleman study. In this regard British research showed a close similarity to American research in the field (Silver 1994:91).

The Rutter (1979) team's study investigated 12 London secondary schools. They also rejected the research findings of Coleman and Jencks and focused on the internal life of schools. It was concerned with the relationship between school features and outcomes. Four measures of outcome were used namely attendance, behaviour, examination successes and delinquency. It analysed the organisational and process variables, which included status, sex composition, size and space, age of the buildings and number of sites, staffing and class size, and aspects of the internal organisation of the school, and investigated the association between school features and school processes.

Elliot (1981) differentiated between the product and process features of schools and established the

importance of perceptions of the likely personal happiness of the child as being more important than examination results. Given that schools and teachers had a variety of goals it was important to focus on specific ones and by doing so teachers could be shown to 'vary in their influence on students'. Schweitzer (1984) identified similar characteristics to previous studies. This correlational study identified educational leadership, emphasis on achievement, safe and orderly climate, high expectations and frequent evaluation as the characteristics of effective schools.

Peter Mortimore and colleagues (1988) studied junior schools in London for the age range 7-11. The study focused on pupil intakes, school environment and educational outcomes. The research looked at components of the schools, headteachers and their deputies, the teacher in the classroom, the curriculum, pupil's progress on cognitive and non-cognitive measures, teacher expectations and pupil grouping.

MacBeath (1989) in asking '*What makes a good school*' ascertained that process factors predominate. Good discipline, good teaching and reputation are seen as of prime importance. MacBeath found that parents were prepared to attempt to define the ethos of the school in terms of impression, atmosphere, interest, teacher responsiveness, purposeful activity and a feeling of a relaxed but controlled corporate life.

Harber (1992) provides a useful summary of the findings of the effective schools research movement.

The main factors associated with the effective school are:

1. The leadership role of the principal and senior management team is vital.
2. It is crucial for schools to be well managed institutions. In this context a happy, efficient staff is of key importance. In-service training is important. Staff operating on agreed, united policies appear to be the most effective.

3. Effective schools are orderly at all times, **both inside and outside the classroom.**
4. The quality of teaching staff is perhaps the most important factor. Schools with a weak staff will never be as effective as those with a strong staff.
5. Schools need to concentrate much more of their endeavour upon teaching itself while at the same time promoting empathetic pupil care and learning orientated approaches in the classroom.
6. The curriculum should be as important for low-achieving as high achieving pupils.
7. Regular feedback on performance needs to be given to all pupils.
8. The academic demand of courses, allied to a commitment to traditional academic and behaviour values is very important.
9. Pupils should expect and receive professional standards from teachers at all times. When this happens pupils reciprocate.
10. Proper use should be made of classroom teaching time as part of standard practice within schools.
11. Traditional 'core' subjects should be emphasised by schools, particularly reading, writing and maths. It appears that reading standards are vitally important. Once pupils fall behind in the basics, dissatisfaction may replace the desire to learn.
12. Pupils should be encouraged to participate in the running and organisation of the school. When pupils identify with their school and its staff they will be more respectful and show a more positive behaviour and learning features.
13. Pupils are more likely to feel part of a school unit in buildings which are clean and well cared for, and in schools where the organisational structure does not make them feel lost.

One of the most commonly quoted summaries (Holmes & Wynn 1989; Johnson and Holdaway 1991; Cuttance & Reynolds 1992; Scheerens 1992; Chapman 1993; Silver 1994) of the Effective Schools Research is that of Purkey & Smith (*Elementary School Journal* 1983:427-452). The organisational variables which they identify are:

1. School site management is emphasised with considerable autonomy at an individual school level.
2. Strong instructional leadership by the school principal.
3. Stability and continuity are valued and agreement and cohesion are promoted.
4. Curriculum articulation and organisation are used to achieve agreement on goals and to coordinate instruction.
5. There is a schoolwide staff development program, based on teachers' expressed needs, involving the whole staff which is related to the school's instructional program.
6. Parents are informed about, and are in support of, school goals and student responsibilities, especially with regard to homework.
7. Schoolwide recognition of academic success is provided, thereby encouraging students to adopt similar values.
8. Time is used effectively with more time devoted to academic subjects and less time to disruptions and non-academic subjects.
9. Support from the school district is evident.

The process variables which were identified were:

1. Collaborative planning and collegial relationships were evident and help break down barriers, develop consensus and promote a sense of unity.
2. There is a strong sense of community (a feeling that one is a member of a recognisable and supportive community reduces alienation and increases commitment to schools goals).
3. Clear goals and high expectations, including clearly defined purposes and agreement on priorities are evident.
4. Order and discipline are based on clear rules and are enforced fairly and consistently.



A summary of the factors found to be significant in School Effectiveness Studies:

Table 2.1

| FACTOR/MEASURE                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| Number of Staff                             |   |   | X |   |   |   |   |   |   |
| Pupil/teacher Ratios                        |   | X |   |   |   |   |   |   |   |
| Classroom Atmosphere                        |   |   |   |   | X |   |   |   |   |
| Cognitive skills                            | X |   |   |   | X |   |   |   |   |
| Educational Attainment                      | X |   |   |   | X |   |   |   | X |
| Occupational Status                         | X |   |   |   |   |   |   |   |   |
| Subsequent Income                           | X |   |   |   |   |   |   |   |   |
| Teachers' Expectations                      |   | X | X | X | X | X |   | X | X |
| Management / Leadership                     |   | X | X | X | X | X |   | X | X |
| Teachers' Qualifications                    |   | X |   |   |   |   |   |   | X |
| School Atmosphere / Ethos                   |   | X | X | X | X | X | X | X | X |
| Frequent evaluation and Feedback            |   |   | X | X | X | X |   | X | X |
| Individualisation                           |   |   | X |   |   |   |   |   |   |
| Emphasis on teaching                        |   |   |   | X |   | X | X | X | X |
| Pupil Intakes                               |   |   |   |   | X |   |   |   |   |
| Physical School Environment                 |   |   |   |   | X |   |   | X |   |
| Teaching Methods                            |   |   |   |   | X |   | X |   |   |
| Non-Cognitive Skills                        |   |   |   |   | X |   |   |   |   |
| Teacher involvement in Policy Determination |   |   |   |   | X |   |   |   | X |
| Consistency among teachers                  |   |   |   |   | X |   |   |   | X |
| Parental Involvement                        |   |   |   |   | X |   |   |   | X |
| Curriculum / Subject Choice                 |   |   |   |   | X |   |   |   | X |
| Pupil-teacher relationships                 |   |   |   |   |   |   | X |   |   |
| Pupil Happiness                             |   |   |   |   |   |   |   |   |   |
| Communication                               |   |   |   |   | X |   |   |   |   |
| Discipline                                  |   |   |   |   |   |   | X |   | X |

1. Jencks                      2. Brookover   3. Weber                      4. Edmonds & Fredricksen  
5. Mortimore   6. Schweitzer   7. MacBeath                8. Harber            9. Purkey & Smith

While these summaries give an indication that there is general agreement on the factors which make an school effective, Harbison & Hanushek (1992: 18,24) paint a different picture. They indicate that an examination of the results of studies which have applied the basic input-output model show an almost equal proportion of studies showing statistically insignificant results as those which show statistically significant results. This is true of studies both in the United States and in Developing Countries.

It is clear that the Effective Schools Research Movement has been characterised by contradictory findings. This is the result of an application of an input-output model and the search for the 'one best way' for a school to achieve success with an almost total disregard for contingency theory and contextual factors. The interactive nature of the various factors is also, to a large extent, ignored.

#### 2.3.4 School improvement and school quality.

While many of the later studies included process variables these variable where still used within the context of the input-output model and simply considered to be another input to be correlated with given outputs. Jansen (1994:181) argues that a new framework should be applied which does not reduce these processes to the level of inputs but that they rather be considered within a different framework. The approach should be one of assessing school quality rather than a quantitative analysis of given inputs to desired outputs. Jansen places the focus of study both on the school as an organisation and on classroom interactions.

Scheerens (1992:7-10) asks a number of questions with regard to the determination of school success.

Any attempt to assess school quality or success must address these questions. The questions are:

- a) From whose perspective is school success judged?
- b) Which activities or areas of the school determine success?

- c) Over which time period will success be measured?
- d) What sort of data are used to determine success?
- e) How is the data interpreted to determine school success?

Aspin *et al* (1994:199) identify five main areas in which school quality can be judged. Firstly they state that the quality of the school can be judged by characteristics of the 'graduates' of the school in terms of the values, skills, beliefs and attitudes brought about as a result of their education at the school. Secondly they state that the quality of schools may be judged by the quality of the processes of education which occurs within the school. What is being taught, how it is taught, the measurement and community involvement in what is being taught and how it is taught. Thirdly the quality of the resources which are used and the way in which these resources are used determines the quality of a school. The fourth dimension identified refers to the management, administration, leadership and organisation which occurs within the school. Then, finally, the quality of the school can be judged in terms of the atmosphere or ethos of the organisation.

An international research project into school quality, Improving Educational Quality (IEQ) has a threefold purpose. Firstly it seeks to understand the classroom processes which influence student performance and thus improve educational quality. Secondly it seeks to integrate classroom research into the educational system. Thirdly it seeks to promote educational quality by creating opportunities for co-operation between researchers and educators.

The Educational Quality Indicators (EQI) initiative was an attempt to develop and implement indicator systems to measure the success of educational institutions. It originated as a collaboration between Alberta Education and 12 school districts. The initiative is based on two important beliefs (McEwen 1992: 169-170). Firstly that the student is the central reason for schooling and secondly

that education is a purposeful endeavour that can be assessed. The initiative promoted a results-based approach to education. Both the Lethbridge Catholic Schools (Himsl & Lambert 1993:257-273) and Fort McMurray School District (Willard 1993:245-256) developed instruments for measuring student development in terms of social skills. Brooks School District used administrator, teacher, and student input to develop quality indicators of responsible student behaviours and values that contribute to academic success. Community and school perceptions of appropriate student behaviour were coordinated at community meetings (Ellefson 1993:235-243). As part of Alberta's provincial initiative, stakeholders (staff, parents, students, and community members) at each school in Grande Prairie School District identified indicators of quality education in the areas of student achievement, school climate, instructional quality, and funding. Each school developed criteria which reflected stakeholder concerns (Mestinsek 1993:179-189). This inclusion of all the stakeholders in the assessment of school quality represents an important step in the development of the concept of school quality as opposed to the expert only view.

Glasser (1990; 1992) argues that the "Quality School" is determined by what is taught. Costa & Liebman (1995) state that 'process is as important as content'. Elliot (1985) reported on an investigation as to why parents chose a particular school. The factors identified were:

1. Provides a balanced well rounded education.
2. Curriculum caters for child's personal and academic level.
3. Children are generally happy at the school.
4. Parents can easily approach head/staff on child's progress.
5. Atmosphere at school is personal rather than impersonal
6. The school is well managed and efficient
7. Children get on well with teachers.
8. Discipline is good.
9. Teachers make sure that basic skills are acquired.
10. The school is good at keeping parents informed of the problems and progress of children.
11. Children are stretched in the classroom.
12. The school has good exam results.
13. Children enjoy lessons.
14. Teachers know their subjects and how to put them across

Studies by Petch (1986) and West and Verlaam (1991) examined the views of parents and pupils in their last year of primary school. Petch asked about the reasons for choosing a school in a city location and found that the most frequent reasons to emerge were that the school was conveniently situated, the availability of a wider range of courses and the provision of specific subjects at the selected school and by the fact that siblings were there. They identified the most important reasons for selecting the school as being that the child would be happy there, that it was the child's choice and that the school had better discipline.

One of the most detailed studies of private education was carried out by Fox(1985). The main reasons were getting on better in life (28%), academic advantage (23%) and to develop character and foster discipline (14%). A more recent study by MORI(1989) for the Independent Schools Information Service specifically examine parents reasons for choosing the independent system rather than the state system. The most stated reason was the higher standard of education. Also mentioned was better discipline.

Aspects mentioned by West(1992) as important in choice of senior/secondary school were

1. suits child's needs
2. good discipline / well behaved students
3. good exam results
4. pleasant buildings and environment
5. pleasant atmosphere
6. good choice of subjects
7. pupils stretched / reach potential
8. good extra-curricular activities
9. good / competent teachers
10. good relationship between pupils and teachers
11. encourages responsible attitude towards work
12. good relationships between teachers and pupils
13. good reputation

Hirsch(1995:251) examines the findings of two surveys one in Sweden and one in England.

The Swedish Survey listed good peer atmosphere, small classes, good teachers and social factors affecting students as being most important while the English survey listed child's preference, ease of travelling, child's friends and standard of academic education as being most important.

An examination of these results indicates a wide variety of findings. Many of the differences can be explained by the different socio-economic conditions which exist in the different countries. For example facilities do not seem to be much of a factor in the Swedish survey. This may be explained by the fact that because of their sound economic condition, schools may not differ much in terms of the facilities which are available. Thus the factors which parents consider important could differ markedly from community to community.

The perceptions of students as to what constitutes a good school also needs to be considered. Patricia Phelan and colleagues (Phi Delta Kappan May 1992:695) examined students' perceptions of what constitutes a good school. Firstly students value teachers who recognise and treat them as individuals. They seek emotional safety in classrooms from teachers and peers. Secondly, they want teachers who care. This may be in the form of extra attention in an academic sense or it may be to make them feel valued as an individual. The teaching process itself is also evaluated by students. They tend to prefer classes where they are actively involved rather than passively receiving instruction. Another important aspect dealt with is the school environment. This environment constitutes both social and physical aspects and includes:

- a) accessibility of principal
- b) general attitude of staff as a group
- c) perceived degree of physical safety
- d) type of interactions between student groups
- e) student behaviour generally
- f) availability of extra-curricular activities
- g) general condition of school facilities

Glover (1992:223) investigated the perceptions of all the stakeholders in the schools. It was decided

to approach a defined sample of 30 of each of the stakeholder groups in each of the schools in the investigation and to ask them to complete a simple questionnaire which listed 12 possible strengths of the school and asked them to tick those listed features which they felt to be a strength of the school. A further 25 interviews were undertaken with a cross-section of the community of each school to explore the rationale for some of the findings from the questionnaire responses and provide some explanation and evidence to substantiate perceptions. While a similar set of factors were identified the inclusion of the perspectives of all stakeholder groups was important. A similar methodology will be applied in this study.

#### 2.3.5 The Search for Quality in Southern Africa.

Research on school quality in South Africa can be grouped into three categories namely

- a) research done at 'white' schools which focused on achievement, both academic and sporting, as a measure of quality. Researchers examined academic results, ethos and specifically the role of tradition while ignoring the effects of facilities (as all of these schools were extremely well resourced).
- b) research done at 'black' schools which focused almost exclusively on the effects of lack of facilities without looking further than this lack of facilities. These studies tended to conclude that an increase in facilities would inevitably lead to the creation of quality schools. School success was also defined in terms of academic success.
- c) research done by NGO's and other progressive organisations based on the principles established in international research and the guidelines contained in the policy documents of the various liberation organisations.

#### a) Research at 'white' schools.

This group of research projects is typified by the work of Janson van der Westhuizen & Monteith

(1993), Kok & Myburgh (1992) and Steyn (1995).

Janson et al (1993) examined the organisational structure of top achieving schools. They make the point that the organisational culture of the schools influences teachers and pupils, as well as academic, sporting and cultural achievements of the school. Ten top achieving Afrikaans medium schools were chosen on the basis of their academic, sporting and cultural results during the period 1986 to 1990.

The following characteristics of the organisational climate of the top achieving school were identified:

- a) Schools for boys performed better than schools for girls or co-educational schools.
- b) Buildings were well cared for and there were displays featuring students who had performed well.
- c) It appeared as if good sports facilities were conducive to sporting achievements.
- d) The ethos of the schools was defined in terms of loyalty, pride in the school and the unique bonding between students and teachers.
- e) Tradition also played an important role. The schools' tradition lay in striving for excellence in everything that was undertaken by all concerned.
- f) The schools with the best discipline were those with only one rule, namely, to do nothing that would damage the good name of the school.

Furthermore they state that the principal plays an important role by creating a unique organisational structure in the school. This uniqueness will contribute to a sense of identity which will encourage loyalty and a sense of belonging.

Kok & Myburgh (1992) conducted a study to determine which criteria figured most strongly in the judgement of a school's quality. Three groups of respondents were used namely first-year education students, third-year education students and teachers with varying degrees of experience. Respondents were asked to rate the following factors on a 5-point scale ranging from 1-unimportant to 5-important.

1. There is opportunity for individualisation.
2. Students are given opportunities to use their initiative.
3. A variety of activities are offered.
4. Students from different socio-economic backgrounds are successfully accommodated



(academically and extra-murally)

5. Students voluntarily support intra- and extra-mural activities
6. Students are encouraged to think in a critical and problem solving manner.
7. Strong emphasis is placed on mastering basic skills.
8. Students are consulted on decisions which directly affect them.
9. A positive style of discipline is employed.
10. Self-discipline is encouraged above external discipline from teachers.
11. A high percentage of students complete Std 10.
12. The school has good examination results.
13. The school performs well in the sporting and cultural domains.
14. Parents are closely involved in the school's activities.
15. The ideas and aims of the school are clearly stated and made known to the community.
16. The school grounds and buildings are constantly maintained in a good and attractive condition.
17. Teachers are happy at the school.
18. Teachers are treated as professionals and their talents are utilised.
19. The school has a good image externally.
20. Good career guidance occurs.
21. Students are happy at the school.

It was found that significant differences existed between respondents dependent upon the amount of experience they had, the teacher training course and the language of the high school which they had attended. Kok & Myburgh conclude that any instrument aimed at determining school quality must be based on three factors namely an alignment/directedness on students, the role of teachers and the school as a facet of society.

Steyn (1995:24) makes the following important points regarding quality in education. Firstly he states that there are various determinants which affect education namely quality of the teachers, physical facilities, parent and community involvement, school ethos, pupil responsibility and style of management of the school. Secondly he emphasises the increased focus, in South African society, on transparency and accountability where he states that,

'Quality in education implies that interested parties should be satisfied with the outcomes or results of education.'

He adds, however, that these outcomes or results should not be seen as only academic and

examination standards but that

'Quality in education, in addition transcends the purely quantitative aspect'.

**b) Research done at black schools.**

Typical of the studies in this group were those of Mboya & Mwamwenda (1994) and Mwamwenda & Mwamwenda (1992).

Mwamwenda & Mwamwenda (1992:45-49) examined teachers views regarding the quality of education and successful performance in the Primary School Leaving Examinations in Botswana. They group the factors which affect school quality into two categories namely physical and human resources. The physical resources identified in the study included adequate supplies of books, classrooms, equipment and instructional materials. The human resources were teachers who are competent, efficient and committed. They further state that the two sets of resources are complementary and that

'One without the other is insufficient to bring about quality education.'

Specific factors, which affected school quality, identified in the study were:

- Class size
- Automatic promotion of students
- The need for syllabus based examinations
- The level of difficulty of examinations
- Teacher qualifications
- Teaching experience
- Availability of classrooms
- Availability of teaching equipment
- Availability of furniture (desks and seats for pupils)
- Availability of a library

Mboya & Mwamwenda (1994:385-391) also examined the issue of school success from the teacher

perspective. Their study, however, examined the views of secondary teachers. The findings were similar to those in the earlier study. The two main categories of physical and human resources were identified. The physical resources were described as the necessary infrastructure required for use by teachers. However, the qualities of these teachers were only described in terms of their academic and professional qualifications (1994:386).

An examination of a 'successful' high school in Soweto (Contreras 1996:35) also defines the success of the school in terms of academic results. It examines the factors which allowed the school to obtain a 98% pass rate in the school leaving examination as compared to a 55% pass rate in the school system. The factors identified as contributing to this success were 'committed teachers, strong disciplinary measures and hard work'.

c) Research by NGO's and progressive organisations.

In South Africa the Thousand Schools Project (TSP) (Mehl et al:1995) aims to improve the quality of 1000 schools both primary and secondary across the country. The TSP emphasises the ideas of the integration of the school into the broader community by means of full stakeholder involvement in the project. The project built on the experiences of the Chilean 900 Schools Project. However, while the 900 Schools Project focused on the first years of primary education the TSP deals with both primary and secondary schools.

The TSP focuses on an improvement of school quality which it defines in terms of the interrelatedness between the component parts. It defines the improvement in quality as being in the fields of co-operation between teachers and principals, positive changes in attitude, improvement in teaching methods, provision and care of physical resources, ongoing evaluation, closer links with parents and other schools and expectation of higher levels of achievement.

Another project launched in South Africa is the Education Quality Improvement Programme (EQUIP) of The Education Policy and System Change Unit (EDUPOL). The EQUIP project identifies quality as occurring at the classroom level. Furthermore the attainment of quality is relatively independent of national strategy. The community, staff, parents and pupils need to take responsibility for quality improvement and assurance. The findings of EQUIP support the idea that there is no all-purpose recipe for success, that how quality is attained in the school is dependent on the characteristics and circumstances of the school. There are, however, certain essential elements which have to present in the classroom before quality can be achieved. These factors are a commitment by all the stakeholders to the achievement of quality, an improvement in school governance, provision of basic facilities, improvement of teacher quality (in-service training), curriculum development and the availability of textbooks and other materials.

The recentness of the studies examined are a clear indication of the current state of affairs regarding the examination of school quality in South Africa.

#### 2.2.6 Evaluation of School Success by Educational Administration.

An examination of how the education administration determines school quality also needs to be examined. In this regard the manual for inspectors of education, with the accompanying forms, is examined as well as the annual reports of the education departments.

The Manual for Inspectors of Education (1986:10) defines the purpose of the inspection as being 'to determine the effectiveness of the school as an educational institution, to evaluate teaching staff and to give guidance to increase the effectiveness of teaching.'

Furthermore it is stated that since no formal or set procedure exists, it is incumbent on each inspector to develop his (or her) own strategies which a) use the least time and b) collect the most information regarding the ability of teachers and quality of work. Generally Inspectors of Education are instructed to obtain an overall view of the following:

- a) condition, accessibility and use of buildings
- b) teaching methods and use of teaching aids
- c) student activities and achievements
- d) general school organisation and the effectiveness of teaching staff
- e) extent to which departmental policy, rules and regulations are applied and
- f) whether guidance and prescriptions regarding the syllabi are followed.

A number of forms are then completed. The main purpose of the inspection appears to be a check on the use and care of resources rather than to determine the quality of the school. Little evidence could be found in either the manual or the prescribed forms which indicate anything more than an examination of physical resources and the most basic judgements of school organisation factors, as well as student achievement, in terms of examination results. The instruction that inspectors use as little time as possible to complete their inspections, perhaps indicates the type of judgement which is required from them.

The Department of Education and Training, in its annual report (DET:1991), measures the performance of education in terms of three output variables namely matric pass rate and symbols, subsequent performance at university and trainability in work situations.

### 2.3 Conclusion

It is clear from a review of the literature that the concept of school quality or school success is one which is not easy to define. Any attempt to define it in terms of one or two dimensions would be an oversimplification and by its very simplicity misses much of the depth and complexity of the concept. On the other hand, to dismiss the concept as undefinable or totally unique to each of the schools in

which it occurs serves no purpose. Adams (1993) has identified a number of dimensions relating to education quality. These dimensions relate to resource inputs, outcomes or outputs, processes, content, reputation and added value. What is, however, perhaps even more important is the way in which these dimensions are integrated in some way to form more coherent whole.

Much of the research discussed applied an input-output model, later models simply adding to the complexity of the inputs which were examined and, in many cases, measuring outputs as a narrowly defined band of academic outcomes. Furthermore, the findings are often contradictory and disregard contingency theory and the influence of contextual factors. It is my belief that the factors identified by the Effective Schools Movement contribute to schools which are 'adequate' rather than being of a high quality. Thus the concept of effectiveness as applied by the Effective Schools Movement can be equated with adequacy. School quality must however go further than mere effectiveness and these characteristics can be found in the way in which the various aspects of the school are combined and interact. The relationship between school effectiveness and school quality can thus be expressed as follows:

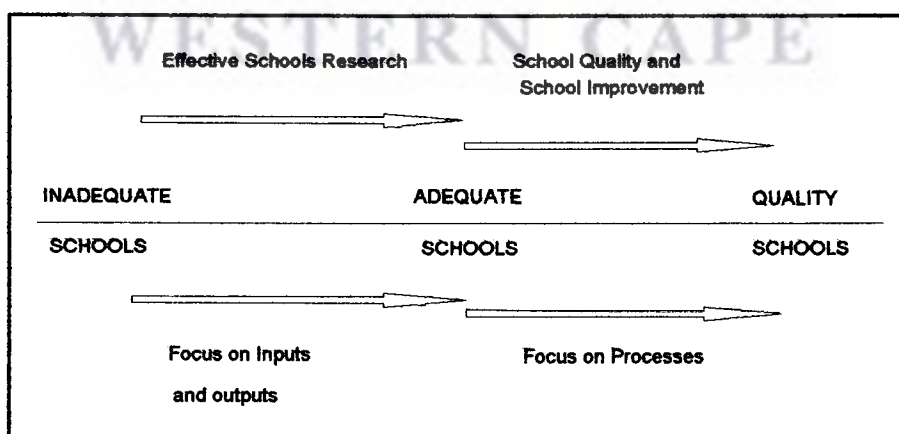


Figure 2.5 The relationship between Effective Schools Research and school quality.

In the South African context it is clear that a large number of schools fall into the 'inadequate'

category, mainly due to the lack of physical and human resource inputs. And this is reflected in that many of the strategies developed by the educational administration focus on the inputs of the school. This focus also addresses a need for equity and perhaps the most easily identifiable area where equity can be achieved is in the area of inputs. These strategies will, however, lead to the development of adequate rather than quality schools.

Thus while Mboya & Mwamwenda (1994) correctly argue that quality of education cannot be obtained without the presence of basic infrastructure of the school, they classify the factors contributing to quality of education into two categories namely human and physical resources. This once more ignores the interactive nature of the school organisation. It is clear that, as Mboya & Mwamwenda argue, quality of education cannot occur without certain prerequisites such as physical and human resources. These prerequisites do not, however, guarantee quality of education. It is the use of these resources and the nature of the interactions of all the role players which will determine the quality of the education and the quality of the school. As Donaldson in an article in McGregor (1990:312) points out:

'Qualitative improvements in basic schooling are not simply achieved through increased spending ...'

In this regard McGregor (1990:6) summarises the essence of school quality where he states that while new school buildings and the availability of equipment and other resources are important, they will not bring about an improvement in quality on their own. Quality is determined by what happens in the classroom i.e. the interaction between teachers and pupils in a learning situation.

School quality is determined by the quality of the educational experiences to which students are exposed and the willingness of students to make use of these educational opportunities. The main focus of school quality is thus what happens in the classroom, the interaction between teachers and

students. However, it must be remembered that in the school situation there are also learning opportunities which exist outside of the classroom such as in the areas of sport, cultural activities, the development of leadership skills and the whole process of socialisation. These learning opportunities thus relate not only to academic development and the acquisition of knowledge but to the development of all aspects of the student resulting in whole-child development. All of these learning opportunities need to be considered when the quality of a school is assessed. The creation of learning opportunities, however, is not enough. They are of no use if the students at the school do not make use of them. Thus the strategies which the school develops to motivate students to take advantage of the learning experiences offered also play a role.

As school quality is a complex issue it requires measures which reflect that complexity. While the various inputs do play a role in the determination of school quality, it is the interaction between these inputs, between the various sub-systems within the school which determines the degree of school success. In this regard the ethos of the school, the quality and nature of the teacher-student relationships and the quality of the outputs (both in terms of academic achievement and in other areas) can be used to assess school quality. They do, however, also influence each other and this must be taken into account when school quality is determined.

A further advantage of these measures is the fact that they are assessable and understandable to the various stakeholder groups. This is important in that it is my belief that school quality should be determined by all stakeholder groups. The reason for this is two-fold. Firstly in terms of the increased involvement of the stakeholder groups in the functioning and governance of schools, there is a need for these groups to assess school quality. Secondly the psychological and motivational impact on these groups. Belonging to a successful organisation, in this case a school, serves to motivate participation in the functioning of the school.



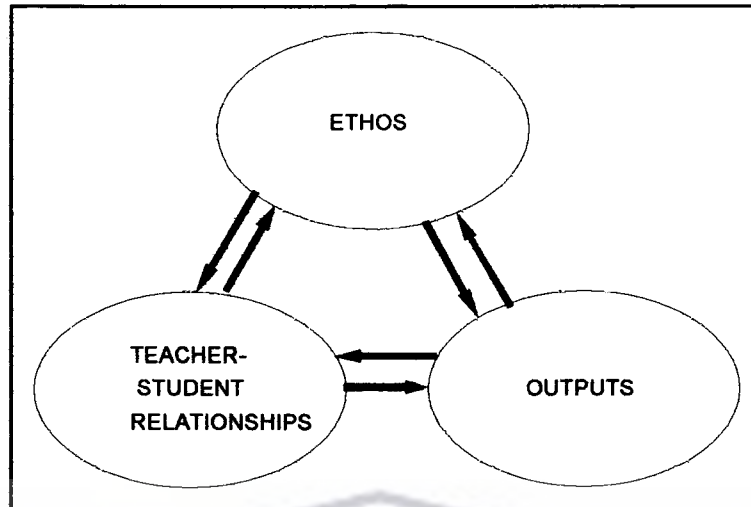


Figure 2.6 Three areas identified in this study to be used to assess school quality.

These dimensions also interact with each other but, more importantly reflect the interactions of resources, individuals and groups within the school. While resources, both human and physical, are not important in themselves they are vitally important in terms of how they affect the quality of the dimensions identified above. Similarly leadership is only important in terms of how it affects the ethos of the school, the quality of classroom interactions and the quality of the output of the school. This implies that because of the interactional and situational aspects school quality can be achieved in different ways. There is thus no single recipe for success. Different situations require different combinations of the Educational Mix (physical and human resources, leadership, community involvement, interpersonal relations). As long as the minimum level of provision is met for each of these factors, other factors can compensate for their deficiencies.

It is in the light of the above conclusions that the issue of school quality and how it is assessed by the various stakeholder groups will be examined.

## CHAPTER 3 - RESEARCH METHODOLOGY

### 3.1. General Approach

The purpose of this study is to determine how the various stakeholders, - namely educational administrators, staff, parents and pupils-, assess the degree of success of a secondary school. The term case study as applied in this study uses the interpretation of Simons (Burgess 1989:116) where she states

'Case study is not a method as is sometimes assumed, but a focus of study, whether that focus be a single classroom, institution or system. The essential feature is the case.'

With regard to the choice of methods she has the following to say,

'Choice of methods is related to the purpose of the study and the nature of the case. A wide range of methods (both quantitative and qualitative) may be utilized if they facilitate an understanding of the case.'

In this case study three instruments were used namely:

- a) an initial interview to identify the factors which the various groups considered important when determining school success;
- b) a questionnaire, based on the factors identified in the initial interview and from the literature review, to determine the importance which the various role-players ascribe to the various factors and
- c) follow up interviews to clarify and explain the results of the questionnaire and why groups considered certain factors to be of greater or lesser importance.

Thus, a combination of qualitative and quantitative methods were used to give the data width and depth.

Standard Nine and Ten students were used in the study. It was reasoned that:

- a) they had been exposed to the school for a sufficient length of time to make an informed judgement;
- b) they were mature enough to deal with the issues raised in the study, and;
- c) their verbal skills would enable them to deal with the instruments as required.

Inspectors of Education (Circuit Managers)<sup>1</sup> were selected to represent the Education Authorities as they were directly involved in the determination of school quality from the perspective of the Department of Education.

### 3.2. School Context

A school located in the Southern Suburbs of the Western Cape was selected. It is a single medium (English) high school with a student population of 804 students who come from a variety of socio-economic backgrounds. Students live in widely spread areas such as Wynberg, Heathfield, Mitchell's Plain and Retreat. These areas are representative of various socio-economic strata. Students travel to school mainly by bus and train. The school has 41 teachers. The school has a strong tradition with large numbers of parents and teachers who previously attended the school (currently (1996) 11 of the 41 teachers attended the school). It enjoys a good reputation partially indicated by the fact that in excess of six hundred applications are received for enrolment annually for one hundred and eighty Std 6 places. The school is consistently among the top performing schools in the final matriculation examinations. The PTSA (Parent - Teacher - Student Association), established in 1985, partly as a result of student and community demands at that time, is highly involved in the school and negotiations are under way to have the PTSA recognised as the governing body of the school. At this time (June 1997) the issue is still unresolved.

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<sup>1</sup> With the reorganisation of the Department of Education, Inspectors of Education have become Circuit Managers and Chief Inspectors have become Area Managers.

The researcher is currently employed as a teacher at the school and occupies the post of Head of Department at the school. The possibility of bias was taken into consideration when the questionnaires and interview schedules were constructed. Great care was exercised in defining the new role which the researcher performed. In this regard the fact that the researcher was on leave and was not actively teaching at the school during the data collection stages assisted in the process. The primary reasons for selecting this school related to the ease of access and the ability of the researcher to draw on his personal experiences at the school.

### 3.3. Permission to conduct the study.

Permission to conduct the study was obtained July 1996 in accordance with the regulations as set out in the Western Cape Education Department circular (0055/96) dealing with research in educational institutions. Once the permission was granted by the Education Department the principal of the school was approached and access to the school negotiated.

### 3.4 Initial interview

#### 3.4.1 Purpose:

The purpose of the initial interview was to identify the factors which the different stakeholders used to assess the degree of school success. They were also used to confirm and refine the criteria identified from the literature review.

#### 3.4.2 Procedure:

Semi-structured interviews were used. Notes were taken during the interviews where new criteria emerged. The interviews were recorded on audio tape. Eight areas, identified from the literature review and from the experience of the researcher, were the primary focus of the interviews, although respondents were free to add to the categories if it was deemed necessary by them (see APPENDIX

## A - PRELIMINARY INTERVIEW SCHEDULE).

The interviews were piloted among a group of Standard Eight and university students to refine the procedure and interview schedule. Twenty such interviews were conducted. The respondents were not associated with the school which was the subject of the study. While no major changes resulted in the procedure and schedule, it proved to be a worthwhile exercise in that a rephrasing of some questions did occur to improve clarity and to elicit wider discussion.

### 3.4.2.3 Selection of respondents and characteristics

#### 3.4.2.3.1 General sampling procedure

Purposive sampling was used. Since the purpose of the initial interview was to get as many different view points as possible. This sampling strategy was deemed suitable by Mouly (1970:190).

#### 3.4.2.3.2 Circuit Managers:

Three circuit managers, who did not serve in the Wynberg region, were selected. Due to the small number (7) of circuit managers in the Wynberg region it was decided to use the Wynberg circuit managers for the final interviews.

#### 3.4.2.3.3 Teachers:

Seven teachers were selected which included the Principal, a Deputy-Principal, and teachers to cover the areas of language, the humanities, natural sciences, mathematics, commerce and practical subjects. Teachers were also selected to show variety in the following areas: gender; qualifications, marital status, number of children and experience as it was felt that these factors could impact on their perception of school quality.

#### 3.4.2.3.4 Students:

Five students were selected to give variety in terms of gender, academic results (as indicated by their symbol in the final examination of 1995), intention to study further, home language, leadership position (SRC and prefects).

#### 3.4.2.3.5 Parents

Five parents of students currently at the school were selected to represent as many views as possible with regard to the following criteria: gender, ex-student of the school, single parent or two parent family, home language, socio-economic status (as indicated by job and residential area), academic performance of child and school involvement (membership of PTSA or governing body).

#### 3.4.3 Method of analysis

As the purpose of the initial interviews was questionnaire construction, the interviewees responses were checked against the preliminary questionnaire which had been constructed using the criteria identified in the literature review. Criteria were added where necessary while some of the criteria became more focused as a result of the initial interviews. Although, it was not the purpose of the initial interviews to determine trends, some trends did emerge. Firstly, the respondents emphasised the human nature of the school by placing great importance on the interpersonal relationships which occur within the school. Secondly, examination results did not rate among the most important factors (although respondents felt that 'others' considered them to be amongst the most important factors). Thirdly, that respondents had strong feelings as to how other people assessed the quality of a school and often expressed strong disagreement with the views which these 'other' people held.

### 3.5. Questionnaire

#### 3.5.1 Purpose:

The purpose of the questionnaire was to determine the importance which the various groups allocated to the criteria for school organisational success identified from the literature review and initial interviews.

### 3.5.2 Pilot study

The questionnaire was piloted among a group of parents, students and teachers not associated with the school in order to refine the instrument. Thirty such questionnaires were administered. While no major changes resulted in the questionnaire, it proved to be a worthwhile exercise in that a rephrasing of some questions did occur to improve the clarity and comprehensibility of the questions.

### 3.5.3 Structure

The questionnaire consisted of four parts, namely a biographical data sheet (which was different for each of the stakeholder groups - see APPENDIX B) and a rating section where the respondents were required to rate the criteria (this section was the same for all the respondents). A section where respondents had to give the five most important criteria (which determined their assessment) and a section to determine their availability for a follow-up interview (see APPENDIX C for rating, ranking and availability sections) was also utilised. The questionnaire was accompanied by a covering letter which briefly explained the purpose of the study (APPENDIX D).

#### 3.5.3.1 Biographical data sheets

The questions in the biographical data sheets were used to describe the respondents in terms of characteristics which could possibly affect the respondents' assessment of school quality.

##### a) Teachers

Questions in the section related to gender, teaching experience, subjects taught, post, level, whether the teacher was an ex-student of the school studied, whether the teacher had school age children and

the qualifications which the teacher had obtained, as well as, the institution where the qualifications were obtained.

#### b) Students

Questions in this section related to age, gender, standard, academic performance, intention to study further, home language, leadership position, who they live with and socio-economic status.

#### c) Parents

This section related to gender, relationship to student, socio-economic status, high school attended, child's academic performance and membership of the PTSA.

#### d) Circuit managers

Due to the small number of circuit managers involved (7) no attempt was made to identify sub-groups for analysis.

### 3.5.3.2 Rating section

#### 3.5.3.2.1 Purpose

The purpose of this section was to determine the importance allocated by the respondents to each of the criteria. This was done by means of a 5-point Likert scale with the following points:

- 1 - no importance
- 2 - little importance
- 3 - some importance
- 4 - much importance
- 5 - great importance.

#### 3.5.3.2.2 Structure

The questions were divided into eight areas namely academic results, students, resources and facilities, teachers, principal, ex-students, ethos of the school and school organisation factors. These corresponded to the areas identified from the literature review and which fit in with the model proposed in this study.



A total of 86 criteria were presented in the following categories:

|                          |    |    |
|--------------------------|----|----|
| Academic results         |    | 8  |
| Students                 |    | 7  |
| Resources and facilities |    | 8  |
| Teachers                 | 12 |    |
| Principal                |    | 8  |
| Ex-students              |    | 10 |
| Ethos                    |    | 18 |
| School organisation      |    | 15 |

Under each of the criteria provision was made for the respondents to add comments.

### 3.5.3.3 Ranking section

Respondents were asked to rank the five most important determinants of their assessment of school quality. They could however, give fewer if they so desired. Provision was made for comments. Respondents could also add criteria which they considered important which were not included in the questionnaire.

### 3.5.3.4 Follow-up interview section

This section was designed to get respondents for the follow-up interviews. Those willing to be interviewed provided their names and contact numbers while those not willing to be interviewed deleted the section.

## 3.5.4 Procedure

### 3.5.4.1 Selection of respondents

As the analysis of the questionnaire data was to be computerised it was decided to apply the questionnaire to a random sample of the identified stakeholder groups.

The following numbers of questionnaires were issued to the relevant stakeholder groups:

Standard Nine and Ten students: One hundred and twenty students, out of two hundred and forty-seven, were selected from standards nine and ten. Random sampling was applied using the class lists and a table of random numbers.

Parents: One hundred and twenty parents were selected in the same way as the students.

Teachers: All forty-one teachers were selected.

Circuit Managers: All seven circuit managers serving in the Wynberg Region were selected.

#### 3.5.4.2 Application of the questionnaire

All respondents were given the opportunity to return questionnaires uncompleted if they wished.

##### a) Students.

Questionnaires were handed to students. They were asked to complete them at home. The completed questionnaires were returned to the researcher at the school.

##### b) Teachers.

The same procedure was followed for the teachers.

##### c) Parents.

Sealed and addressed questionnaires were sent to parents of the students. An envelope was included so that parents could seal the questionnaires. Parents completed the questionnaires at home. The sealed questionnaires were returned via the students to the researcher at the school.

##### d) Education administration.

Questionnaires were mailed to the circuit managers. Envelopes and the necessary return postage were included. Completed questionnaires were mailed to the researcher. Due to a poor initial response a follow-up letter was sent with a second copy of the questionnaire (APPENDIX E).

#### 3.5.4.3 Method of analysis

Frequency tables were generated for the rating section. Factors were considered to be of great

importance to stakeholder groups if fifty percent or more of the respondents in a group rated the factor as being of great importance. A factor was considered to be of much importance if fifty percent or more of the respondents rated it as being of much or of great importance. The ranking section was analysed by means of frequency tables for both individual factors as well as for the groups of factors identified previously. Differences between groups and within groups were analysed by means of the median test and cross tabulations including chi-square.

### 3.6 Follow-up interviews

#### 3.6.1 Purpose

The purpose of the follow-up interviews was to investigate why the respondents had considered certain factors more important than others. Thus, the interviews aimed at determining why certain factors were important to the different stakeholder groups, i.e. how they impacted on school quality from the perspective of the particular stakeholder group.

#### 3.6.2 Selection of interviewees

A random sample<sup>2</sup> was taken from the respondents who had indicated that they were willing to be interviewed. Five respondents were selected from each group except for the circuit managers. Only one of the circuit managers was willing to be interviewed.

#### 3.6.3 Procedure

The interviews were of a semi-structured nature. Each interview lasted between thirty and fifty minutes. Some interviewees were interviewed more than once to clarify issues which had arisen in the first interview. Interviews were recorded on audio tape and transcribed.

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<sup>2</sup>Questionnaires were allocated a number upon receipt. These numbers were then used in conjunction with a table of random number to select the sample.

The interviews related to the eight areas identified in the questionnaire. Interviewees were questioned as to:

- a) how the various factors affected them,
- b) how the various factors affected school quality and
- c) how they would describe the various factors as they would occur in a good school.

#### 3.6.4 Analysis

Interviews were then analysed to identify the themes and reasons why certain factors were considered more important than others, to the various stakeholder groups.



## **CHAPTER 4 - ANALYSIS AND INTERPRETATION OF DATA**

### **4.1. Initial Interviews**

As previously indicated, the purpose of the initial interviews was to identify the factors which the various stakeholder groups consider important when judging the success of a school and to see to what extent the factors identified from the literature review were appropriate. The interviews ranged from 20 to 45 minutes and were characterised by the high degree of enthusiasm of the interviewees to participate in the study.

In general the factors identified in the literature review were supported and confirmed in varying degrees. Respondents (teachers, students, parents and circuit managers) tended to emphasise interpersonal relationships and psychological / motivational aspects. Many had strong feelings about how others judged schools and often these factors were mentioned by the respondent with the comment that '... while many other people consider this factor important, I do not.' Two such factors, frequently mentioned, were examination results, which '... while they are important are not the most important thing' and ex-students who are accepted to study medicine which was often accompanied by comments questioning why other professions did not enjoy similar importance by 'some people'. These types of comments were used to refine the questionnaire structure. Another interesting trend cited was the way in which schools were compared to each other rather than against some theoretical yardstick.

### **4.2. Questionnaires**

#### **General**

As indicated earlier, when analysing the rating section i.e. the section when respondents are asked to rank factors as being of no, little, some, much or great importance, the factor was considered to be of great importance if fifty percent or more of the respondents rated it as being of great importance

and was considered to be of much importance if fifty percent or more of the respondents rated it as being of much or of great importance (APPENDIX F). Provision was made for comments to be added under each of the criteria which were rated. Both the rating of the criteria and the comments were used for the analysis of responses.

#### 4.2.1. Students

##### 4.2.1.1 Characteristics of student respondents.

An response rate of 93,3% (112/120) was obtained for the student respondents. Of the 112 respondents 62 (55,4%) were female. Based on the occupations of their parents and their residential areas and using the guidelines laid down by Schlemmer (1979), 85 (75,9%) were classified as middle class and 26 (23.4%) as working class . Using their results in the most recent examination (June 1996) nine (8,1%) were classified as high achievers, forty-four (39.6%) as medium achievers and forty-six (41.4%) as low achievers<sup>1</sup>. Thirteen (11,6%) did not indicate their symbol or were not classified in the last examination. The majority of the student respondents lived with both parents (84.5%). Students in leadership positions (prefects or members of the SRC) constituted 29,5% of the student respondents. Standard Nine students represented 57,1% of the respondents and standard tens 42,9%.

##### 4.2.1.2 Analysis of student responses

###### 4.2.1.2.1 The rating section

In this section students were asked to rate a number of factors as being of no(1), little (2), some(3), much (4) or great importance(5) when they judge the quality of a school. The most striking result of the analysis of the student responses was the number of factors which the student respondents considered important. Of the 86 factors in the questionnaire 73 were rated as being of much (4) or

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<sup>1</sup>High achievers obtained A or B aggregate symbols, medium achievers C or D aggregate symbols and low achievers E or lower.

of great (5) importance by fifty percent or more of the student respondents.

The data reveals a clear indication that the student respondents consider a large number of factors as playing a role in the determination of school quality. Only academic grouping had more than fifty percent (60.4%) of the respondents rating it of no (1) or little (2) importance. Comments added to the ratings indicated that a) different factors played a role at different times and b) that the factors affect each other and are difficult to separate. The factors which students rated as being most important to them were those which fifty percent or more rated as being of great importance (5). There were twenty-seven such factors. The factors were:

**Table 4.1**  
FACTORS RATED OF GREAT IMPORTANCE (5) BY 50% OR MORE OF THE STUDENT RESPONDENTS (N=112).

| <b>Factor</b>   | <b>% respondents rating factor 5</b> |
|---|--------------------------------------|
| Teacher attitude towards education  | 79.5                                 |
| Quality of teaching   | 78.6                                 |
| Teacher attitude towards students   | 76.8                                 |
| Teacher attitude towards the school                                       | 71.4                                 |
| Subject choice  | 71.2                                 |
| Teaching methods  | 71.2                                 |
| The principal   | 69.4                                 |
| Motivation given to students  | 68.8                                 |
| Student-student relationships   | 67.0                                 |
| Teacher enthusiasm  | 67.0                                 |
| Teachers  | 65.2                                 |
| Matric Pass Rate  | 65.2                                 |
| Career and vocational guidance  | 64.3                                 |
| Teachers having a basic teaching qualification                            | 63.9                                 |
| Principal's organisational and administrative skills                      | 62.7                                 |
| Student-teacher relationships   | 59.8                                 |
| Principal's interpersonal skills  | 59.5                                 |
| Availability of basic facilities  | 57.1                                 |
| Student behaviour   | 56.3                                 |
| Student involvement in decision making                                    | 55.9                                 |
| Student attitude towards education  | 55.5                                 |
| Principal's experience as principal                                       | 53.6                                 |
| Type of rules which the school has  | 53.2                                 |
| Recognition of achievement of students (academic and sporting / cultural) | 52.3                                 |

|                                      |      |
|--------------------------------------|------|
| Drop out rate                        | 51.4 |
| Teacher experience                   | 50.9 |
| Size of classes (number of students) | 50.0 |

Further examination of the factors rated as being of great importance reveals that teachers (8), school programme and its organisation (5), ethos (4) and the principal (4) constitute the large majority of the responses while results (2), facilities (2), students (2) and ex-students (0) are considered by students to be of lesser importance although they did play a role. To further underline the fact that quality is the result of many factors students ranked an average of 34 factors of being of great importance.

#### 4.2.1.2.2 Ranking section

In this section the respondents were asked to rank the five most important factors which they considered when determining the quality of a school. Of the student respondents, 40.2% indicated that they had difficulty ranking the five most important because a) many factors were important and b) because the factors were interrelated. While a number of respondents did not explicitly state that it was a combination of factors and that ranking was difficult it became clear that this was the case when the factors ranked were combinations of many factors such as

' A good school is defined by the type of students and teachers that are at the school and by their attitude towards life and education in general.'

The single most common factor was student teacher relationships which was mentioned by 52% of the student respondents. The importance of interpersonal relationships and the psychological aspects such as motivation, pride and a sense of belonging were emphasised by the reasons given as to why some of the other factors were important.



## ANALYSIS OF THE DIFFERENT CATEGORIES OF FACTORS.

### Ethos

Factors relating to the ethos/ climate/ atmosphere of the school were mentioned by 71,5% of the students when they ranked the most important factors which affected their judgment of school quality.

The factors which were rated as being of **great importance** by fifty percent or more of the student respondents were: student-teacher relationships (60%), student-student relationships (67%), student involvement in decision-making (56%), type of rules which the school has (53%) and the type of motivation which students receive (69%). All these factors affect students directly. The type of atmosphere which the students described was one based on 'co-operation', 'working together', 'unity', 'pride', 'mutual respect' and a 'sense of belonging'. Many students described as important the interaction between all the groups involved in the school and that 'good relationships make a better school'.

The factors which were rated as being of much or great importance by student respondents were: the ethos / climate / atmosphere of the school in general (79%), student-principal relationships (71%), teacher-teacher relationships (74%), teacher-principal relationships (80%), teacher-parents relationships (65%), principal-parent relationships (69%), the extent to which morals and values are taught (76%), the extent to which excellence is emphasised (58%), the extent to which growth and development is emphasised (68%), teacher involvement in decision-making (68%) and opportunities for teacher development (72%). Only the roles played by religion (34%) and tradition (39%) were rated as being of much or great important by less than fifty percent of the student respondents. Interestingly, while religion was not considered to be of great importance, the teaching of morals and values was.

The data collected indicated that ethos plays a very important role in the way in which students determine the degree of success of a school and that 'Students and teachers should feel comfortable so that they can work easier together (sic)'.

### Students

Factors relating to students were mentioned by 56,8% of the student respondents when asked to rate the factors which they considered most important when determining school success.

Student behaviour (56%) and student attitude towards education (56%) were rated as being of **great importance** by the majority of student respondents. They felt that 'it was the student who gave the school a good name i.e. promote the school, not only academically, but also in their manner and dress'. When describing the behaviour of the students most of the comments referred to discipline. While the student respondents felt that 'discipline forms the backbone of the school' and that 'discipline makes a good school', they felt that it was important that students learn to discipline themselves and that 'discipline must have a limit - students must not fear teachers and the principal'.

Of the factors relating to students, characteristics or qualities of students (71.5%), student appearance (54.5%), student attitude towards the school (77.6%) and student participation in sporting and cultural activities (76.5%) were rated as being of **much or great importance** by more than fifty percent of the student respondents. Only student excellence in cultural and sporting activities (36.6%) were rated as being of much or great importance by less than fifty percent of the student respondents. Students played an important role when students assessed school quality in that it was felt that many of the student attitudes and behaviour patterns were as a result of school factors.

### Teachers

Factors relating to teachers were mentioned by 55,9% of the student respondents when ranking the factors which they considered most important when determining school success. The qualities or characteristics of teachers were rated as being of great importance by 65.2% of the student respondents.

The attitude of teachers was considered to be of **great importance** with the attitude of the teachers towards education, the school and students being considered of great importance by 79.5%, 71.4% and 76.8% of student respondents respectively. It was felt that teachers should 'love what they do' and that 'teaching is more than just a job'. Students often used the word 'dedicated' to describe what teachers should be. While students felt it was important that teachers are able to 'teach well' or as one student put it 'a good teachers will be able to let you understand what is being taught', they also indicated that teachers should be tolerant, patient, understanding and have the ability to 'relate to students'. The role of the teacher as a motivator was emphasised.

As far as teacher qualifications are concerned students felt that basic qualifications were of great importance (63.9%) because '... obviously we need to be taught by someone with at least basic teaching skills', and the '... teachers need to know what is going on' as far as their subjects are concerned. With regards to advanced qualifications it was felt that they 'enriched the teacher' but had little effect on student and the quality of the classroom interaction (13.5% rated them as being of great importance).

Other factors relating to teachers which more than fifty percent of student respondents considered to be of **great importance** were teacher enthusiasm (67%) and quality of teaching (78.6%).

Of the factors relating to teachers the following were rated as being of much or great importance by

more than fifty percent of the student respondents: qualities or characteristics of teachers in general (92%), basic teacher education (92.6%), teacher experience (70.9%), teacher attitude towards parents (77.4%) and teacher involvement in sports and cultural activities (59.8%). Only teacher appearance (38.4%) and advanced teacher training (46.8%) were not rated as being of much or great importance by the majority of student respondents.

The data collected indicates that students consider teachers to be an important factor when they judge the degree of success of a school and that teachers have a profound effect on students especially in the emotional and psychological domains. The extent to which teachers 'care' was considered to be of the utmost importance.

### Facilities

Facilities were mentioned by 31,1% of the student respondents when asked to rank the most important factors determining the quality or success of a school.

Student respondents rated basic facilities (57,1%) and class size (50%) as being of **great importance**. They felt that facilities were not important in themselves but were important because 'facilities provide a suitable environment, which will stimulate the learning process' thus implying that the effective use of the facilities were the key.

Of the factors relating to facilities the following were rated as being of **much or great importance** by fifty percent or more of the student respondents: facilities in general (64.3%), the condition of the facilities (77.4%), external appearance of the school (50%), basic sports facilities (61.7%) and advanced facilities (55.4%). Many of the respondents mentioned the effects of a lack of facilities rather than the positive effects of the availability of facilities. While this seems to indicate that

advanced facilities would be of lesser importance, advanced facilities were rated as being of much or great importance by 55.4% of the student respondents. However, much of the importance attached to 'advanced facilities' related to the importance of computers. The student respondents felt that 'Computers skills are a must in today's world.' and that 'all students must be computer literate'. None of the comments referred to any other type of 'advanced facility'.

Only advanced sports facilities (25.9%) were rated as being of much or great importance by less than fifty percent of the student respondents with students feeling that 'we are doing fine without them'.

While facilities were seen, by the student respondents, as providing the infra-structure necessary to teaching to take place they were not considered important in themselves.

#### Academic results.

Academic results played an important role for 30,3% of the student respondents when ranking the most important factors.

Academic results did play a role in judging school quality because students saw them as a measure of the interaction between students and teachers. While some students felt that '... exams aren't a true reflection of a student's true capability...' and that 'I don't think it is a true reflection of what we are truly capable of', others felt that it 'reflects not only the student's ability but the teacher's...' and that '...it reflects that teaching is taking place at the school!'. The two factors relating to academic results which more than fifty percent of the student respondents considered to be of **great importance** were matric pass rate (65.2%) and drop out rate (51.4%). Interestingly both of these are aggregate measures of the school rather than individual measures such as the number of 'A' aggregates which students felt were 'due to the students' ability' rather than the school.

The following factors relating to academic results were all rated as being of much or great importance by more than fifty percent of the student respondents: academic results in general (81.3%), matric pass rate (84.8%), matric exemptions (56.2%), matric average marks (66.4%), standard six to nine pass rate (61.7%) and the drop out rate (66.7%). This indicates that, while academic results were not seen by the student respondents as the most important determinants of school quality, they did play a role.

### School programme and its organisation

Factors relating to the school programme and its organisation were mentioned by 21,1% of the student respondents when ranking the most important factors they considered when determining the degree of school success. The school programme and its organisation was considered to be of great importance by 46,4% of the student respondents.

The factors which students rated as being of great importance were subject choice (71,2%), teaching methods (71,2%), career guidance (64,3%) and recognition of achievement (52,3%). Subject choice was considered important both as preparation for further studies and also as recognition of the student as an individual i.e. that 'students have different interests'.

The following factors, relating to the school programme and its organisation, were rated as being of much or great importance by fifty percent or more of the student respondents: the school programme and its organisation in general (79.1%), communication with parents (72.9%), parental involvement (59.4%), frequency of evaluation and testing (63%), needs of average achievers are met (63.6%), needs of low achievers are met (72.5%), students are given challenging work in the classroom (63.6%) and efficient use of time (80.1%). Students felt very strongly that academic grouping should not occur as it 'affects people's self-esteem' and that 'students do learn from one another'.

Thus while the school programme and its organisation were clearly not amongst the most important factors when students judged school quality, these factors do play a role in that judgement. This is especially true of subject choice, career guidance and the recognition of achievement.

### The principal

The principal was considered to be of great importance by 68,8% of the student respondents although factors relating to the principal were only mentioned by 11,9% of the student respondents when ranking the most important factors.

Many of the student respondents saw the principal as an example or role model and an embodiment of the values which the school promotes. Both the interpersonal skills (59,5%) - 'He must be able to relate to students' and 'he must be approachable' - and organisational ability (62.7%) of the principal - 'he is in charge and the school and must know what is happening in the school' - were considered of great importance by more than fifty percent of the student respondents.

All the factors relating to the principal were rated as bring of much or **great importance** by fifty percent or more of the student respondents. These factors were: qualities or characteristics of the principal (89.2%), educational qualifications of the principal (81.8%), the appearance of the principal (61.9%), the experience of the principal as a teacher (83.7%), the experience of the principal as a principal (80%) and the principal's community involvement (68%.4). Once again, although factors relating to the principal did not feature in many students' selection of the most important factors, it is apparent that these factors do play a role in the way in which students determine school quality or success. The main influence ascribed by students to the principal seemed to be the effect of the principal on the overall ethos of the school.

### Ex-students

The student respondents considered the factors relating to ex-students as being of lesser importance when determining the degree of success of a school. Factors relating to ex-students were only mentioned by 5,5% of the student respondents when ranking the most important factors. Only 17,1% of the student respondents considered characteristics and qualities of ex-students to be of great importance.

The student respondents felt that while 'school has a tremendous effect on what we become' and that 'high school makes you what you are', what happened to ex-students once they had left the school was largely up to them and that it was 'their life' and that in general achievements of ex-students were not the most important determinants of school quality. This was confirmed by the fact the none of the factors which related to ex-students were among those rated as being of **great importance** by fifty percent or more of the student respondents.

However, the following factors were rated as being of much or great importance by fifty percent or more of the student respondents: ex-students in general (51.3%), type of jobs ex-students get (50.9%), ex-students accepted for further studies (65.4%), ex-students accepted at universities (59.8%), ex-students who complete their professional qualifications (60.3%), the quality of citizens which ex-students become (51.8%) and the attitude of ex-students towards the school (53.6%). Only the number of ex-students accepted to study medicine (29.5%) was rated by less than fifty percent of the student respondents as being of much or of great importance. While this measure was traditionally used within the school which was studied to determine school success, possibly because of the stringent entrance requirements, students questioned as to 'why only this' and 'what about other professions'.



Thus, while factors relating to ex-students do play a role when students determine the degree of success of a school, the role is a relatively minor one.

### Differences between student groups

The student respondents showed a high degree of homogeneity. Of the 602<sup>2</sup> comparisons between groups only 20 (3,3%) showed significant differences at the .05 level (this is the minimum level at which one can be sure that the differences identified exist in the population and are not caused by the sampling techniques). See APPENDIX G for the differences.

### Summary of student responses.

While factors relating to ethos, students and teachers were mentioned most frequently as the most important factors, the data indicates that the vast majority of the factors, identified in the study, play a role when students determine the success or quality of a school. The fact that 73 of the 86 factors were rated as being of much or great importance and that students rated an average of 34 factors as being of great importance is a clear indication of this. Furthermore their comments indicate that they see interactions between the factors which makes consideration of the factors in isolation difficult.

Of the twenty-seven factors which they considered to be most important, most were related to people and their attitudes and interactions with each other. In this regard the relationship between students and their teachers appears to be central to their determination of school quality. Students were clearly greatly influenced by their teachers.

The quality of the teachers attitude towards both the job and the students were vital to the students assessment of school quality. The extent to which teachers were prepared to 'get involved' with

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<sup>2</sup>86 factors compared in 7 different ways i.e. gender, socio-economic status, family structure, intention to study further, leadership position, standard and examination result in the last examination.

students 'as individuals' was seen by students as the key to school success. Similarly student willingness to participate and to involve themselves in lessons and the school in general were also considered vital. The student respondents, however, felt that this was largely dependent on the ethos of the school, especially the attitude of teachers towards them.

Students were greatly influenced by the ethos of the school. They needed to feel 'safe', 'comfortable', 'valued as individuals' and a sense of belonging. This greatly influenced how they perceived the actions of teachers and the principal.

As expected students rated factors which affect them directly as being important but perhaps even more revealing was the fact that they also rated factors which did not affect them directly as being of importance e.g. teacher-teacher relationships and teacher involvement in decision-making. The other factors such as facilities, the principal and the school programme and its organisation were considered to be important in that they impacted upon the interaction between students and teachers.

The role played by academic results was that they were important in that they measured an important aspect of schooling. However, other aspects were considered as important, or in some cases more important than academic results. Thus academic results were not listed amongst the most important factors. Similarly factors relating to ex-students were considered to be of lesser importance.

Perhaps the most telling comment which reveals the psychological and motivation aspects of school quality from the student perspective is the following:

'Quality does not necessarily mean the best, quality comes about how you feel about your school.'

## 4.2.2. Teachers

### 4.2.2.1 Characteristics of the Teacher Respondents

The questionnaire was administered to forty-one teachers i.e. the full staff compliment. There was a response rate of 80,4% (33 out of 41) by the teacher respondents. Fifteen (45,5%) of the respondents were female and eighteen (54,5%) male. The experience of the teachers ranged from those in their first year of teaching to teachers having 29 years experience. Of the respondents, six (18,2%) had less than five years teaching experience, fourteen (42,4%) had between five and ten years teaching experience and thirteen (39,4%) had more than ten years teaching experience. Six (18,2%) of the respondents occupied management positions i.e. promotion posts (head of department, deputy principal, principal). Nineteen (57,6%) of the respondents had children. All the teacher respondents had at least a basic teaching qualification of three years post- matric study and ten (30,3%) had advanced qualifications i.e. B.Ed, Honours or Masters degrees. Ten (30,3%) of the teacher respondents were ex-students of the school. Teachers had mainly obtained their teaching qualifications at the University of the Western Cape (13) and the University of Cape Town (12).

### 4.2.2.2 Analysis of teacher responses.

#### 4.2.2.2.1 Rating section

Of the 86 factors in the questionnaire 75 were rated as of much (4) or of great (5) importance by fifty percent or more of the teacher respondents. Thirty-four of the factors were rated of great importance (5) by fifty percent or more of the teacher respondents.

**Table 4.2**

**FACTORS RATED OF GREAT IMPORTANCE (5) BY 50% OR MORE OF THE TEACHER RESPONDENTS (N=33).**

| <b>Factor</b>                      | <b>% respondents rating factor 5</b> |
|------------------------------------|--------------------------------------|
| Principals interpersonal skills    | 87.9                                 |
| Teacher attitude towards education | 78.8                                 |
| Teacher attitude towards students  | 78.8                                 |

|   |      |
|---|------|
| Quality of teaching   | 78.8 |
| School programme and its organisation                                     | 72.7 |
| Principal's organisational and administrative skills                      | 72.7 |
| Efficient use of time   | 71.9 |
| Teacher enthusiasm  | 69.7 |
| Student attitude towards education  | 69.7 |
| Ethos/ climate/ atmosphere of school                                      | 69.7 |
| Motivation given to students  | 69.7 |
| Teacher attitude towards the school                                       | 66.7 |
| Student-teacher relationships   | 66.7 |
| Extent to which morals and ethics are taught                              | 63.6 |
| Opportunities for teacher development                                     | 63.6 |
| Availability of basic facilities  | 63.6 |
| Teachers  | 63.6 |
| Size of classes (number of students)                                      | 60.6 |
| Teachers having a basic teaching qualification                            | 60.6 |
| The extent to which growth is emphasised                                  | 57.6 |
| Drop out rate   | 57.6 |
| Recognition of achievement of students (academic and sporting / cultural) | 56.3 |
| The needs of average achieving students are met                           | 56.3 |
| Students given challenging work in class                                  | 56.3 |
| Career and vocational guidance  | 56.3 |
| The Principal   | 54.5 |
| Student attitude towards the school                                       | 54.5 |
| Teacher involvement in decision making                                    | 54.5 |
| Teacher-principal relationships   | 54.5 |
| Principal's community involvement   | 51.5 |
| Quality of citizens which ex-students become                              | 51.5 |
| Student behaviour   | 51.5 |
| Student-student relationships   | 51.5 |
| Parental involvement  | 50.0 |

An average of 35 factors were rated 5 (of great importance) by the teacher respondents. While the majority of the most important factors related to ethos (9), teachers (7) and the school programme and its organisation (7), the other groups of factors were also represented i.e. the principal (4), students (3), facilities (2), ex-students (1) and academic results (1). As in the case of the student respondents this indicates that a wide variety of factors play a role when teachers assess the quality of a school. This further supported the view, which originated from the literature review and which is outlined in Chapter 2, that the interactional and contingency nature of school success precludes its definition or assessment in terms of criteria which do not take the interrelationships between the

factors into account.

#### 4.2.2.2.2 Ranking section

Of the teacher respondents, 66.7% indicated that the factors influenced each other or that quality was the result of the interaction of many factors. A number of teacher respondents commented on the difficulty of ranking the factors. Typical comments were 'Although the above are ranked, I feel that they all should be taken seriously when considering the success / quality of a school.' and 'All factors which will empower and instill a sense of worth and not detract from it would be ranked as important'.

### ANALYSIS OF THE DIFFERENT CATEGORIES OF FACTORS.

#### Teachers

As indicated this group of factors was most commonly mentioned (71.5%) by teacher respondents when asked to rank the factors they considered most important when determining the degree of school success. The type of teacher often described as contributing to the success of a school was one who was

'..dedicated to the education of the pupils, looks at teaching as a vocation and not just as another job.'

Of the factors relating to teachers, teacher respondents rated quality of teaching (78.8%), teacher attitude towards education (78.8%), teacher attitude towards students (78.8%), teacher enthusiasm (69.7%), teacher attitude towards the school (66.7%), qualities or characteristics of teachers (63.6%), basic teacher training (60.6%) , teacher involvement in decision making (54.5%) as being of **great importance**. With regard to the quality of teaching, the teacher respondents felt that it required 'commitment' from the teachers and that 'education reaches beyond the boundaries of their subject.'

All of the factors relating to teachers were rated as being of **much or great importance** by more than fifty percent of the teacher respondents i.e. qualities of teachers (93.9%), basic teacher training (87.9%), advanced teacher training (71.9%), teacher experience (63.7%), teacher attitude towards the school (94%), teacher attitude towards education (97%), teacher attitude towards students (97%), teacher attitude towards parents (72.7%), teacher appearance (54.6%), teacher enthusiasm (93.9%), teacher involvement in sporting and cultural activities (81.8%) and quality of teaching (97%). The teacher respondents place a great emphasis on the role played by teachers in the determination of the quality of a school. This view is summarised by one of the teacher respondents who had the following to say:

'Teachers and their motivation determines the quality of a school.'

The data indicates that the teacher respondents do not only consider the technical (subject) knowledge which teachers possess as important but also the human relations and motivational skills which the teachers apply in their interactions with students. The way in which teachers themselves are motivated, by the other role players and their physical environment, also plays an important role.

### Ethos

The ethos of the school was mentioned by 64.2% of the teacher respondents when asked to rank the most important factors affecting their judgement of school success. The ethos of the school (in general) was rated as being of great importance by 69.7% of the teacher respondents.

The factors relating to ethos, which teacher respondents rated as being of **great importance** were: type of motivation given to students (69.7%), student-teacher relationships (66.7%), teaching of morals and values (63.6%), opportunities for teacher development (63.6%), the extent to which growth is emphasised (57.6%), teacher involvement in decision-making (54.5%), principal-teacher

relationships (54.5%) and student-student relationships (51.5%). Interestingly teacher respondents considered their relationships with students and with the principal as being of more importance than relationships with their peers.

Only the roles played by tradition (30.4%) and religion (24.2%) were rated as being of much or of great importance by **less than fifty percent** of the teacher respondents (APPENDIX F).

The ethos of the school seemed to affect teachers in two important ways. Firstly, it affected the interaction with students in that ethos affects student attitude and motivation and how students reacted to teachers. Secondly, the ethos of the school has a profound effect on the quality of work life of teachers and thus affected their motivation and attitude and interactions with students.

### Students

Factors relating to students appeared in 64.2% of the answers of teacher respondents when asked to rank the most important factors which determined their assessment of school quality. The qualities or characteristics of students were considered to be of much or of great importance by 87.9% of the teacher respondents. They identified the following characteristics of students at successful schools:

'balanced students with a sense of worth';

'well rounded people equipped to deal with the outside world';

'self-reliant students who learn how to think, not what to think ' and

'students who fulfil their potential'

The overall development of students was thus considered by teachers to be of vital importance, in fact that 'students develop to their full potential in academic, cultural, sporting and social spheres'.

The aspects of students which teacher respondents considered of **great importance** were student attitude towards education (69.7%), student behaviour (51.5%) and student attitude towards the school (54.5%).

With regard to student attitude towards education, teachers felt that they should have 'an enthusiasm for and love of learning'. They also felt that student behaviour should be characterised by 'students exercising self-discipline and responsibility'. Teachers felt that students should be 'proud of their school'.

Only student excellence in sports and cultural activities was rated as being of much or of great importance by less than fifty percent (42.4%) of the teacher respondents. The factors which were rated as being of **much or great** importance by fifty percent or more of the teacher respondents were: student appearance (63.7%) and student participation in sporting and cultural activities (66.7%).

### Facilities

Facilities were included by 60.7% of the teacher respondents when asked to rank the most important factors which affected their determination of the degree of school success. They felt that 'the physical environment promotes a culture of and motivation for learning' and that 'decent facilities will allow teaching to take place'. The teacher respondents referred not only to the direct effect of facilities on the teaching process but also of the motivation effects of 'decent' facilities on both the students and themselves. They also felt that without effective use of the facilities by teachers that facilities 'are of little use'.

Teacher respondents rated the availability of basic facilities (63.6%) and class size (60.6%) as



being of **great importance**.

The following factors relating to facilities were rated as being of **much or of great importance** by the majority of the teacher respondents: facilities in general (54.6%), condition of facilities (81.9%), external appearance of the school (57.6%) and basic sports facilities (57.5%). Only advanced sports facilities (28.2%) were rated as being of much or of great importance by less than fifty percent of the teacher respondents.

Facilities thus played a role in facilitation of the processes of teaching and the motivation in the participants in that interaction. It was, however, felt that while a severe shortage of facilities would make teaching difficult, a committed and creative teacher could overcome shortages in facilities.

#### School programme and its organisation

The school programme and its organisation were mentioned by 32.1% of teacher respondents when they ranked the most important factors which affected their judgement of school success. The school programme and its organisation was, however, rated as being of great importance by 72.7% of the teacher respondents.

The factors which were rated as being of **great importance** by the majority of teacher respondents were: the efficient use of time (79.1%), recognition of achievement in academic and sporting/cultural fields (56.3%), student set challenging work in class (56.3%), career and vocational guidance (56.3%), needs of average students being met (56.3%) and parental involvement (50%).

All the factors, except academic grouping (34.4%), relating to the school programme and its

organisation were rated as being of **much or of great importance** by teacher respondents (see **APPENDIX F**). Thus, while factors relating to the school programme and its organisation were not amongst the most important they did play a role in the determination of school quality by teacher respondents.

### The principal

Factors relating to the principal were included by 25% of the teacher respondents in the most important factors which affected their judgement of school success. The characteristics or qualities were rated as being of great importance by 54.5% of the teacher respondents. However, the factor which was rated as being of great importance by the largest percentage (87.9%) of the teacher respondents was the interpersonal skills of the principal.

They felt that the principal 'sets the tone for the school' and that his leadership qualities are of 'vital importance'. The leadership function related to both 'task fulfilment' and 'human relationships'.

The factors, relating to the principal, which teacher respondents rated as being of **great importance** were: the principal's interpersonal skills (87.9%), the principal's organisational and administrative ability (72.7%) and the principal's community involvement (51.5%).

All of the factors relating to the principal were rated being of **much or great importance** by more than fifty percent of the teacher respondents. The ratings were qualities or characteristics (90.9%), principal's educational qualifications (57.6%), principal's appearance (75.7%), principal's experience as a teacher (81.8%), principal's experience as principal (72.8%) and his community involvement (81.8%).

Teacher respondents felt that the principal played a vital role in creating a quality school by his ability to organise the activities at the school and his effect on the atmosphere of the school resulting from his interpersonal skills. These functions had a profound effect on both students and teachers.

### Academic results

Academic results were mentioned by 21.4% of the teacher respondents when asked to rank the most important factors which affected their judgement of school success. Academic results were not considered to be of vital importance by the teacher respondents because examinations 'do not always test higher order thinking and creativity'.

Only the drop out rate (57.6%) was rated as being of **great importance** by more than fifty percent of the teacher respondents. The factors which were rated as being of **much or of great importance** by the majority of the teacher respondents were: examination results in general (72.7%), matric pass rate (72.8%), matric average marks (72.7%), standard six to nine average marks (66.7%), drop out rate (78.8%). The number of matric exemptions (39.4%) and number of matric 'A' aggregates (33.4%) were rated by less than fifty percent of the teacher respondents as being of much or great importance.

As in the case of the student respondents these factors were perceived to be measures of individual achievement rather than achievements of the whole school and were thus of lesser importance.

### Ex-students

Factors relating to the former students of the school were ranked by 21.4% of the teacher respondents as being among the most important when judging the success of a school.

The only factor, relating to ex-students, which was rated as being of **great importance** by the majority of the teacher respondents was the quality of citizens which they become (51.5%). The factors rated by more than fifty percent of the student respondents as being of **much or of great importance** were: characteristics of ex-students in general (57.6%), jobs which ex-students get (54.5%), students accepted for further study (69.7%), ex-students who complete their professional qualifications (66.7%) and the attitude of ex-students towards the school (72.7). Incomes of ex-students (21.3%), ex-students accepted at university (48.5%), ex-students accepted to study medicine (15.2%), and ex-students who become prominent members of the community (25%) were rated as being of much or of great importance by **less than fifty percent** of the teacher respondents. While the teacher respondents felt that the school did play an important role in what ex-students did, they also felt that there were many other influences beyond the control of the school and thus ex-students played a less important role when the quality of a school is determined.

### Differences between teacher groups

Teacher respondents were to a large degree homogeneous. Of the 774<sup>3</sup> possible cases differences only occurred in 21 (2.7%) of the cases (see APPENDIX H). The majority (11) of these differences were between different amounts of teaching experience (6) and differences in institution where teachers obtained their teaching qualification (5). This was a comparison between those who had studied at UCT and UWC as this represented the majority (25 out of 33) of the teacher respondents.

### Summary of teacher responses

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<sup>3</sup>96 factors compared in 9 ways i.e. gender, teaching experience, subjects taught, standards taught (juniors /senior), post level, whether the teacher was also a parent, academic qualifications (basic /advanced), whether the teacher was and ex-student and the institution at which the teacher had obtained their teaching qualification.

While the teacher respondents mentioned teachers, ethos, facilities and students most frequently when ranking the most important factors which affected their judgement of school quality, an analysis of the factors which they rated as being of great or of much importance indicates that they consider a wide variety of factors when they assess the degree of success of a school. This is supported by the fact that 75 of the 86 factors were rated as being of much or of great importance by fifty percent or more of the teacher respondents. Teachers rated an average of 35 factors as being of great importance. None of the factors had a median of less than three (of some importance).

Their comments, both in the rating and ranking sections, indicate that the teacher respondents consider the factors to be interrelated and that a shortcoming in one factor can often be compensated for in another factor. They consider factors such as school organisation, the principal and facilities as playing an important role in that they affect, both directly and indirectly (by affecting the levels of motivation of teachers and students), the teachers interaction with the pupils including the actual processes of teaching. This interaction between students and teachers was seen as being central to the concept of school success.

The role played by the principal was deemed to be a very important one. The interpersonal skills of the principal was rated as being of great importance by the highest percentage (87.9%) of teacher respondents. His interpersonal skills were seen to affect both the ethos of the school in general and very importantly, from a teacher perspective, the quality of the teachers work life and thus their levels of motivation.

The teacher respondents seemed to have a similar attitude towards academic results and qualities of ex-students, which can be considered to be output factors. They felt that while low levels of

academic achievement and achievement by ex-students indicated a lack of quality, they did not feel that higher levels were necessarily indicators of quality.

### 4.2.3. Parents

#### 4.2.3.1 Characteristics of the parent respondents.

There was a response rate of 74,1% (89 out of 120). 54,5% of the parent respondents were female. 14,6% of the parent respondents had children at the school who were high achievers, 39% had children at the school who were medium achievers, 35,4% had children at the school who were low achievers and 11% did not indicate the aggregate symbol obtained by their child in the June 1996 examination.

16,5% of the parents were ex-students of the school, while 77,5% of the parent respondents were classified as Middle Class (using Schlemmer's (1979) guidelines). An extremely small percentage (3,4%) were involved in the PTSA or governing body of the school.

#### 4.2.3.2 Analysis of parent responses

##### 4.2.3.2.1 Rating section

Of the 86 factors in this section 81 were rated as being of much or of great importance by the parent respondents. Forty-eight factors were rated as being of great importance by fifty percent or more of the parent respondents.

**Table 4.3**  
FACTORS RATED AS BEING OF GREAT IMPORTANCE BY MORE THAN FIFTY PERCENT OF THE PARENT RESPONDENTS (N=89).

| Factor  | % of respondents rating factor as 5 |
|---|-------------------------------------|
| Quality of teaching                           | 92.1                                |
| Teacher attitude towards students             | 88.8                                |
| Teacher attitude towards education            | 88.8                                |
| Qualities or characteristics of the principal | 84.1                                |

|  |      |
|--|------|
| Teacher attitude towards the school                  | 80.9 |
| Qualities or characteristics of the teachers         | 77.5 |
| Basic facilities                                     | 77.3 |
| Student behaviour                                    | 76.4 |
| Student attitude towards education                   | 75.3 |
| Type of motivation given to students                 | 75.0 |
| Teaching methods                                     | 74.2 |
| Teacher enthusiasm                                   | 71.9 |
| Principals interpersonal skills                      | 71.9 |
| Subject choice                                       | 71.9 |
| Matric pass rate                                     | 70.8 |
| Student-teacher relationships                        | 69.3 |
| Teaching of morals and values                        | 69.3 |
| Career guidance                                      | 67.4 |
| Examination results in general                       | 67.4 |
| Efficient use of time                                | 67.4 |
| Drop out rate  | 66.7 |
| Principal's experience as a teacher                  | 66.3 |
| Student attitude towards the school                  | 65.2 |
| Communication with parents                           | 65.2 |
| Principal's organisational and administrative skills | 65.2 |
| Type of rules which the school has                   | 65.2 |
| Basic teacher training                               | 64.4 |
| Teacher experience                                   | 62.5 |
| Teacher-principal relationships                      | 61.4 |
| Appearance of the principal                          | 58.4 |
| Facilities (in general)                              | 58.4 |
| Advanced facilities                                  | 58.4 |
| Educational qualifications of the principal          | 57.3 |
| Extent to which growth is emphasised                 | 57.3 |
| Needs of low achievers are satisfied                 | 57.3 |
| Student-student relationships                        | 56.8 |
| School programme and its organisation                | 56.3 |
| Size of classes                                      | 55.1 |
| Frequency of testing and evaluation                  | 55.1 |
| Principal's experience as principal                  | 55.1 |
| Extent to which excellence is emphasised             | 54.5 |
| Student-principal relationships                      | 54.5 |
| Condition of facilities                              | 53.9 |
| Opportunities for teacher development                | 53.4 |
| Teacher-teacher relationships                        | 53.4 |
| Qualities or characteristics of students             | 51.7 |
| Teacher attitude towards parents                     | 51.1 |
| Std six to nine pass rate                            | 50.6 |

The parent respondents rated an average of 43 factors as being of great importance. The spread of factors amongst the different categories also indicates that parent respondents considered a

wide variety of factors important when determining the degree of success of a school. The following spread was identified: factors relating to ethos (11), teachers (9), school programme and its organisation (8), the principal (7), facilities (5), academic results (4) and students (4). None of the factors, rated by parent respondents as being of great importance, related to ex-students.

#### 4.2.3.2.2 Ranking section

Of the parent respondents 38.2% indicated that the factors influenced each other or that quality was the result of the interaction of many factors. A typical response included aspects from many of the groups e.g.

'The academic achievements or improvements of all students, from the best to the weakest and the interaction between teacher, principal and student who takes pride in all activities.'

Thus a wide range of factors affect the parents' judgement of school quality.

### ANALYSIS OF THE DIFFERENT CATEGORIES OF FACTORS.

#### Teachers

As indicated 62.7% of the parent respondents mentioned factors relating to teachers when asked to rank the factors they considered most important when assessing the degree of success of a school. This does not, however, indicate the full importance which parents attached to teachers as the quality of teaching was rated as being of great importance by (92,1%) of the parent respondents and as being of great or much importance by all of the parent respondents. Qualities or characteristics of teachers were rated as being of great importance by 77.5% of the parent respondents.



Other factors which were rated as being of **great importance** by the majority of parent respondents were: basic teacher training (64.4%), teacher experience (62.5%), teacher attitude towards the school (80.9%), teacher attitude towards education (88.8%), teacher attitude towards students (88.8%), teacher attitude towards parents (51.1%) and teacher enthusiasm (71.9%). The terms which parent respondents used most commonly to describe teachers at a successful school was that they are 'dedicated', 'interested' and 'concerned'.

All of the factors related to teachers were rated as being of much or great importance by more than fifty percent of the parent respondents. Teacher attitude towards education was rated as being of great or much importance by all the parent respondents ( APPENDIX F).

Parents see teachers as playing an important part in the determination of school quality.

### Students

Factors relating to students were mentioned by 58.2% of the parent respondents when ranking the most important factor which affected their judgement of the degree of school success.

The qualities or characteristics of students (51.7%), student behaviour (76.4%), student attitude towards the school (65.2%) and student attitude towards education (75.3%) were rated as being of **great importance** by more than fifty percent of the parent respondents. The students at a successful school were described as possessing 'life skills' to deal with the 'adult world'. In this way it was felt that students would be 'responsible and successful'.

All the factors relating to students were rated as being of **much or of great importance** by the majority of the parent respondents (see APPENDIX F). Parents saw a successful school as

producing students who were ready to take their place in the outside world.

### Ethos

Ethos and factors relating to the ethos / climate / atmosphere of the school were included by 52.2% of the parents when asked to rank the factors they considered most important when determining the quality of a school.

A large variety of factors were rated as being of **great importance**. The relationships between all the different stakeholder groups within the school were considered to be of great importance namely student-teacher (69.3%), student-student (56.8%), student-principal (54.5%), teacher-teacher (53.4%), teacher-principal (61.4%). Parents considered their relationships with these groups to be of lesser importance. Other factors which they considered to be of great importance were teaching of morals and values (69.3%), emphasis on excellence (54.5%), emphasis on growth (57.3%), opportunities for teacher development (53.4%), type of rules which the school has (65.2%) and the type of motivation which students receive (75%). Parents described the type of atmosphere which exists in a good school as being 'pleasant and challenging' although it should also be based on 'respect' and 'discipline'.

Only the role played by tradition (38.6%) was rated as being of much or great importance by **less than fifty percent** of the parent respondents.

According to the data the happiness of their children was of paramount importance to parents, in this regard the ethos of the school played a vital role.

### Academic results

Academic results were mentioned by 49.3% of the parent respondents when they ranked the most important factors which affected their assessment of school success.

The factors which were rated as being of **great importance** by fifty percent or more of the parent respondents were: academic results in general (67.4%), matric pass rate (70.8%), standard six to nine pass rate (50.6%) and the drop out rate (66.7%).

All the factors relating to academic results were rated as being of **much or great importance** by more than fifty percent of the parent respondents. The matric pass was rated as being of great or of much importance by all the parent respondents.

The data indicates that academic results play an important role when parents assess the degree of school success.

### School programme and its organisation

Factors relating to the school programme and its organisation were mentioned by 29.9% of the parent respondents when they ranked the most important factors affecting their judgement of school quality. A higher percentage (56.3%), however, considered the factors relating to the school programme and its organisation as being of great importance.

The factors which the majority of the parents felt were of **great importance** were: teaching methods (74.2%), career and vocational guidance (67.4%), communication with parents (65.2%), subject choice (71.6%), frequency of evaluation and testing (55.1%), the needs of low achievers

being met (57.3%) and the efficient use of time (67.4%).

Other factors also played a role as was indicated by the factors, relating to the school programme and its organisation, which were rated as being of **much or of great importance** by fifty percent or more of the parent respondents. These included all the factors except academic grouping which only 35.6% rated as being of much or of great importance (see APPENDIX F).

School organisation factors were thus used, to a certain extent, by parents to assess school success.

### Facilities

Facilities were mentioned by 34.3% of the parent respondents when listing the factors which they considered most important when they judged the degree of success of a school. Facilities in general were considered to be of great importance by 58.4% of the parents and of much or great importance by 91% of the parents.

The factors relating to facilities which parents considered to be of **great importance** were basic facilities (77.3%), the condition of facilities (53.9%), size of classes (55.1%) and the availability of advanced facilities (58.4%).

All the factors relating to facilities were considered to be of **much or of great importance** except the availability of advanced sports facilities (41.6%) (see APPENDIX F).

While the role played by facilities in the determination of school success was not as important as some of the other factors, facilities did play a role in the assessment of school success by parents.

### The principal

While factors relating to the principal were only mentioned by 19.4% of the parent respondents when ranking the most important factors, the qualities or characteristics of the principal were rated as being of great importance by 84.1% of the parent respondents.

All the factors relating to the principal except the principals community involvement (31.5%) were rated as being of **great importance** by the parent respondents. The principals community involvement was, however, rated as being of much or of great importance by 73.1% of the parent respondents. Thus all the factors relating to the principal were rated as being of **much or great importance**.

The data indicates that parents placed great emphasis on the leadership role played by the principal with special attention paid to his interpersonal skills.

### Ex-students

Factors relating to ex-students were considered to be of lesser importance than other factors when determining the degree of success of the school. These factors were only mentioned by 7,4% of the parents respondents when ranking the most important factors and only 27% rated the qualities of ex-students as being of great importance.

None of the factors relating to ex-students were rated as being of **great importance** by more than fifty percent of the parent respondents. The fact that these factors did, however, play a role was indicated by the fact that the type of jobs which ex-students get (58.5%), the number of students accepted for further studies (77.5%), the number of students accepted to study at a university (68.2%), the number of ex-students who complete their professional qualifications (72.4%), the

number of past students who become prominent members of the community (51.7%), the quality of citizens which ex-students become and the attitude of ex-students towards the school (71.5%) were rated as being of **much or of great importance** by the majority of the parent respondents.

Ex-students were seen as playing a lesser role in the determination of school quality by parents.

### Differences between parent groups

Parent respondents only showed limited difference between groups. Fourteen significant differences (at the .05 level) out of a possible 430<sup>4</sup> (see APPENDIX I). Most of these differences occurred between parents who were ex-students and those who were not (4), between the genders (6) and between the results obtained by their children (4).

### Summary of parent responses

The parent respondents appeared to be less focused than either the teacher or student respondents as they generally rated factors as being more important than the other groups. They rated 43 of the 86 factors as being of great importance and 81 of the 86 factors as being of much or of great importance. Thus parents used a large variety of factors to determine school success.

The parents, more so than other groups, tended to refer to the situation which existed at 'white' schools. Similarly they tended to place greater importance on academic results and facilities than the other groups did. However, they also identified the student-teacher interaction as being central and considered the factors which affected that interaction as being important. While the factors that involved the parents were, as expected, rated as being important, they were not considered as important as the factors affecting student-teacher interactions. The parents thus placed great

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<sup>4</sup>86 factors compared with relation to parents who were ex-students, parents who served on the PTSA, gender, socio-economic status and examination results of their child in the last exam.

emphasis on the roles played by teachers, students and ethos, which they considered to be the factors directly affecting the student-teacher interactions. Their concern was for their children to be happy at school and thus ethos and teachers attitude towards students were very important to them. The happiness of students, it was felt, was indicated by student attitude towards the school, as well as, student behaviour.

Factors such as school programme and its organisation, facilities and the principal were considered important in that they affected the student-teacher interaction.

Their greater concern with academic results seemed to result from their desire that their children would be able to 'get on in life' and to have opportunities which perhaps were not available to their parents. Ex-students were not considered very important.

#### 4.2.4. Circuit Managers

##### 4.2.4.1 General

A response rate of 57.1% was obtained. Four out of seven circuit managers completed and returned the questionnaires after a follow-up letter was sent to them with another copy of the questionnaire.

##### 4.2.4.2 Analysis of circuit manager responses

###### 4.2.4.2.1 Rating section

Due to the small number of circuit managers involved, the responses of the circuit managers were analysed in a different way. Rather than focusing mainly on statistical analysis, greater use was made of the comments provided by the circuit managers when they rated the various criteria. As

the circuit managers added comments to most of the criteria this proved to be a most worthwhile exercise. Of the 86 factors in the questionnaire 74 were rated as being of much or of great importance by the circuit managers and 52 factors were rated as being of great importance by fifty percent or more of the circuit managers.

An examination of the factors which the circuit managers considered to be of great importance reveals that while the majority of the factors relate to ethos (13), school programme and organisation (13) and teachers (10), the other factors also play a role i.e. the principal (7), students (5), ex-students (2), facilities (1) and academic results (1). Thus as in the case of the other stakeholder groups circuit managers consider a wide variety of factors when determining the degree of success of a school. This is further supported by the fact that circuit managers rated an average of 44 factors as being of great importance.

#### 4.2.4.2.2 Ranking section

The ranking section further supported the idea of many, interrelated factors determining success. None of the circuit managers included factors relating to academic results, facilities or ex-students when naming the factors they considered most important when determining school quality.

### ANALYSIS OF THE DIFFERENT CATEGORIES OF FACTORS

#### Ethos

The ethos of the school was referred to by all the circuit managers when they ranked the most important factors which affected the judgement of school quality. The ethos of the school was also considered to be of great importance to all the circuit managers. The factors in this section showed the highest degree of agreement between the circuit managers.



All the relationships i.e. between students, teachers, parents and the principal, were considered to be of much importance by all the circuit managers.

Similarly teaching of morals, emphasis on excellence, emphasis on growth, opportunities for teacher development, type of rules which the school has and type of motivation which students receive were rated as being of much importance by all the respondents. The roles played by religion, tradition, student participation in decision making and teacher participation in decision making were considered to be of lesser importance.

Based on the data the ethos of the school thus plays a vital role when circuit managers determine the quality of a school. In their comments the circuit managers indicated that the 'atmosphere' of the school had a great effect on their judgement of the school. Various techniques were employed by the respondents, when visiting a school, to sample this atmosphere when they visited the school. One of the respondents indicated that the ethos could not be 'manipulated' as some other factors, such as academic results (in standards 6 to 9), could be.

### Teachers

Teachers and factors relating to them were included by all the circuit managers when asked to rank the most important factors which affected their judgement of school success. Similarly the quality of teaching and teacher attitudes towards education and towards the students were considered to be of **great importance** by all the circuit managers. Teacher enthusiasm was considered to be of great importance by the majority (3 out of four) circuit managers.

All the factors, except advanced teacher training (1 out of four), relating to teachers were rated

as being of **much or of great importance** by the majority of respondents, with the characteristics of teachers, teacher attitude towards the school, teacher enthusiasm and teacher attitude towards parents rated as being of much or of great importance by all the respondents.

A great deal of importance is attached by circuit managers to the role played by teachers at schools. This is a result of both their experience as teachers and the nature of their current jobs. When assessing teachers, outside of the formal evaluation laid down by the Department of Education, the circuit managers, in most cases, referred to the enthusiasm, involvement and discipline of teachers. An important issue mentioned by many of the circuit managers was the way in which students responded or reacted to teachers.

#### School programme and organisation

The school programme and its organisation were mentioned by three out of the four respondents when ranking the most important factors. All of the circuit managers considered the school programme and its organisation to be of great importance.

That challenging work was given to students in the classroom was considered of great importance by all the respondents while teaching methods, the needs of all students being met, recognition of achievement and efficient use of time was considered important by the majority of circuit managers. Only academic grouping was not considered to be of much importance by the majority of respondents.

As would be expected circuit managers placed great emphasis on the school programme and its organisation. This was expected as the main focus of their jobs involved administration and

organisation. The circuit managers perceived school organisation as closely linked to the role of the principal, even in cases where the administrative and organisational tasks had been delegated. The organisation of the school and the school programme were seen as a reflection of the ability of the principal.

### The principal

The importance of the principal to circuit managers is indicated by the fact that factors relating to the principal are mentioned by most of the circuit managers in the most important factors while the qualities or characteristic of the principal were rated as being of great importance by all of the circuit managers.

The interpersonal skills of the principal were rated as being of **great importance** by all the respondents. All the factors relating to the principal, except for his or her educational qualifications, were considered to be of **much or of great importance** by the circuit managers. Furthermore his organisational and administrative skills were rated as being of much or of great important by all the respondents.

According to the data the principal plays an important role when circuit managers assess school success. The principal was seen in most cases as the 'key figure' who 'was the focus of the school and who focused the school'.

### Students

Factors relating to students were considered to be amongst the most important factors by two out of the four circuit managers. Furthermore characteristics of students were considered to be of much or of great importance by all of the circuit managers.

The attitude of students towards the school and towards education were considered to be of **great importance** by all the circuit managers while student behaviour was considered to be of **great importance** by three out of four circuit managers. All the circuit managers indicated that much of their impression of the school was formed by the discipline, appearance and attitude (pride) which students exhibited. In this regard informal observation of students played a vital role.

All the factors relating to students, except student excellence in sporting and cultural activities, were rated as being of **much importance** by the majority of circuit managers.

#### Academic results

While academic results were not mentioned by the circuit managers when asked to rank the most important factors, academic results in general were considered to be of great importance by two of the four circuit managers.

None of the specific results e.g. matric pass rate or drop out rate were considered to be of **great importance** by the majority of the circuit managers. On the other hand all of the factors relating to academic results were considered to be of **much or of great importance** by more than fifty percent of the respondents. Academic results, matric pass rate and matric average marks were considered to be of great importance by all the respondents indicating that for circuit managers matric results are considered more important than other results. This is of importance as they have access to all the results of the school. The fact that the matric results were obtained on standardised exams provides an easy means of comparison.

The data indicate that the circuit managers considered academic results important, they were not

the most important factor.

### Facilities

Although facilities were not mentioned by any of the respondents in the section of most important factors, the importance of facilities is indicated by facilities were considered to be of much or of great importance by half of the respondents.

None of the factors relating to facilities, however, were rated as being of **great importance** by more than half of the circuit managers and only availability of basic facilities, condition of facilities and external appearance of the school (3 of out 4 in each of the cases) were rated as being of **much or of great importance** by the majority of the circuit manager respondents.

Interestingly the role of facilities was less important to circuit managers than had been indicated by the documentation regarding the conducting of inspections at the school, which as indicated in Chapter 2, tended to focus on the use and care of facilities.

### Ex-students

While the qualities of ex-students were considered by be of great importance by all the circuit managers, none of them mentioned factors relating to ex-students amongst the most important factors affecting their judgement of school quality. Only the attitude of ex-students towards the school was considered to be of **great importance**. The factors relating to ex-students which were considered to be of **much or of great importance** by most of the circuit managers were: jobs ex-students get, ex-students accepted for further studies,, ex-students who complete their professional qualifications and the quality of citizens which ex-students become. Thus, while ex-students did play a role in the determination of school success, these factors did not feature amongst the most

important ones.

#### Summary of circuit managers responses

As with the other groups, circuit managers considered a large variety of factors when determining the degree of school success. While factors relating to ethos and teachers were included by all the circuit managers when listing the most important factors which affected their judgement, it is clear that the other factors also played a role. Circuit managers rated 52 out of the 86 factors as being of great importance and 74 out of the 86 factors as being of much importance.

The circuit managers tended to consider the people and their interactions within the school as being of prime importance. The student-teacher interaction was seen as central. In this regard the inputs of teachers were considered an important determinant. Also the response of students in terms of their attitudes and behaviour was seen to be important.

The roles played by the principal and the school programme and its organisation were seen as being very important to the facilitation of the student-teacher interaction. The role which circuit managers performed focused their interest on these dimensions. The circuit managers also focused more strongly than other groups on the technical (administrative and organisational) aspects of the school.

Academic results played a role in that a lack of good results was seen as an indication that problems existed, while good results were used as a measure in conjunction with other factors. Ex-students played a lesser role than the other factors.

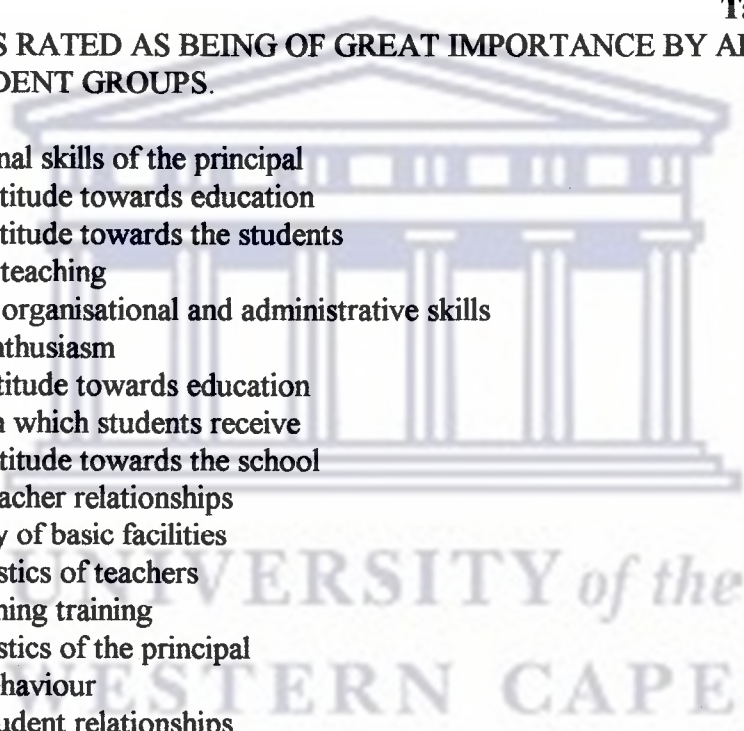
#### 4.2.5 Comparison of the responses of the different groups.

A great deal of similarity existed between the factors which students, teachers, parents and circuit managers considered to be important (and those which they considered to be of lesser importance). Students rated twenty-seven factors as being of great importance, teachers thirty-four, parents forty-eight and circuit managers fifty-two.

Sixteen factors were considered to be of great importance by all the respondent groups.

**Table 4.4**

**FACTORS RATED AS BEING OF GREAT IMPORTANCE BY ALL THE RESPONDENT GROUPS.**



Interpersonal skills of the principal  
 Teacher attitude towards education  
 Teacher attitude towards the students  
 Quality of teaching  
 Principal's organisational and administrative skills  
 Teacher enthusiasm  
 Student attitude towards education  
 Motivation which students receive  
 Teacher attitude towards the school  
 Student-teacher relationships  
 Availability of basic facilities  
 Characteristics of teachers  
 Basic teaching training  
 Characteristics of the principal  
 Student behaviour  
 Student-student relationships

Furthermore class size, drop out rate and career guidance were considered to be of great importance by parents, students and teachers. Recognition of achievement was considered to be of great importance by all the groups except parents. So while the particular interests of the respondent groups were reflected in their rating of certain factors being more important than others, e.g. students interested the student involvement in decision making and circuit managers more interested in the school programme and organisation, it is apparent that for this school a common set of factors exists and that these factors tend to emphasise human relations aspects rather than the physical resources. The students and teachers are seen as the central roleplayers

with the other factors being important in than they affect the motivation of these groups and the interactions between them.

#### 4.3 Follow-up interviews

While the purpose of the questionnaires was to determine **which** factors the stakeholder groups considered important when determining the degree of success of a school, the purpose of the follow-up interviews was to find out **why** they considered these factors important and how these factors impacted on school success.

##### 4.3.1 Student interviews

Most of the discussion with students revolved around two issues namely the teachers and the ethos of the school.

Students indicated that they were greatly affected by the actions of teachers. This influence extended beyond the interactions within the formal teaching situation. Students felt they were affected by how teachers treat students, which actions/behaviour teachers reward, which do they punish and, most importantly to students, 'Do they care?' The students felt they responded better to teachers if they knew why they were doing things. Teachers should show an interest in them as people and not as a symbol achieved in the examination. Many of the students indicated that they had little respect for teachers who taught 'as if they were in a factory which produced A and B symbols'. These students mentioned that teachers should give of themselves in more than an academic sense. Often students indicated that they also felt that teachers needed to be 'consistent' and 'fair' and to take the needs and feelings of students into consideration. In this regard they mentioned that teachers needed to 'get involved' and not be too distant. The example set by teachers, as far as attitude towards work and social interaction, were considered by most students



to be of vital importance to how they responded and developed. They indicated that teachers should work with them and not in spite of them. In this regard, some sort of partnership should exist between students and teachers. They were ambivalent regarding the importance of teacher experience indicating the inexperienced teachers were often nervous and thus unable to teach effectively but also that some experienced teachers have lost their enthusiasm and have ceased to grow as teachers. They (some experienced teachers) are only concerned about 'getting the syllabus done'.

The ethos of the school greatly affected the students both within the classroom and within the school in general. Often students referred to the fact that learning did not only occur in the formal setting of the classroom but also in other situations within the school.

Students often described the ethos of a good school as providing 'both emotional and physical safety' while other felt that students could learn by experience not only by 'being told what to do'. A common point mentioned by many students was that they felt that the atmosphere should be one of 'mutual respect' with students given opportunities to exercise 'self-discipline' and responsibility. It appears that students found a desirable ethos to be one falling between two extremes, which they termed 'holiday camp' and 'concentration camp', neither of which they considered acceptable. The concept of 'balance' was often used in this regard. Students often responded that they needed, within certain limits, to be able to experiment and grow 'without fear'. Thus while they desired a structured environment they also required, what some students referred to as 'room to grow'. The attitude which the school had to all students and 'not only the clever ones' was a good indication to students regarding the quality of the school. Perhaps the best description of a desirable ethos, from the student perspective, was 'homely' i.e. that the school is seen as an extension of the family with all the accompanying emotions, opportunities and responsibilities. These sentiments were

echoed by another of the students who said,

'We can't work where we don't feel safe. In some classes we are afraid to make mistakes because you are put down. We learn by making mistakes and thus participation must be allowed and encouraged.'

An interesting perspective which emerged from numerous interviews with students was that while they felt that teachers were largely responsible for creating the classroom atmosphere, they felt that the principal played a vital role in the ethos of the school as a whole. In this regard they considered his openness to the opinions of others and consistency and 'fairness' to be of vital importance. They felt that he 'exerts a great influence' and that this influence is often subtle i.e. by means of his actions and not only what he has to say. Furthermore many of the students indicated that while they were influenced by what the principal had to say they were even more influenced by how it was said. It was felt by these students that the principal was a great influence in terms of the rules of the school and the way in which he organised the school. Many of the students indicated that if the principal was prepared to explain why rules and policies existed, co-operation would be more forthcoming from students. In this regard some students felt that the principal should use his influence to 'persuade' students rather than to force them to do something. They also considered his openness to the opinions of others and his degree of tolerance of other opinions as being of great importance.

They viewed school organisation in terms of what it meant to them in both educational and psychological respects. Almost all of the students interviewed said that a good school was organised to facilitate learning. It is important to note their emphasis on learning rather than teaching. This is a clear indication that their perception of learning experiences extends well beyond the classroom situation only. Most students also referred to the way in which the school

programme affected their motivation. For example, they saw subject choice not only as catering for different careers but as a recognition of them as individuals who have different interests.

All the students interviewed mentioned the behaviour of students as an indication of how students responded to the teachers, the principal, the ethos and other aspects of the school. They felt that they needed to if students liked the school and what the reasons were for students liking the school. They felt that student attitude to life beyond the 'academic side' of school was also an important indication that the school was 'doing a good job'. In summary they felt that

'Students should be committed to everything that they do, they should be eager to help. In this way they will learn to interact with others and develop the social skills necessary for the real world.'

Furthermore students should have pride in their school and in themselves.

While the student interviewees constantly indicated that academic results were not the most important factor, it was evident from the discussion that academic results did play an important role. Students, however, linked it to the identification and fulfilment of potential rather than simply 'excellence' in terms of 'A' and 'B' symbols. In this regard teachers played an important role by setting individual standard for students. This was seen as further recognition of their individuality.

While the students used a number of sources to obtain information about schools, the sources which they trusted most was their peers.

#### 4.3.2 Teacher interviews

Three main themes emerged from the teacher interviews namely the importance of the student-teacher interactions and the influences of ethos and the principal on those relationships.

Teachers identified the student-teacher relationship as being central to the quality of the school. In this regard the effect of the teachers was deemed to be the main determining factor. Teachers felt that success at the classroom level was dependent on teachers getting to know their students on a personal level and meeting their individual needs. They felt that the school and all the factors concerned with it should be organised '... to facilitate the student-teacher interaction and focusing on benefits to students'. It was thus clear that in the good school the primary focus was on student progress. Teachers indicated that in a quality school teachers constantly reflect on their teaching practice. They need to examine what they are doing in class and ask themselves the question 'Are you really teaching the students anything?'. Much emphasis was placed on how students are affected by and respond to teachers.

Most teachers saw themselves functioning relatively independently, making most of their own decisions regarding classroom practice within very broad guidelines laid down by the principal. In this regard these teachers considered the atmosphere created in the classroom as being of vital importance. The creation of this classroom atmosphere was affected by the overall atmosphere at the school. It was felt, by most of the teachers interviewed, that the overall ethos only hampered or facilitated the creation of this classroom atmosphere and did not determine it. In the case where a good overall atmosphere existed good classroom atmospheres were easier to create which to a large extent determined the quality of student-teacher relationships. The good classroom atmosphere was described as being 'caring', 'concerned' and 'structured yet relaxed'. The concern and interest shown by teachers in the students would motivate them to participate freely in lessons. Most of the teachers felt that the classroom atmosphere could not be one which was 'based on fear.' The teacher respondents, in most cases, indicated that such an atmosphere could only be created by teachers who see teaching as '... more than just a job...' and who have the belief that '... all students can learn something'. Furthermore these teachers should have a positive attitude and

should 'see opportunities not only obstacles'. The current implementation of continuous evaluation was an example of this. The majority of teachers interviewed felt that students 'should try to do their best' and that this was all that was really required of them.

The role played by the principal elicited the most passionate discussion. As in the case of the questionnaires his organisational skills and interpersonal skills were seen as being of vital importance. Further discussion, however, revealed that delegation was seen as an important tool for the principal. His job, in an organisational and administrative sense, was seen as ensuring that administrative and organisational tasks were carried out, not necessarily carrying them out himself. Furthermore, it was felt that effective delegation has a motivational effect on teachers giving them a '...sense of belonging and self worth'.

It was the interpersonal skills of the principal, however, which were considered vital. The most important results of the principal's interpersonal skills as far as the teachers are concerned are his effect on the ethos of the school and his effect on the motivation of teachers. While it was felt that the principal should have a strong personality and should leave his 'stamp' on the school, it was felt that he also needed to be consistent and should not be 'overbearing'.

The interpersonal skills of the principal were seen as defining the way in which relationships evolve thus setting the tone in the school with regard to human relations and style of problem solving. Teachers, in general, felt that how things were said were as important and what was being said by the principal.

The most important role, however, which most teachers ascribed to the principal was one of providing motivational and psychological support. Because they perceive themselves as relatively

isolated in the job that they do they seek feedback, recognition and support from the principal rather than simply organisational and administrative support. The position and associated status and esteem enjoyed by the principal made his support more important than that of their peers. Even the allocation of facilities and resources within the school were seen as having implications as far as motivation is concerned. Allocation of resources and delegation of duties often being perceived as a form of recognition. Further what he valued and rewarded played an important role in the work life of teachers. The quality of teachers work life was to a large extent determined by the principal, both directly and indirectly and in this way affected their motivation and thus their interaction with students. It was important that the principal was 'in touch' with what was happening in the school and should take measures to reduce stress on teachers and not add to it.

Respondents indicated that minimum levels of academic performance, facilities and organisation needed to be achieved before the other factors came into play. This implies that if these factors are not present in the minimum qualities, school success will be difficult to obtain. On the other hand, increasing these factors will not necessarily lead to an increase in school success. As far as facilities were concerned it was felt that 'teachers can be creative to overcome the lack of facilities' and that 'if facilities are poor teachers will have to put in a lot more effort'. The factor relating to organisation which was mentioned most often was the efficient use of time. Many teachers spoke about both the quality and the quantity of time available. While others saw the efficient use of time as recognition of their worth and that what they were doing (in the classroom) was valued by those who structured the use of time at the school.

All the teachers interviewed felt that the use of all resources, including time, should be focused on the benefiting the students in an educational sense.

While the achievements of ex-students were not considered that important as 'that is an individual achievement', the attitude of ex-students towards the school was considered important as they had the ability to see if what they had learned at school was relevant to the outside world and that if the school had prepared them for 'the reality of the real world'.

#### 4.3.3 Parent interviews

Parents were most concerned with the preparation of their children for the 'real world'. They saw this 'preparation' as occurring within academic, career and social spheres.

With regard to this preparation, parents saw the teachers as playing the most important role since they considered that '... what happens in the classroom is what really matters' and that 'The teacher is one of the most important links in the child's development' and thus teachers were closely examined when they assessed school quality. The subject of teachers generated the greatest and most animated discussion.

When describing teachers at a good school many parents spoke of the 'commitment' of teachers, their 'dedication' and their 'willingness to teach'. The interest shown by teachers in all students and not only those who achieve well academically was mentioned as an important factor by a number of parents. As one parent responded 'a good school has teachers who have patience to deal with students who have difficulty absorbing the work'. They felt that the teacher serves as a role model or example for students to follow and that 'students imitate teachers' and that 'teachers attitude rub off on students'. Most parents felt that teacher qualifications only played a role in providing teachers who are 'equipped and qualified to teach' and that what more of more importance was 'teachers who love their calling and the people they are busy moulding.' As one parent responded

'kids can't learn from duds'.

Another characteristic of teachers at high quality school, which parents identified was the willingness of teacher to 'learn and improve'.

The majority of parents saw the function of the teacher as far more than transferring information and indicated that teachers should 'see themselves as developers' and that teachers should have a 'general concern in the student as well rounded individual'. They saw the task of teachers as including the development of the self-image of students and that 'young people were made to feel worthy'.

The importance of facilities and their role in the assessment of school quality raised a number of very interesting points. While many of the parents indicated that basic facilities were important for 'good, normal and quality education', that the 'availability of resources enhance teaching' and that 'advanced resources would be 'nice to have' and a 'bonus', further discussion indicated additional importance attached to facilities. In this regard there was a constant comparison to model C and historically white schools. While the most parents felt that 'adequate' facilities enhanced teaching and motivated students they felt that it was 'unfair' that these other schools possessed such a wealth of resources. They felt that why should 'some' students have the benefit of excellent resources and not others. In this respect facilities were identified as an issue of equity, to a certain extent separate from the issue of school success.

The principal played an important role in the assessment of school quality by parents in that they often saw him as a personification of what the school stands for. He was the person at the school whom they had the most contact with. Parents considered his means of dealing with parents,



students and teachers as being of vital importance. They felt that his function was to 'lead' the school and not simply to be an administrator. They felt that the way in which he identified and dealt with problems would influence their assessment of school quality. The majority of parents interviewed indicated that as the leader of the school he should be aware of problems and should not be surprised when these problems are raised. They also revealed that his willingness to address these issues and not to avoid them was very important and gave an indication of a 'healthy school'.

They felt that he should be willing to listen and discuss problems with those concerned. The way in which he dealt with problems and people set the tone for the whole school. Some parents identified the need for the principal to be 'strict yet understanding' with the ability to 'bring harmony to the organisation'.

Academic results were seen as being important if related to the potential of students and for the role which they played in gaining admission to certain careers.

The ethos which indicated a quality school was one described as a learning environment. The main focus of the parent discussion regarding ethos centred on the relationship between students and teachers. This relationship needed to be 'caring' and based on 'mutual respect'.

Furthermore they indicated that the atmosphere in the school should be such that 'students, teachers and parents can participate freely in the functioning of the school'. They indicated a degree of ambivalence regarding the importance of tradition, indicating that it could provide a 'valuable basis for pride' but on the other hand that it could also be a limiting factor if it stifled change. Parents, in general, felt that student opinions should be taken into account but 'should not be binding'. In this regard they tended to favour a consultative approach to the management of the

school rather than a fully participatory one.

All the parents interviewed felt that the organisation and rules of the school should be 'reasonable' and geared to student learning. It was felt that the rules 'should not be too rigid which puts fear into children instead of preparing them for life and its code of expected behaviour'. Parents also felt that the vocational preparation of students by means of career and vocational guidance was vital as 'children need to know what to do once they have completed school'.

The role played by ex-students, in the opinion of parents, was to provide 'positive role models' and as such played a relatively minor role in their assessment of school quality.

One of the parents perhaps best summarised what a successful school was about when he spoke about

'The quality of education provided as reflected not only in exam results but also in the level of behavioural development, self-confidence, initiative and leadership ability.'

Parents in most cases used information from their children and other students, type of communication with the school (including meetings and letters) and opinions of other parents to assess the success of a school.

#### 4.3.4 Interview with circuit manager

In general the circuit manager adopted an organic rather than mechanistic view of the school as an organisation by comparing the school to a sponge. He indicated that he saw the school both as gaining from its environment (absorbing) and as shedding excess to the environment. In this way assimilation and integration between the school and its external environment occurred. The important

characteristics which were identified as a result of this comparison were growth, renewal and the shedding of excess. These characteristics were seen as being important in allowing the school, as an organisation, to achieve and maintain success.

The role played by teachers in the determination of the success of quality of the school generated the most enthusiastic and animated discussion. The circuit manager differentiated between what he termed 'educators' and 'teachers' and indicated that the successful school was populated by a high proportion of the former.

The educator was characterised by the following. Firstly it was felt that there was a 'concern for the child and not only the pupil', in other words not only a concern with the academic development of the child but a focus on 'whole child development' i.e. the development of the child in all spheres including the emotional, social, moral and intellectual. This implies a willingness to get involved in the sporting, cultural and administrative aspects of the school as these aspects also impact on the concept of 'whole child development'.

Secondly he felt that the educator was a person who was willing to 'give of themselves', a person who was concerned, committed, dynamic and possessing a sense of humanity which included the ability and 'willingness to admit that they were wrong'. In this regard the circuit manager also felt that educators are 'actors who can play a role without being perceived as being fake'.

Thirdly it was felt that a sense of professionalism with regard to behaviour and appearance of teaching staff played an important role.

In summarising the role played by teachers at the successful school the circuit manager indicated that

they were one of the most vital ingredients and that to be successful they carried out the role of 'parents' (in loco parentis) to the best of their ability for all the children in their care.

With regard to facilities the interviewee indicated that 'Perhaps unrealistic expectations regarding facilities have been created' and that it would be easy to explain the success of some schools in terms of superior facilities. Some schools, however, which did not possess an abundance of facilities have become widely regarded as high quality schools.

The circuit manager felt that facilities were 'not a requirement' for a good education and that there was an overemphasis on facilities. While basic facilities such as classrooms were essential, other more advanced facilities, while being beneficial, could be considered luxuries and not essential for quality education.

Furthermore he felt that facilities 'must be for the benefit of the pupils'. He emphasised that they must be used for the benefit of the most students and indicated instance where schools possessed facilities which were not used for the educational benefit of the pupils.

In describing the role of students in the determination of the degree of school success the circuit manager differentiated between university 'students' and school 'pupils' to emphasise the specific needs and vulnerability of pupils.

He indicated that he felt that the appearance of the students is important. Furthermore their development in all aspects must be encouraged. This includes the development in both the social and emotional domains and should culminate in the development of self-confidence in the pupils. It was the development of pupils in these dimensions which would determine the degree of success of the

school.

The involvement of all pupils in the activities of the school was emphasised: the circuit manager felt that 'the spectators are as important as the participant' and in this way sense of unity is developed in the school. This feeling that students had towards the school were also described as on of 'pride' and a 'sense of belonging'. In a good school this feeling was present. The effect of this sense of unity and sense of belonging was students who 'did the best that they can' and who would perform to their potential without coercion.

It was felt that the students should be the focus of the school and that the activities of the school should be focused on creating 'opportunities for their development'.

As far as the school programme and its organisation was concerned the circuit manager supported a contingency approach to organisation, indicating that it is 'not so important how the school is organised but the fact that it is organised'. In his opinion the key characteristic of good organisation was the 'effective use of time for educational purposes'. He once more indicated that these educational purposes did not only include academic activities but the other developmental activities identified earlier.

Furthermore he indicated that the programme and organisation must be dynamic and adaptable to change and that the programme and its organisation should be for the benefit of the students.

The interviewee indicated the ethos of the school is reflected in the attitudes of the various role-players towards the school. He described in the following way:

The ethos is all encompassing, affecting all aspects, people and activities of the school.

The ethos must 'come shining through' and be evident in all areas of the school. Ethos is evident in all aspects of school life, in the attitude of all roleplayers towards each other and the school and education in general.'

He described the ethos at a successful school as 'encouraging the growth of student'. He further defined this growth as being 'whole child development, development of the child in all aspects i.e. social, academic, spiritual, cultural and moral'. Furthermore he indicated that sense of belonging and involvement should exist affecting pupils, teachers and parents. This involvement should be meaningful rather than simply 'paying lip-service to the idea of involvement. Once more the idea of 'family' and the fact the people cared for each other was emphasised.

The discussion of the role of the principal focused on two main aspects namely the human relations skills and the involvement or dedication of the principal. It was felt that the principal 'sets the tone' for the school and leads by example. Because of his human relations skills people follow his example because they want to. The main function of the principal was identified as that of facilitator. That he was involved in all aspects of the school but at the same time involved other members of staff in a meaningful way. In this way the principal forms the link between the various parts of the school organisation. The principal was described as being a 'co-leader' and a 'co-servant' of the school. Once more the circuit manager made reference to the contingency nature of the function and leadership style of the principal.

While the interviewee indicated that in general academic results were over-emphasised, he felt that they did have a place. He felt that a good school had 'acceptable' academic results. The acceptability of result, he felt, were determined by the various stakeholder groups, taking into account the historical performance of the school and results of other schools. He stated that good results did not

necessarily indicate a good school. The value of academic results was in that it was an indication that 'work has been done' and that it measured an important aspect of the child's development. The current trend towards continuous evaluation was mentioned as a means of further judging the development of the child. In summary the circuit manager indicated that 'quality is beyond the achievement of academic results'.

The circuit manager felt that ex-students were perhaps in the best position to judge in quality of the school in terms of preparation for the outside world. They could evaluate what the school and teachers were trying to achieve and see if what they learned at school had meaning in their current situations. The attitude towards the school would be reflected in their loyalty to the school, the continued involvement in the school and what they speak about when they refer to the school. Thus the attitude of ex-students was deemed to be important, not only what they had achieved at school or their subsequent achievements.

The logo of the University of the Western Cape, featuring a stylized building with columns and a pediment.

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## CHAPTER 5 - CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that school success is of major concern to educational administrators and students, parents, teachers of the school used in the study. The findings also indicate that, in general terms, the various stakeholder groups agree on what the central issues are when the degree of success of a school is assessed. In general the stakeholder groups considered the school to possess a high degree of organisational success although they did indicate, in many cases, that there were various aspects which could be improved. Interestingly a recent survey in the Sunday Times (14 September 1997) rated the school as one of the top one hundred schools in the country. What follows are the conclusions and recommendations which flow from this study.

### 5.1 The central focus of school quality

The core of what the various stakeholder groups examine when they assess the quality or success of a school can be defined as

The quality of the learning opportunities which the school creates and the success of the strategies which it employs to encourage students to take advantage of those learning opportunities.<sup>1</sup>

A number of explanations and conclusions arise out of this definition.

#### a) The nature of the learning opportunities.

Although the majority of the learning opportunities exist within the classroom, the high quality school also creates learning opportunities outside of the classroom. The whole focus of the school is the creation of learning opportunities. Similarly these learning opportunities do not only relate to

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<sup>1</sup>This definition is a summary by the researcher representing the views of the various stakeholder groups.



academic work but can also include social and behavioural development opportunities. The development of responsibility, self-discipline, initiative and leadership potential were some of the social and behavioural aspects identified. The successful school thus focuses all its resources on the creation of learning opportunities. These opportunities can be created in the academic, sporting, social and cultural activities of the school. Even though the school which was studied was not blessed with an abundance of resources, the creation of learning opportunities outside of the classroom situation enjoyed much importance. At the school which was the subject of the study there was a great emphasis on sporting and cultural activities. A wide variety of sporting codes were offered including athletics, soccer, rugby, tennis, volleyball, netball, softball, basketball and table-tennis.

#### b) Motivational strategies.

The way in which the school encourages students to take advantage of the learning opportunities which it creates is an important determinant of school success. A key issue was that the school, and especially teachers, should care about what happened to students. In this regard the classroom climate created by the teacher played a vital role. It should not be one based on fear but one which encourages participation without fear. In this regard the recognition of achievement and growth play a vital role. Interviews with the various roleplayers confirmed this view. The classroom climates, which were deemed to be successful by students and teachers, indicated a wide variety of styles, however the underlying basis was one where the teacher was concerned about the progress and development of the students.

How students responded and behaved were seen as an indication of the success of these strategies. Many of the teachers indicated that a variety of motivational strategies were used depending on the circumstances and needs of students and that often different strategies had to be used before success was achieved. A successful school is one which shows flexibility in terms of the motivational

strategies which it uses and how it matches motivational strategies to the characteristics and needs of its students.

c) The determination of school success is a complex issue.

The degree of school success cannot be measured by means of one or two simple measures. The measures of school quality need to reflect the complexity of the functioning of the school as an organisation. The interaction between the various component parts is as important as the quality and nature of the components. In this regard multiple measures are required. The model proposed earlier in this study which uses the quality of the teacher-student interaction, ethos and the more traditional output measures e.g. academic results, is supported by the data collected. However, like any such model it can only provide a framework for examining the complex issue of school success.

While there are certain core issues which will be used by all school communities to determine school success, as identified in the study, the value of certain specific factors such as student involvement in decision making, leadership style of the principal (in terms of his interpersonal skills and organisational strategies), and the type of teaching methods applied by teachers could differ between different school communities.

Similarly there is no 'magic recipe' for school success or quality but rather an 'educational mix' exists. This educational mix consists of the various elements which can be combined in different ways to achieve school quality. Shortcomings in one area, such as physical resources, can be compensated for by a higher quality in one of the other areas. Naturally there are basic levels for each of the areas which must be maintained.

d) The role of teachers.

The teachers were seen as the central figures in the creating of learning opportunities and the development of motivational strategies. In this regard the quality of teaching, the concern and 'dedication' of teachers can be considered to be the most important determinant of school success.

While quality teaching can occur at schools which generally are not considered to be of high quality, a school which is considered high quality, by definition, has many teachers rendering quality teaching. A recurring theme during discussions with the various stakeholders was the quality of teachers and the learning experiences which they created. The school was regarded as an organisationally successful school because it had 'good teachers' and that an atmosphere was created which encouraged these 'good teachers'. An interesting issue was that of teacher qualifications. While all of the teachers at the school had a basic teaching qualification, those identified as 'good' teachers were not restricted to the teachers who had advanced qualifications. Some of the teachers consistently identified as being 'excellent' were those with a basic qualification obtained at a teacher training college and not at a university. While some of the teachers with advanced qualifications were identified as being 'excellent', there were others who were not.

e) The role played by the other factors identified in the study.

In general the role played by the other factors identified in the study was determined by how these factors affected the creation of the learning opportunities and the development of the motivational strategies.

i) The principal

The principal, perhaps, played the most varied role in the determination of school quality. Students considered the principal important because the principal sets the tone for the school. The impact of the principal on the ethos of the school has a great influence on students. At the school studied the

principal addressed students on a regular basis. A forty-five minute assembly on a Monday was supplemented by talks each morning and at the end of each interval when the students lined up before proceeding to their classes.

Teachers considered the principal to be important, not only for the role as defined by the students but also in the role as the provider of emotional and motivational support. The principal's role in providing feedback and recognition was considered vital. In this regard the principal was in constant contact with teachers, usually starting each day with a 15 minute meeting. Further meetings were often conducted during the intervals. Only in exceptional circumstances school was closed early to conduct a staff meeting.

The parents considered the principal important in that the principal was, in most cases, the direct link between the parents and the school. This was achieved by means of various meetings throughout the year (mainly after an examination) and by means of various letters sent to parents explaining the policies and regulations of the school.

While the formal interactions identified above were important, various respondents indicated that the informal interactions with the principal had at least an equal impact. The interpersonal skills of the principal were deemed to be of the utmost importance.

The circuit managers, who had a clear focus on school organisation and administration, valued the principal's role in those areas. The interpersonal skills of the principal were considered by all groups to be the most important asset, without which the principal would not be able to perform the other tasks successfully.

### ii) Ethos

As the ethos of the school is the product of the interaction of many factors, it plays an important role when school quality is determined by the various stakeholder groups. The ethos affects the nature of all social interactions within the school and as such is an important indicator of school success. At the school studied the desirable ethos could best be described as an extension of the family with all the accompanying rights and responsibilities.

### iii) Students

While it is clear that the school is not solely responsible for the achievements of students, the school does have a profound effect on them. The responses of students to the learning opportunities which are created, not only in what they learn but in terms of the attitudes which develop as a result of those opportunities, are an important indicator of the quality or success of a school.

The students at the school were generally well attired and well behaved. They were respectful without being submissive and were encouraged to take responsibility for organising events and were willing to voice their opinions on various issues relating to the school.

### iv) Academic results

Although respondents were constant in their indication that academic results were not amongst the 'most important' factors, it is clear that a basic, acceptable level of academic achievement must be achieved and maintained. As is the case with some of the other factors a lack of academic success was seen as an indicator of a lack of school success while a high degree of academic success was not seen as an indicator of success on its own.

A high degree of importance was placed on academic achievement at the school. An annual prize-

giving ceremony is organised whereby high achieving students are rewarded. Although achievements in other spheres are also recognised, the main focus is on academic achievement. Furthermore the matric results are copied and sent to all the students. The principal focused on academic achievement during many of his talks. Many of the teachers also discussed and focused on academic achievement. The school had achieved a high degree of academic success in terms of its matric results.

#### v) Facilities

Facilities are considered important in that they affect the quality of the student-teacher interactions and the quality of learning opportunities and motivational strategies which are developed. While it was reported that a lack of facilities can prevent quality from being achieved, the provision of facilities is no guarantee of quality. The facilities which were considered essential referred to classrooms and desks and other 'basic' facilities.

The school studied had twenty-five classrooms of which ten were constructed of brick, the remainder were prefabricated. These classrooms served a student population of 848 students. Class sizes varied from 33 to 45. Sufficient desks and textbooks were present. One of the classrooms was used as a library although there was no full-time librarian. Various teachers worked in the library during their 'free' periods. A small section of one of the corridors had been cordoned off and used as a 'computer room'. In this room were six computers ranging from XT's to 486's, these were mainly used for administrative purposes such as the computerisation of the examination results and the printing of the reports. A stretch of land adjacent to the school had been developed as a sports field which consisted of a rugby field, a soccer field, an artificial cricket pitch and cricket nets. No change rooms were present.

While the majority of respondents felt that better facilities would be nice to have, they felt that as a

basic level of facilities existed at the school, the lack of advanced facilities did not prevent the school from achieving high levels of organisational success. Some respondents felt that while better facilities could 'enhance' the level of organisational success at the school, it did not preclude the achievement of a high level of success.

#### vi) School organisation

As in the case of facilities the school programme and its organisation were considered important in that it could facilitate the creating of learning opportunities and the development of motivational strategies. Teachers also saw the way in which the school was organised as a recognition of their achievements i.e. how their subjects were treated and which duties were delegated to them.

At this particular school a wide subject choice was offered e.g. in standards eight to ten the following subjects were offered: English; Afrikaans; Mathematics; History; Biology; Economics; Physical Science; Business Economics; Accounting; Geography; Xhosa; Home Economics; Needlework; Woodwork; Technical Drawing and Latin. Students, teachers and parents often saw this as both recognition of the individuality of students, as well as good preparation for a wide variety of job and study opportunities.

Teachers were encouraged to participate in the running of the school by means of a committee system although the principal did play an important role when decisions had to be made. Various committees were responsible for functions such as finances, enrolment, teacher selection, time-table and curriculum development, prefects and sports activities. In this respect teachers achieved a sense of ownership and belonging by being involved in the running of the school. The current rationalisation process, whereby staff establishment figures have been reduced to achieve a teacher-pupil ratio of 1-35 has already impacted on the participation of the teachers in the functioning of the school. Increased

teaching loads had led to additional stress and less enthusiasm to participate in 'extra' activities. A feeling exists amongst some teachers that the organisational and administrative duties should be performed by 'those who are paid to do it' i.e. Heads of Department, Deputy-Principals and the Principal.

#### vii) Ex-students

The role played by ex-students in the determination of school success by the various stakeholder groups was a relatively minor one. The achievements of ex-students, while providing positive role models, were seen more as the individual's achievement than the school's. A trend which was observed in the responses of many of the stakeholder groups was the value which ex-students placed on the school. The rationale for this was that they were able to evaluate the applicability of what the school had taught them to the situations in which they currently found themselves. The study revealed that past pupils of the school showed a great deal of interest and affection for the school. Many of them were actively involved in fund raising and many class reunions had been organised. A local alumni association has been formed as well as one in Canada. These alumni associations make regular contributions of money and equipment to the school.

#### viii) Parents

The parents of the students at the school studied did not really play an active role in the functioning of the school. Beyond the involvement of a few parents in the Governing Body of the school most parents seemed to have the attitude that the school, being a good school, should 'get on with it'. The socio-economic background of most parents precluded them from assisting with activities at the school as in most cases both parents worked or, if one parent was at home, had small children to look after. This was, perhaps, one area for improvement in this particular school. In general, however, the participation of parents in the running of the school was not considered to be of vital



importance by the various stakeholder groups.

f) Agreement within stakeholder groups

The various stakeholder groups showed a high degree of homogeneity in their responses. None of the groups had significant differences (at the .05 level)<sup>2</sup> in more than 4% of the factors.

g) Agreement between the different stakeholder groups.

While a great deal of agreement existed between the different stakeholder groups as to what was important when they assessed the quality of a school, they were not aware of this agreement. In fact when referring to the other stakeholder groups, they indicated with a fair degree of certainty that those groups determined school quality in a manner different to the way which they did.

In general all the groups agreed on the student-teacher interaction as being the central process in schools and thus the most important determinant of school quality. In this regard the teachers played a vital role. The effects of teachers on students in terms of their behaviour and how they respond to teachers was considered important. Similarly the ethos of the school was considered to be important. Teachers, students and ethos were thus considered to be the most important factors to be examined when school quality was assessed. The role of the other factors was to facilitate this process. An underlying 'acceptable' level of academic performance was assumed. While a lack of academic success was considered to indicate a lack of school quality, academic success on its own was not seen as an indicator of quality.

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<sup>2</sup>The level at which differences can only be explained by differences in the population rather than by differences resulting from sampling errors.

#### h) Different emphasis by different groups

While a great degree of agreement amongst the groups did exist, there were differences in the factors which the different stakeholder groups emphasised. These differences were indicative of the differing interests, needs and areas of expertise of the different groups.

##### i) students

While students placed great emphasis on the learning and motivational opportunities which existed at the school they also valued recognition of themselves as individuals and opportunities for development of their self-image and self-esteem. They spoke of freedom not in terms of a lack of rules but as the freedom to develop without fear within a structured environment. They also indicated that learning and development should not be limited to 'book knowledge' but should exist in other domains as well.

##### ii) teachers

Teachers assessed the quality of schools not only as a place of learning for students but their own place of work. They considered important many of the same factors, as other stakeholder groups, which affected student learning opportunities but placed great emphasis on the principal. They perceived the principal as the most important determinant of their quality of work life. Due to the independent and relatively isolated nature of their jobs they required the principal to provide motivational and psychological support.

##### iii) parents

Parents also focused on learning opportunities and motivational strategies but also assessed the suitability of such opportunities and strategies for their own children. The value of the opportunities and strategies were expressed in terms of the preparation for the 'real world'. The parents thus

of 'adequate' schools but **must** take into account the complexities of the interactions between the various components of the school which contribute to the quality of the processes and learning experiences which exist in the school.

j) School quality changes over time

The pursuit of school quality is an ongoing process. Changing circumstances within the broader community necessitate continuous re-evaluation of strategies and tactics which schools employ to meet the needs of its community. The existence of a reputation that the school is a 'good school' increases the expectations of the stakeholders which in turn necessitates the development and further refinement of processes and strategies within the school.

While the school in question has enjoyed a reputation for achieving a high degree of organisational success over the past 40 years, an examination of the functioning, strategies and policies of the school indicates that, while there is a strong tradition at the school, there have been marked changes in the ways in which the school has functioned and dealt with the changing demands of its various constituencies.

k) Sources of information

Because of their perception that the different stakeholder groups assessed school quality in different ways, the different groups tended to value the information and judgement of the peers as the most reliable source of information on school quality although multiple sources are often used.

l) School quality should be addressed primarily at school level.

Although school success can be achieved in different ways, dependent upon the characteristics of the school, and is subject to changes both in the broader society and in the specific school community,

it is clear that school success is primarily determined at a school level. While the duty of the education department is to provide the necessary criteria and prerequisites for the success of the school, true school success is determined by the quality of the processes at the school. This requires constant feedback from the various stakeholder groups, constant re-evaluation and development of the strategies and processes which occur at the school, as well as the factors which affect such processes. Success does not happen by accident but, being a complex phenomenon, is the result of an ongoing quest by the various stakeholder groups. Thus the achievement of school success must be the focus of the school rather than a by-product which it sometimes becomes. Opportunities must be created at schools to deal with the issue of success. One of the clear indications of this study was the willingness, which the various role players had to deal with school success. This willingness to address this important issue was, however, hampered by the lack of opportunities to discuss it. Structures must thus be created at schools to deal with and focus on the issues of school success. The stakeholders must be given the opportunity to reflect upon the issue of school success, as well as, the contributions of the other stakeholders towards it.

#### m) Subjectivity

Many of the criteria identified are highly subjective dependent upon the economic, cultural and individual circumstances of the person assessing the degree of organisational success. Issues such as the desirable type of ethos, the interpersonal skills of the principal and what constitutes a 'good' teacher are subject to varied interpretations. It is, however, important that school success is seen in the context of its environment and the expectations of its community and the broader public.

#### 5.2 School success, school functioning and the study of organisational behaviour.

Ball (1987:1) is quoted earlier in the study, stating that the work done in other fields of organisation functioning and behaviour has little or no application to educational institutions. While it is clear that

a simple application of an input-output model is not suitable for the study of organisations, their behaviour and development has long moved beyond the application of a simple input-output model. In fact none of the findings and results of this study are in conflict with current thinking in the field of organisational behaviour. This has important implications as many teachers and school administrators agree with Ball's views. Strangely enough, while the true applications of organisational behaviour and management are rejected by many teachers, there exists a belief that students are the products of the school and that the good schools 'produce' good students. An understanding of the functioning of schools as organisations will remain difficult to achieve as long as this perception exists.

Furthermore, the motivation of teachers can be explained in terms of the various theories of motivation rather than the belief, which also appears to be quite widely held, that increased salaries will make teachers happy. The behaviour of teachers can be explained in terms of the most commonly used theories of motivation used in organisational behaviour.

An examination of the informal structure of schools will also lead to increased understanding of the social dynamics of the school, thus leading to a greater understanding of the functioning and attainment of success in schools.

### 5.3 The need for further research.

As this study was a case study of a single school it is clear that further research in this direction is necessary. As the issue of school success is a complex one it needs to be examined on a wider scale, in a greater variety and number of schools. The school which was the subject of this study was one which was considered to be successful by the various stakeholders and by the media. No single factor could be identified which set this school above the rest. The high level of success of the school could

not be explained in terms of its pupil intake as the policy of the school in this regard involves the selection of students from a range of academic abilities.

The interactional nature of the various subsystems in the school seems to be the key to the achievement of high levels of organisational success. Closer examination of these subsystems, as well as a better understanding of the functioning of the school as an organisation may enable more schools to achieve higher levels of organisational success.

Thus a large-scale detailed investigation into school organisational success is required to allow for the understanding of school organisational success, to create opportunities to increase the level of success of schools and to determine the impact of various policies, such as the current one relating to rationalisation, on the degree of success attained by schools.

#### 5.4 The impact of the current policy of rationalisation on school quality.

The current programme of rationalisation<sup>3</sup>, while aiming at redressing the imbalances of the past and attaining educational equity, has already and will continue to impact on the degree of success of the school which was studied, as well as other schools. The impact of rationalisation will be felt most keenly in the following areas:

a) One of the core issues, identified in this study, which contributes to school organisational success is the relationship between teachers and pupils. Inevitably larger class sizes will impact negatively on these relationships. Teachers will be faced with more students with the result that the degree of

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<sup>3</sup>Currently measures are being implemented at schools to attain a teacher-pupil ratio of 1-to-35 in high schools and 1-to-40 in primary schools. These ratios include the principal and the deputy principals and will result in class sizes in excess of forty pupils.

individual attention will decrease. Teachers will be subjected to a greater degree of stress as a result of the increased demands of managing larger classes, teaching more classes (thus reducing the number of non-teaching periods) and a greater load of marking. Furthermore a system of continuous evaluation has been introduced which places further strain on teachers. This increased level of stress will further negatively impact the quality of the relationship between teachers and students.

#### b) Effect on learning opportunities

The rationalisation process will directly affect the nature and variety of learning experiences which will be available to students. The effects will be most apparent in the following areas:

##### i) subject choices

Due to the reduced number of teachers, schools will have to reduce the number of subjects offered. At the school studied, the following subjects would have to be removed completely from the curriculum: Economics, Xhosa; Woodwork, Needlework. History and Home Economics would have to be removed from the standard Eight to Ten curriculum.

##### ii) loss of experienced teachers

Part of the rationalisation process was the offering of Voluntary Severance Packages (VSP's) to teachers. The net result of this step was that a large number of experienced teachers took the VSP. This has impacted negatively on the quality of instruction which many students receive.

##### iii) sporting cultural activities

Due to the increased teaching demands on teachers many of the sporting and cultural activities which were offered in the past would no longer be offered. This will reduce the variety of learning opportunities which exist outside the classroom situation. This is an important area identified by stakeholders.

d) Impact on school management and administration

The teaching load of principal and others in management positions (i.e. Heads of Department and Deputy-Principals) will increase as they are included in the 1-to-35 teacher-pupil ratio. The result of this will be that less time and attention will be devoted to the management functions and more time to teaching. This would obviously be detrimental to the degree of school organisational success.

e) Impact on the ethos of the school

The ethos of the school has been identified as one of the key elements of school quality. Increased class sizes and teacher stress levels will impact negatively on the ethos of the school.

f) Responses of schools

An interesting development has been the response of schools previously designated as Model C. They have indicated, in many cases, that they would maintain the number of teachers by using the financial resources at their disposal. This is significant as these schools have physical resources of a high quality. Their response indicates the concerns of parents and teachers. It also indicates the role which they perceive teachers play in the attainment of high levels of school organisational success.

While this study reaches the conclusion that school success can be achieved in many ways, it is the belief of the researcher that a basic requirement of school organisational success is a qualified and motivated teacher corps. Many schools, especially those who have suffered under the Apartheid system, have achieved high levels of school success in spite of not having the best in resources and facilities. However a reduction in teaching staff, in these schools, cannot be offset by the quality and quantity of physical and other teaching resources at their disposal. Furthermore the uncertainty and added pressures on teachers has served to reduce the levels of motivation amongst teachers and, in some cases, has impacted negatively on the health of teachers. These conditions will continue to



deteriorate as further phases of rationalisation are implemented.

The current policy of rationalisation, aimed at achieving equity in education will have exactly the opposite effect. Those schools which have sufficient financial resources will employ additional teachers and in this way will be able to maintain or even improve their level of organisational success. Schools which do not have sufficient financial resources, which will mainly include those schools disadvantaged<sup>4</sup> under the Apartheid System will see a decrease in the degree of organisational success. While the those who support the rationalisation process argue that 'black' schools will benefit from lower teacher-pupil ratios, these ratios will still be too high to facilitate a high degree of school success. Similarly the large amounts of capital being spent in provinces such as the Northern Cape and Kwazulu-Natal will be wasted unless these school are provided with motivated teachers in sufficient numbers and with the necessary skills.

The current process of rationalisation thus needs to be put on hold until the impact of this policy on schools can be determined. The various stakeholders need to be consulted so that teacher-pupil ratios can be determined which will allow schools to maintain high levels of success. An improvement in the teacher-pupil ratio in black and rural schools needs to be improved beyond the 1-to-35 ratio so that these schools can attain an acceptable level of organisational success.

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<sup>4</sup>This includes all schools which are were not classified as White under the Apartheid system.

**APPENDIX A**  
**PRELIMINARY INTERVIEW SCHEDULE**

INSPECTOR OF EDUCATION / TEACHER / PARENT / STUDENT

Date: \_\_\_\_\_ Start: \_\_\_\_\_ Stop: \_\_\_\_\_ Duration: \_\_\_\_\_

**GENERAL QUESTION**

How do you determine the quality or success of a school?

OR

Which criteria do you use to judge the quality or success of a school?

**SPECIFIC QUESTIONS**

1. What role, if any, do FACILITIES play in your judgement of the success or quality of a school?  
\_\_\_\_\_
2. What role, if any, do TEACHERS play in your judgement of the success or quality of a school?  
\_\_\_\_\_
3. What role, if any, do STUDENTS play in your judgement of the success or quality of a school?  
\_\_\_\_\_
4. What role, if any, does THE PRINCIPAL play in your judgement of the success or quality of a school?  
\_\_\_\_\_
5. What role, if any, do PARENTS play in your judgement of the success or quality of a school?  
\_\_\_\_\_
6. What role, if any, do ACADEMIC RESULTS play in your judgement of the success or quality of a school?  
\_\_\_\_\_
7. What role, if any, does ATMOSPHERE play in your judgement of the success or quality of a school?  
\_\_\_\_\_
8. What role, if any, do SCHOOL PROGRAMME AND SCHOOL ORGANISATIONAL FACTORS play in your judgement of the success or quality of a school?



**APPENDIX B  
BIOGRAPHICAL DATA SHEETS  
BIOGRAPHICAL DATA - TEACHERS**

For office use

1. Gender                    FEMALE                    MALE  
(Please tick)

For office use

2. Teaching experience in years \_\_\_\_\_  
(at 1 January 1996)

For office use

3. Subjects currently taught                    SUBJECT                    STANDARD

|  |  |
|--|--|
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|  |  |
|  |  |

For office use

For office use

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|--|--|
|  |  |
|--|--|

4. Post Level:    Principal            Deputy-Principal            HOD            Teacher  
(please tick)

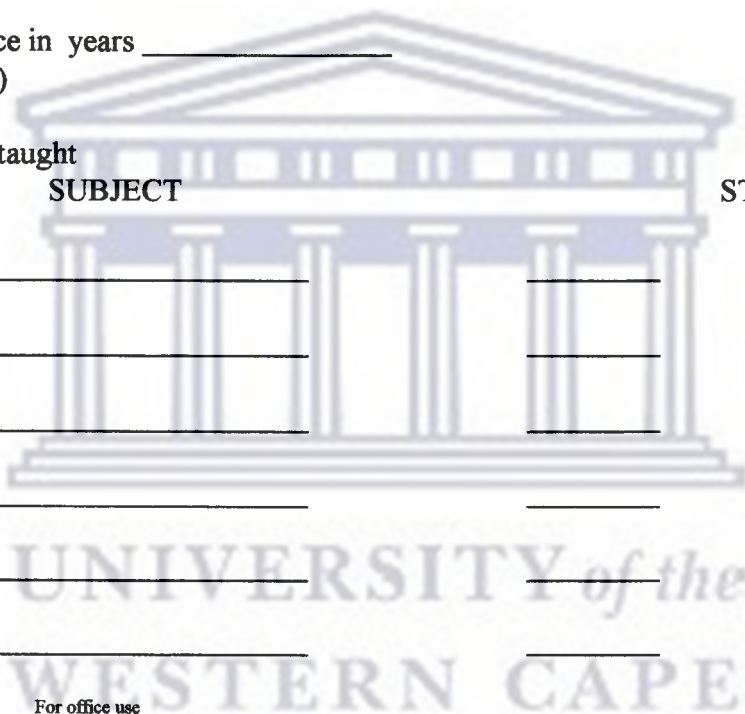
For office use

5. Are you an ex-student of this school?            YES            NO

For office use

6. Do you have any children?                    YES            NO

For office use



7. Please list your professional and academic qualifications.

Name of Degree / Diploma

Institution Obtained

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

For office use



FOR OFFICE USE

|  |  |
|--|--|
|  |  |
|--|--|

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**BIOGRAPHICAL DATA - PARENTS**

For office use

Please complete the following questions:

1. Relationship with student  
(please tick)      Mother    Father    Other(specify)\_\_\_\_\_

For office use

2. Occupation \_\_\_\_\_  
(if self-employed please write self-employed and type of work)  
(if unemployed please write unemployed and the type of work normally done)

For office use

3. Which High School did you attend? \_\_\_\_\_

For office use

4. Which symbol did your child obtain during the last exam (June 1996)  
(If you have more than one child at the school please indicate the symbol of the student in the highest standard)  
Please tick.

A ... 80-100%      B ... 70-79,9%      C ... 60-69,9%

D ... 50-59,9%      E ... 40-49,9%      F ... 33,3%-39,9

FF .. 30-33,2%      G ... 20-29,9%      H ... less than 20%

N/C .. Not classified      CR ..Can't Remember

For office use

5. Do you serve on the PTSA (Parent- Teacher - Student Association)?  
(Please tick)

YES (specify position) \_\_\_\_\_ NO

For office use

6. Please indicate the area, e.g. Wynberg, Lotus River, etc, you live in

\_\_\_\_\_

For office use

**STUDENT DATA SHEET**

For office use

Please complete the following questions.

1. Gender Female Male  
(please tick)

For office use

2. Std Nine Ten  
(please tick)

For office use

3. Symbol obtained in your last exam (June 1996)  
(please tick)

A ... 80-100% B ... 70-79,9% C ... 60-69,9%  
D ... 50-59,9% E ... 40-49,9% F ... 33,3%-39,9  
FF .. 30-33,2% G ... 20-29,9% H ... less than 20%

N/C .. Not classified CR ..Can't Remember

For office use

4. Do you intend to study after matric YES NO  
(please tick)

For office use

5. Are you a prefect? YES NO

6. Do you serve on the SRC?

YES (give position) \_\_\_\_\_ NO

For office use

7. Do you live with both your parents? YES NO  
if NO please indicate who you live with

\_\_\_\_\_

For office use

8. Please indicate which area you live in e.g. Wynberg , Grassy Park

\_\_\_\_\_

9. Type of work done by FATHER \_\_\_\_\_

MOTHER \_\_\_\_\_

For office use

**APPENDIX C**  
**QUESTIONNAIRE**

Please rate the following factors as being of

- 1 - no importance
- 2 - little importance
- 3 - some importance
- 4 - much importance
- 5 - great importance

when **YOU** determine the success or quality of a school.

**Please feel free to add comments in the spaces provided.**

1. How important do you rate the following factors which relate to academic performance of the school when you determine the quality or degree of success of a school?
  - 1.1 Examination results (in general) 1 2 3 4 5  
\_\_\_\_\_
  - 1.2 The Matric pass rate 1 2 3 4 5  
\_\_\_\_\_
  - 1.3 The number of Matric exemptions 1 2 3 4 5  
\_\_\_\_\_
  - 1.4 The Number of Matric 'A' Aggregates 1 2 3 4 5  
\_\_\_\_\_
  - 1.5 The matric average marks 1 2 3 4 5  
\_\_\_\_\_
  - 1.6 Std 6 to 9 Pass Rate 1 2 3 4 5  
\_\_\_\_\_
  - 1.7 Std 6 to 9 average marks 1 2 3 4 5  
\_\_\_\_\_
  - 1.8 The drop out rate (number of students who drop out of school) 1 2 3 4 5  
\_\_\_\_\_
  
2. How important do you rate the following factors which relate to students when you determine the quality or degree of success of a school?
  - 2.1 Characteristics or qualities of students (in general) 1 2 3 4 5



|     |  |           |
|-----|--|-----------|
| 2.2 | Student behaviour  | 1 2 3 4 5 |
| 2.3 | Student appearance   | 1 2 3 4 5 |
| 2.4 | Attitude of students towards the school  | 1 2 3 4 5 |
| 2.5 | Attitude of students towards education and learning in general   | 1 2 3 4 5 |
| 2.6 | Student participation in sporting and cultural activities  | 1 2 3 4 5 |
| 2.7 | Student excellence in sporting and cultural activities   | 1 2 3 4 5 |
| 3.  | How important do you rate the following factors which relate to school resources and facilities when you determine the quality or degree of success of a school? |           |
| 3.1 | Facilities and resources (in general)  | 1 2 3 4 5 |
| 3.2 | Availability of basic facilities and resources such as classrooms and desks  | 1 2 3 4 5 |
| 3.3 | Condition of facilities and resources (how well looked after they are)   | 1 2 3 4 5 |
| 3.4 | External appearance of the school  | 1 2 3 4 5 |
| 3.5 | Size of classes  | 1 2 3 4 5 |

---

|       |  |           |
|-------|--|-----------|
| 3.6   | Basic sports facilities (e.g. field)                           | 1 2 3 4 5 |
| <hr/> |  |           |
| 3.7   | Advanced sports facilities (e.g. swimming pool, tennis courts) | 1 2 3 4 5 |
| <hr/> |  |           |
| 3.8   | Advanced facilities such as computer rooms                     | 1 2 3 4 5 |

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|  |
|--|
| <b>1-no importance 2-little importance 3-some importance</b><br><b>4-much importance 5- great importance</b> |
|--|

4. How important do you rate the following factors, which relate to teachers, when you determine the quality or degree of success of a school?

4.1 Characteristics or qualities of teachers (in general) 1 2 3 4 5

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4.2 Number of teachers having a basic teacher education qualification. 1 2 3 4 5

---

4.3 Number of teachers having advanced qualifications  
e.g. Honours or Masters Degrees 1 2 3 4 5

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4.4 Teacher experience 1 2 3 4 5

---

4.5 Attitude of teachers toward the school 1 2 3 4 5

---

4.6 Attitude of teachers toward teaching and education in  
general 1 2 3 4 5

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4.7 Attitude of teachers toward the students 1 2 3 4 5

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4.8 Attitude of teachers toward parents 1 2 3 4 5

---

4.9 Teacher appearance 1 2 3 4 5

---

4.10 Teacher enthusiasm 1 2 3 4 5

---

4.11 Teacher involvement in sporting and cultural activities 1 2 3 4 5

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|  |
|--|
| <b>1-no importance 2-little importance 3-some importance<br/>4-much importance 5- great importance</b> |
|--|

- |       |  |           |
|-------|--|-----------|
| 7.1   | Ethos / Climate / Atmosphere (in general)        | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.2   | Student - Teacher Relationships                  | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.3   | Student - Student Relationships                  | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.4   | Student - Principal Relationships                | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.5   | Teacher - Teacher Relationships                  | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.6   | Teacher - Principal Relationships                | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.7   | Teacher - Parent Relationships                   | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.8   | Principal - Parent Relationships                 | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.9   | The role of religion in the school               | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.10  | The role of tradition in the school              | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.11  | The extent to which morals and values are taught | 1 2 3 4 5 |
| <hr/> |  |           |
| 7.12  | The extent to which excellence is emphasised     | 1 2 3 4 5 |

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7.13 The extent to which growth and development is emphasised 1 2 3 4 5

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7.14 Student involvement in decision-making e.g. by means of the SRC (Student Representative Council) 1 2 3 4 5

---

7.15 Teacher involvement in decision-making 1 2 3 4 5

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7.16 The provision of opportunities for teacher development 1 2 3 4 5

---

7.17 The type of rules which the school has 1 2 3 4 5

---

7.18 The level and type of motivation given to students 1 2 3 4 5

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8. How important do you rate the following factors, which relate to the school programme and its organisation, when you determine the quality or degree of success of a school?

8.1 School programme and its organisation (in general) 1 2 3 4 5

---

8.2 Teaching methods 1 2 3 4 5

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8.3 Career Guidance and Vocational Guidance 1 2 3 4 5

---

8.4 Communication with parents 1 2 3 4 5

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8.5 Subject Choice (variety of subject offered) 1 2 3 4 5

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**1-no importance 2-little importance 3-some importance  
4-much importance 5- great importance**

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8.6 Parental Involvement in the school 1 2 3 4 5

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8.7 Frequency of evaluation and testing 1 2 3 4 5

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8.8 Length of the school day 1 2 3 4 5

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8.9 Academic grouping of classes i.e. High achieving students  
in one class 1 2 3 4 5

---

8.10 Needs of High Achieving students are met 1 2 3 4 5

---

8.11 Needs of average students are met 1 2 3 4 5

---

8.12 Needs of Low Achieving students are met 1 2 3 4 5

---

8.13 Students are stretched in the classroom i.e. given  
challenging work 1 2 3 4 5

---

8.14 Achievement (academic and sporting / cultural) is  
recognised and rewarded 1 2 3 4 5

---

8.15 Efficient use of time 1 2 3 4 5

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**MOST IMPORTANT FACTORS**

Please indicate in the spaces below the factors which YOU consider most important when determining the success or quality of a school.

\* Please rank them in order of importance i.e. 1-most important, 2-second most important, etc

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**1-no importance 2-little importance 3-some importance  
4-much importance 5- great importance**

\* You need not use all the spaces provided.

| <u>Rank</u> | <u>Factor</u>                    | <u>For Office Use</u>    |
|-------------|----------------------------------|--------------------------|
| 1.          | _____<br>_____<br>_____          | <input type="checkbox"/> |
| 2.          | _____<br>_____<br>_____<br>_____ | <input type="checkbox"/> |
| 3.          | _____<br>_____<br>_____<br>_____ | <input type="checkbox"/> |
| 4.          | _____<br>_____<br>_____<br>_____ | <input type="checkbox"/> |
| 5.          | _____<br>_____<br>_____          | <input type="checkbox"/> |

Comments (if any) \_\_\_\_\_  
\_\_\_\_\_

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**1-no importance 2-little importance 3-some importance**  
**4-much importance 5- great importance**

**FOLLOW-UP INTERVIEWS:**

A follow up interview may be required.

1. If you are willing to be interviewed please complete the section below.
2. If you are not willing to be interviewed please write N/A or Not Applicable in the box below.

|            |
|------------|
| NAME:      |
| ADDRESS:   |
| TELEPHONE: |

Please note agreeing to be interviewed does not affect the confidentiality of your answers to this questionnaire.

**THANK YOU FOR YOUR VALUABLE TIME AND COOPERATION.**

**Sedick du Toit.**

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## APPENDIX D

Dear Parent / Student / Colleague / Circuit Manager

School quality is an issue which concerns us all either directly or indirectly. I am currently involved in a study which sets out to assess how parents, students, teachers and the educational administration determine school quality. In this regard I would like to ask you to complete the attached questionnaire. It should not take more than 25 minutes of your valuable time to complete.

There are no right or wrong answers to the questions, it is your opinion which is important. Please rest assured that your responses will be treated with the strictest confidentiality. Please feel free to add comments in the spaces provided.

Thank you for your co-operation and valuable time.

Yours sincerely



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WESTERN CAPE

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Sedick du Toit  
M.Phil (Education) student  
University of the Western Cape  
August 1996

## APPENDIX E

Dear Circuit Manager

All of us are busier these days than we should be, and most of us have a hard time keeping abreast of those obligations which are essential and required. I know how the little extras sometimes receive our best intentions, but I also know that in reality none of us have the time we desire to fulfil those intentions.

From the questionnaire which reached you a few weeks ago I have had few replies. Perhaps you mislaid the questionnaire, or it may have miscarried in the mail - any one of dozens of contingencies could have happened.

In any event, I am enclosing another copy of the questionnaire. I am sure that you will find the time in your busy schedule to complete it. Completed questionnaires can be returned to your secretary Mrs. B. Barnes.

Thus far I have received 1 completed questionnaire. I feel that it is important that the views of circuit managers be included in the study.

It would be appreciated if the questionnaires could be completed and returned by Mrs Barnes by 7 September 1996.

Once again thank you for your valuable time and co-operation.

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Sedick du Toit  
M.Phil (Education) student  
University of the Western Cape.  
30 August 1996

P.S. If you have already returned your completed questionnaire please ignore this reminder.

## APPENDIX F - % RESPONDENTS RATING FACTORS 4,5 AND 4 OR 5

| FACTOR                               | STUDENTS(112) |      |        | TEACHERS(33) |      |        | PARENTS(89) |      |        | MANAGERS(4) |    |        |
|--------------------------------------|---------------|------|--------|--------------|------|--------|-------------|------|--------|-------------|----|--------|
|                                      | 5             | 4    | 4 or 5 | 5            | 4    | 4 or 5 | 5           | 4    | 4 or 5 | 5           | 4  | 4 or 5 |
| Exam Results                         | 42            | 39.3 | 81.3   | 33.3         | 39.4 | 72.7   | 67.4        | 30.3 | 97.7   | 50          | 50 | 100    |
| Matric Pass Rate                     | 65.2          | 19.6 | 84.8   | 27.3         | 45.5 | 72.8   | 70.8        | 29.2 | 100    | 25          | 75 | 100    |
| Matric Exemptions                    | 22.3          | 33.9 | 56.2   | 15.2         | 24.2 | 39.4   | 40.9        | 36.4 | 77.3   | 0           | 50 | 50     |
| Matric A Aggregates                  | 17            | 27.7 | 44.7   | 6.1          | 27.3 | 33.4   | 29.5        | 46.6 | 76.1   | 25          | 50 | 75     |
| Matric Average Marks                 | 28.2          | 38.2 | 66.4   | 15.2         | 39.4 | 54.6   | 48.3        | 37.1 | 85.4   | 25          | 75 | 100    |
| Six to Nine Pass Rate                | 31.3          | 30.4 | 61.7   | 24.2         | 48.5 | 72.7   | 50.6        | 40.4 | 91     | 25          | 25 | 50     |
| Six to Nine Average Marks            | 17.9          | 28.6 | 46.5   | 21.2         | 45.5 | 66.7   | 37.9        | 42.5 | 80.4   | 25          | 25 | 50     |
| Drop Out Rate                        | 51.4          | 15.3 | 66.7   | 57.6         | 21.2 | 78.8   | 66.7        | 17.2 | 83.9   | 25          | 50 | 75     |
| Students                             | 40.2          | 31.3 | 71.5   | 42.4         | 45.5 | 87.9   | 51.7        | 32.6 | 84.3   | 50          | 50 | 100    |
| Student Behaviour                    | 56.3          | 29.5 | 85.8   | 51.5         | 45.5 | 97     | 76.4        | 15.7 | 92.1   | 75          | 25 | 100    |
| Student Appearance                   | 24.1          | 30.4 | 54.5   | 18.2         | 45.5 | 63.7   | 46.1        | 31.5 | 77.6   | 25          | 50 | 75     |
| Student attitude to school           | 44.6          | 33   | 77.6   | 54.5         | 30.3 | 84.8   | 65.2        | 25.8 | 91     | 100         | 0  | 100    |
| Student attitude to education        | 55.5          | 28.2 | 83.7   | 69.7         | 27.3 | 97     | 75.3        | 18   | 93.3   | 100         | 0  | 100    |
| Student participation in sports      | 37.8          | 38.7 | 76.5   | 30.3         | 36.4 | 66.7   | 19.3        | 38.6 | 57.9   | 50          | 25 | 75     |
| Student excellence in sports         | 10.7          | 25.9 | 36.6   | 21.2         | 21.2 | 42.4   | 6.9         | 46   | 52.9   | 0           | 25 | 25     |
| Facilities                           | 28.6          | 35.7 | 64.3   | 27.3         | 27.3 | 54.6   | 58.4        | 32.6 | 91     | 25          | 25 | 50     |
| Basic Facilities                     | 57.1          | 33   | 90.1   | 63.6         | 21.2 | 84.8   | 77.3        | 20.5 | 97.8   | 50          | 25 | 75     |
| Condition facilities                 | 33.3          | 44.1 | 77.4   | 45.5         | 36.4 | 81.9   | 53.9        | 38.2 | 92.1   | 25          | 50 | 75     |
| External appearance of school        | 21.4          | 28.6 | 50     | 18.2         | 39.4 | 57.6   | 36          | 41.6 | 77.6   | 25          | 50 | 75     |
| Size of classes                      | 50            | 30.4 | 80.4   | 60.6         | 27.3 | 87.9   | 55.1        | 30.3 | 85.4   | 25          | 0  | 25     |
| Basic sports facilities              | 30.4          | 31.3 | 61.7   | 33.3         | 24.2 | 57.5   | 22.5        | 51.7 | 74.2   | 0           | 25 | 25     |
| Advanced sports facilities           | 14.3          | 11.6 | 25.9   | 6.3          | 21.9 | 28.2   | 14.6        | 27   | 41.6   | 0           | 25 | 25     |
| Advanced facilities                  | 28.6          | 26.8 | 55.4   | 31.3         | 34.4 | 65.7   | 58.4        | 31.5 | 89.9   | 0           | 25 | 25     |
| Teachers                             | 65.2          | 26.8 | 92     | 63.6         | 30.3 | 93.9   | 77.5        | 15.7 | 93.2   | 75          | 25 | 100    |
| Basic Teacher Training               | 63.9          | 28.7 | 92.6   | 60.6         | 27.3 | 87.9   | 64.4        | 27.6 | 92     | 50          | 25 | 75     |
| Advanced Teacher Training            | 13.5          | 33.3 | 46.8   | 28.1         | 43.8 | 71.9   | 27          | 36   | 63     | 25          | 0  | 25     |
| Teacher experience                   | 50.9          | 20   | 70.9   | 18.2         | 45.5 | 63.7   | 62.5        | 31.8 | 94.3   | 25          | 25 | 50     |
| Teacher attitude to school           | 71.4          | 21.4 | 92.8   | 66.7         | 27.3 | 94     | 80.9        | 15.7 | 96.6   | 50          | 50 | 100    |
| Teacher attitude to education        | 79.5          | 17   | 96.5   | 78.8         | 18.2 | 97     | 88.8        | 11.2 | 100    | 100         | 0  | 100    |
| Teacher attitude to students         | 76.8          | 18.8 | 95.6   | 78.8         | 18.2 | 97     | 88.8        | 10.1 | 98.9   | 100         | 0  | 100    |
| Teacher attitude to parents          | 41.4          | 36   | 77.4   | 48.5         | 24.2 | 72.7   | 51.1        | 34.1 | 85.2   | 50          | 50 | 100    |
| Teacher appearance                   | 17.9          | 20.5 | 38.4   | 27.3         | 27.3 | 54.6   | 43.8        | 32.6 | 76.4   | 50          | 25 | 75     |
| Teacher enthusiasm                   | 67            | 24.1 | 91.1   | 69.7         | 24.2 | 93.9   | 71.9        | 24.7 | 96.6   | 75          | 25 | 100    |
| Teacher involvement sports           | 25            | 34.8 | 59.8   | 39.4         | 42.4 | 81.8   | 25.8        | 36   | 61.8   | 50          | 0  | 50     |
| Quality of teaching                  | 78.6          | 17   | 95.6   | 78.8         | 18.2 | 97     | 92.1        | 7.9  | 100    | 100         | 0  | 100    |
| Principal                            | 69.4          | 19.8 | 89.2   | 54.5         | 36.4 | 90.9   | 84.1        | 11.4 | 95.5   | 100         | 0  | 100    |
| Principal educational qualifications | 48.2          | 33.6 | 81.8   | 21.2         | 36.4 | 57.6   | 57.3        | 30.3 | 87.6   | 25          | 0  | 25     |
| Principal appearance                 | 36.4          | 25.5 | 61.9   | 33.3         | 42.4 | 75.7   | 58.4        | 27   | 85.4   | 50          | 25 | 75     |
| Principals experience (Teachers)     | 43.2          | 40.5 | 83.7   | 42.4         | 39.4 | 81.8   | 66.3        | 24.7 | 91     | 50          | 50 | 100    |
| Principals experience (Principal)    | 53.6          | 26.4 | 80     | 27.3         | 45.5 | 72.8   | 55.1        | 31.5 | 86.6   | 50          | 50 | 100    |
| Principals organisational skills     | 62.7          | 30   | 92.7   | 72.7         | 21.2 | 93.9   | 65.2        | 25.8 | 91     | 75          | 25 | 100    |
| Principals interpersonal skills      | 59.5          | 24.3 | 83.8   | 87.9         | 9.1  | 97     | 71.9        | 21.3 | 93.2   | 100         | 0  | 100    |
| Principals community involvement     | 34.2          | 34.2 | 68.4   | 51.5         | 30.3 | 81.8   | 31.5        | 41.6 | 73.1   | 75          | 0  | 75     |

| FACTOR                          | STUDENTS(112) |      |        | TEACHERS(33) |      |        | PARENTS(89) |      |        | MANAGERS(4) |    |        |
|---------------------------------|---------------|------|--------|--------------|------|--------|-------------|------|--------|-------------|----|--------|
|                                 | 5             | 4    | 4 or 5 | 5            | 4    | 4 or 5 | 5           | 4    | 4 or 5 | 5           | 4  | 4 or 5 |
| Ex-students                     | 17.1          | 34.2 | 51.3   | 30.3         | 27.3 | 57.6   | 27          | 36   | 63     | 100         | 0  | 100    |
| Jobs ex-students                | 29.1          | 21.8 | 50.9   | 21.2         | 33.3 | 54.5   | 31.5        | 27   | 58.5   | 25          | 25 | 50     |
| Income ex-students              | 11.7          | 17.1 | 28.8   | 6.1          | 15.2 | 21.3   | 18          | 23.6 | 41.6   | 0           | 25 | 25     |
| Ex students further studies     | 43.6          | 21.8 | 65.4   | 24.2         | 45.5 | 69.7   | 40.4        | 37.1 | 77.5   | 0           | 50 | 50     |
| Ex students university          | 33            | 26.8 | 59.8   | 15.2         | 33.3 | 48.5   | 33          | 35.2 | 68.2   | 0           | 25 | 25     |
| Ex students medicine            | 12.5          | 17   | 29.5   | 6.1          | 9.1  | 15.2   | 16.1        | 31   | 47.1   | 0           | 25 | 25     |
| Ex students complete            | 30.6          | 29.7 | 60.3   | 45.5         | 21.2 | 66.7   | 39.1        | 33.3 | 72.4   | 25          | 50 | 75     |
| Ex students prominent citizens  | 22.3          | 22.3 | 44.6   | 9.4          | 15.6 | 25     | 19.5        | 32.2 | 51.7   | 0           | 50 | 50     |
| Ex students quality citizens    | 21.8          | 30   | 51.8   | 51.5         | 27.3 | 78.8   | 36.4        | 36.4 | 72.8   | 0           | 75 | 75     |
| Ex students attitude to school  | 25            | 28.6 | 53.6   | 42.4         | 30.3 | 72.7   | 29.5        | 42   | 71.5   | 75          | 25 | 100    |
| Ethos                           | 43.8          | 34.8 | 78.6   | 69.7         | 21.2 | 90.9   | 44.2        | 40.7 | 84.9   | 100         | 0  | 100    |
| Student-teacher Relationships   | 59.8          | 31.3 | 91.1   | 66.7         | 27.3 | 94     | 69.3        | 26.1 | 95.4   | 75          | 25 | 100    |
| Student-student Relationships   | 67            | 26.8 | 93.8   | 51.5         | 30.3 | 81.8   | 56.8        | 34.1 | 90.9   | 100         | 0  | 100    |
| Student-principal Relationships | 37.5          | 33   | 70.5   | 45.5         | 39.4 | 84.9   | 54.5        | 35.2 | 89.7   | 75          | 25 | 100    |
| Teacher-teacher Relationships   | 39.3          | 34.8 | 74.1   | 45.5         | 33.3 | 78.8   | 53.4        | 34.1 | 87.5   | 75          | 25 | 100    |
| Teacher-principal Relationships | 42.9          | 37.5 | 80.4   | 54.5         | 36.4 | 90.9   | 61.4        | 31.8 | 93.2   | 75          | 25 | 100    |
| Teacher-parent Relationships    | 31.5          | 33.3 | 64.8   | 33.3         | 45.5 | 78.8   | 43.8        | 36   | 79.8   | 75          | 25 | 100    |
| Principal-parent Relationships  | 24.5          | 44.5 | 69     | 42.4         | 51.5 | 93.9   | 46.6        | 37.5 | 84.1   | 100         | 0  | 100    |
| Religion                        | 20.5          | 13.5 | 34     | 12.1         | 12.1 | 24.2   | 27          | 27   | 54     | 25          | 0  | 25     |
| Tradition                       | 9.3           | 29.6 | 38.9   | 15.2         | 15.2 | 30.4   | 13.6        | 25   | 38.6   | 0           | 50 | 50     |
| Morals and values               | 37.3          | 38.2 | 75.5   | 63.6         | 33.3 | 96.9   | 69.3        | 25   | 94.3   | 50          | 50 | 100    |
| Excellence                      | 29.4          | 28.4 | 57.8   | 18.2         | 42.4 | 60.6   | 54.5        | 31.8 | 86.3   | 75          | 25 | 100    |
| Growth                          | 30            | 38.2 | 68.2   | 57.6         | 39.4 | 97     | 57.3        | 33.7 | 91     | 100         | 0  | 100    |
| Student decision making         | 55.9          | 27.9 | 83.8   | 42.4         | 45.5 | 87.9   | 28.4        | 48.9 | 77.3   | 0           | 50 | 50     |
| Teacher decision making         | 23.4          | 45   | 68.4   | 54.5         | 39.4 | 93.9   | 37.1        | 46.1 | 83.2   | 0           | 50 | 50     |
| Teacher development             | 27.5          | 44   | 71.5   | 63.6         | 30.3 | 93.9   | 53.4        | 33   | 86.4   | 75          | 25 | 100    |
| Rules                           | 53.2          | 28.8 | 82     | 45.5         | 39.4 | 84.9   | 65.2        | 27   | 92.2   | 100         | 0  | 100    |
| Motivation                      | 68.8          | 24.8 | 93.6   | 69.7         | 21.2 | 90.9   | 75          | 18.2 | 93.2   | 100         | 0  | 100    |
| Programme                       | 46.4          | 32.7 | 79.1   | 72.7         | 21.2 | 93.9   | 56.3        | 31   | 87.3   | 100         | 0  | 100    |
| Teaching methods                | 71.2          | 22.5 | 93.7   | 37.5         | 46.9 | 84.4   | 74.2        | 22.5 | 96.7   | 75          | 25 | 100    |
| Career guidance                 | 64.3          | 24.1 | 88.4   | 56.3         | 40.6 | 96.9   | 67.4        | 28.1 | 95.5   | 25          | 50 | 75     |
| Communication with parents      | 37.8          | 35.1 | 72.9   | 46.9         | 43.8 | 90.7   | 65.2        | 20.2 | 85.4   | 50          | 50 | 100    |
| Subject choice                  | 71.2          | 21.6 | 92.8   | 37.5         | 31.3 | 68.8   | 71.6        | 23.9 | 95.5   | 50          | 0  | 50     |
| Parental involvement            | 15.3          | 44.1 | 59.4   | 50           | 34.4 | 84.4   | 34.8        | 40.4 | 75.2   | 50          | 25 | 75     |
| Frequency                       | 26.1          | 36.9 | 63     | 21.9         | 37.5 | 59.4   | 55.1        | 36   | 91.1   | 25          | 50 | 75     |
| Length of day                   | 42.3          | 13.5 | 55.8   | 28.1         | 43.8 | 71.9   | 31.5        | 41.6 | 73.1   | 50          | 50 | 100    |
| Academic grouping               | 10.8          | 9.9  | 20.7   | 12.5         | 21.9 | 34.4   | 17.2        | 18.4 | 35.6   | 25          | 0  | 25     |
| High achievers needs            | 22            | 27.5 | 49.5   | 37.5         | 46.9 | 84.4   | 41          | 25   | 66     | 75          | 25 | 100    |
| Medium achievers needs          | 33.6          | 30   | 63.6   | 56.3         | 37.5 | 93.8   | 48.3        | 29.2 | 77.5   | 75          | 25 | 100    |
| Low achievers needs             | 46.8          | 25.7 | 72.5   | 50           | 43.8 | 93.8   | 57.3        | 28.4 | 85.7   | 75          | 25 | 100    |
| Challenging work                | 29.1          | 34.5 | 63.6   | 56.3         | 40.6 | 96.9   | 46.6        | 40.9 | 87.5   | 100         | 0  | 100    |
| Recognition of achievement      | 52.3          | 30.6 | 82.9   | 56.3         | 34.4 | 90.7   | 45.5        | 38.6 | 84.1   | 75          | 25 | 100    |
| Use of Time                     | 35.1          | 45   | 80.1   | 71.9         | 12.5 | 84.4   | 67.4        | 27   | 94.4   | 75          | 25 | 100    |

**APPENDIX G  
DIFFERENCES BETWEEN STUDENT SUBGROUPS**

These following differences were found to be significant at the .05 level.

- A. **SES:**  
Student excellence in sporting and cultural activities and setting of challenging work in class was rated more highly by students from working class backgrounds.
- B. **Gender:**  
Male students rated teacher involvement in sporting and cultural activities as being of more importance than female students.
- C. **Intention to study further:**  
Six to nine average marks were rated as being more important by those who intended to study further.
- D. **Leadership positions:**  
Students who occupied leadership positions rated advanced sports facilities, advanced teacher training and the number of ex-students accepted to study medicine as being of less importance than students who did not occupy leadership positions.
- E. **Standard:**  
Matric 'A' aggregates, advanced sports facilities, ex-students accepted to study medicine and ex-students who become prominent members of community were rated as being more important than by matric students than by standard nine students.
- F. **Family structure:**  
Teacher-teacher and teacher-principal relationships were rated as being of more importance by students who lived with both parents.  
Advanced facilities and length of school day were rated as being of more important by students who did not live with both parents.
- G. **Examination results (June 1996)**  
Low achievers rated needs of high achievers being met lower than other groups.  
High achievers rated the role of tradition more highly than the other groups.  
Low achievers rated the needs of average achievers and type of rules which the school has as being of less importance than high achievers did.  
Standard 6-9 average marks and school programme and organisation were rated lower by low achievers than by medium achievers while the role of religion was rated higher by low achievers.

APPENDIX H  
DIFFERENCES BETWEEN TEACHER SUBGROUPS

The following differences were found to be significant at the .05 level.

- A. **Academic qualifications:** Teachers with basic teaching qualifications rated student-principal relationships and advanced sports facilities as being of more importance than teachers with advanced qualifications.
- B. **Post level:** Student involvement in decision-making and the principals experience as teacher were rated as being of less importance by those who occupied management positions.
- C. **Standards taught:** Teachers who taught senior standards (nine and ten) rated matric average marks, six to nine pass rate and Facilities as being of less importance than those who did not teach senior standards.
- D. **Ex-students:** Advanced sports facilities, incomes which ex-students earn and the number of ex-students accepted for further studies were considered less important by teachers who were ex-students of the school.
- E. **Institution where teaching qualification was obtained (UWC / UCT)<sup>1</sup>:** Teachers who had obtained their teaching qualification at UWC tended to rate religion, teacher involvement in sports and cultural activities, ex-students accepted to study at university and the attitude of ex-students towards the school as being of more importance than the teachers who had obtained their teacher qualifications at UCT.
- F. **Gender:** Male teachers rated the importance of ex-students becoming prominent members of the community as being of more importance than female teachers.
- G. **Teaching experience:** The importance of student behaviour, student attitude towards the school, the condition of facilities, student-teacher relationships and emphasis on growth tended to increase as the amount of teaching experience increased.  
Teachers with between five and ten years<sup>2</sup> teaching experience rated teacher involvement in decision making as most important.
- H. No significant differences were found between teachers who had children and those who did not or between the different subject groups which teachers taught.

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<sup>1</sup> The majority of respondents were trained at these two institutions.

<sup>2</sup> Teachers were divided into three groups namely those with less than five years experience, those with between five and ten years experience and those with more than ten years experience.

APPENDIX I  
DIFFERENCES BETWEEN PARENT SUBGROUPS

The following differences were found to be significant at the .05 level.

- A. Gender  
Mothers tended to rate tradition, academic results, student participation in sporting and cultural activities, the principal's community involvement, the number of ex-students accepted to study at university and the number of students accepted to study medicine more highly than fathers did.
- B. Ex-students  
Parents who were ex-students of the school rated standard 6 to 9 average marks, teacher appearance, the type of jobs which ex-students get and teacher-parent relationships as being of less importance than parents who were not ex-students.
- C. Examination results of child (June 1996)  
Matric 'A' aggregates were more important to parents whose children were high achievers. The matric average marks were rated most highly by medium achievers while the importance of career guidance and ex-students increased as the results obtained by the children increased.
- D. No significant differences were identified between the different socio-economic groups. Differences between parents who served on the PTSA or governing body of the school and those who did not were not determined due to the small percentage of parents who served on these bodies.



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