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UNIVERSITY OF CAPE TOWN

FACULTY OF EDUCATION

A STUDY OF FACTORS OF EFFECTIVENESS IN CAPE TOWN
SECONDARY SCHOOLS

By

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FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION, PLANNING
AND SOCIAL POLICY

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DECLARATION

I, *NTHAMBELENI PETER RAVELE*, do solemnly declare that this research work is my original product supervised by the supervisor whose name appears on the title page and the views used from experts in the field of this study have all been duly acknowledged or listed in the bibliography. This research report has not been previously submitted for a degree at another university.

Signature: Signed by candidate

Signature Removed

Nthambeleni Peter Ravele

Date: *15* Day of *JULY* 1997

DEDICATION

This research report is dedicated to my lovely wife and children whose support saw me through to the completion of this study.

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CHAPTER ONE

INTRODUCTION

1.1. The Problem

In this chapter I intend to focus my attention on identifying the problem to be investigated in this research study and to briefly sketch the historical background to the study. I will further state the aims and the significance of the research study.

In my view the issue of how factors of effectiveness, as identified in school effectiveness literature, operate in schools deserve more attention in view of their potential to contribute to school effectiveness. In South Africa the majority of schools lack effectiveness as centres of learning.

According to Jansen (1995) the concept of school effectiveness in South Africa has not been broadly investigated partly due to the country's isolation from participating in international research studies. On the other hand South Africa started participating in school effectiveness research at the time when there were moves towards changing from school effectiveness paradigm to school quality paradigm. In my view such moves did not render factors of effectiveness identified in school effectiveness literature futile, but rather put more emphasis on the need to examine their

interplay within a particular school context rather than perceiving their operation in the production-function mode.

In this research I am convinced that paradigm shifts made in school effectiveness studies have not succeeded in ruling out completely factors identified in school effectiveness literature as essential to effectiveness.

1.2. Historical background to the research study

I am of the opinion that a research on how factors of effectiveness as identified in school effectiveness literature manifest themselves in the school situation require a brief outline of the historical context of education in South Africa.

The South African system of schooling was characterised by discriminatory laws which separated schools according to race criterion. Such separated schooling systems did not result in effectiveness in most schools mainly due to unequal provision of infrastructural facilities, teachers, governance and central authority support in terms of funding.

According to Blankely (1994) and NEPI Report on Education - Planning and Structure (1993), Apartheid laws in education impaired effectiveness in the majority of schools, particularly,

historically black schools. Schoeman and Schindler (1984) and Meyer (1994) concur with such a view by referring to examples of school ineffectiveness such as high drop-out and repetition rates, poor examination results, low parental involvement in education, unhealthy relationships between teachers and learners, poorly qualified teachers, poor infrastructure and disempowered principals.

In my view all such aspects highlight the main roots of school ineffectiveness in the South African schooling system which stemmed from political shortsightedness. This view is supported by Maja (1993:3) who asserts that in order to understand the nature of the educational crises in South Africa one needs to focus attention on what he refers to as "...illegitimate political structures which officially brought us to the logical conclusion of the education crisis".

The foregoing assertion lays emphasis on the roots of the ineffectiveness in the majority of schools in South Africa. It will be wrong to suggest that all schools in the country are ineffective. Meyer (1994) has expressed this view succinctly by indicating that it should be acknowledged that there are schools which are engaged in quality education in South Africa although the majority of them are functioning below their standards of effectiveness. I am of the view that such schools embrace both privileged and unprivileged schools. That view strengthens my

belief that there are factors identified in school effectiveness literature which promote effectiveness in schools. It was significant to study such factors identified in school effectiveness literature to find out whether they exist or not and how they operate in a school setting (in the three schools chosen for this study).

In the light of the above facts, I am convinced that by focusing on the individual schools I will be accommodating not only the school effectiveness paradigm but also the education quality paradigm although Jansen (1995:194) contends that "... studies of effectiveness and studies on quality represent competing and incompatible agendas for school and classroom based research". In my view some of the findings of the school effectiveness paradigm, especially factors of school effectiveness are of enormous importance even in the period wherein more emphasis is on the education quality paradigm.

A brief examination of the historical background of school education in South Africa entices one to pose some questions which are relevant to this research:

- a. Which factors of effectiveness have been identified in school effectiveness literature?
- b. Which factors of effectiveness operate in the schools?

c. Which factors of effectiveness are in school effectiveness literature but are not operating in the schools?

d. Which factors are operating in the schools but are not in school effectiveness literature?

The above questions beg for answers which this research seeks to address.

1.3. Aims of the research study

Questions posed in the foregoing section will serve as guidelines in this research study. I intend to identify factors of school effectiveness in literature and to visit three schools in the Western Cape in the vicinity of the University of Cape Town to study how such factors manifest themselves in the context of those schools. Through this study I will be able to focus on how school effectiveness factors as identified in school effectiveness literature operate in relation to the individual circumstances of a particular school. This is an element that signifies a point of departure from the school effectiveness paradigm that sought to generalize or view such factors as operating similarly in all schools with similar outcomes. Through this study I intend to understand that factors of effectiveness

identified in school effectiveness literature operate differently in different schools.

1.4. The significance of the study

The research aims (see 1.3) were identified as the study of how factors of effectiveness in literature operate in three randomly selected schools in the Western Cape. In view of that aim I perceive the significance of this research study as residing in the knowledge and understanding of factors of effectiveness and how they are applied in each particular school context. The rationale for such a perception is that if factors of school effectiveness in literature are known and understood and their operation in schools has been studied, the quest for improving school effectiveness may be approached expertly.

This study is a minor contribution towards the need for case studies in all attempts to improve educational quality in the schools. A case study of each school is a necessity for purposes of understanding how factors of effectiveness interact in a specific context.

1.5. Delimitations

1.5.1. Geographical delimitation

This study will be conducted in three randomly selected high schools in Rondebosch and Mowbray area in the vicinity of the University of Cape Town. The three schools were selected for their proximity convenience.

1.5.2. The sample population (group) delimitation

This study will focus on three principals or deputy principals (whoever will be available during the visit), three heads of department and three teachers. The study will last for nine days. Unstructured questions will be administered to the sample population.

CHAPTER TWO

LITERATURE REVIEW ON SCHOOL EFFECTIVENESS

In this chapter, I intend to review various literature on school effectiveness. The purpose is:

1. to focus on the historical trends in school effectiveness and criticisms of school effectiveness research,
2. to examine any viable alternative to school effectiveness research paradigm,
3. to examine some of the factors of school effectiveness literature,
4. to focus briefly on the dynamics of change as part of school effectiveness, and
5. to assess some of the factors of school effectiveness in terms of their significance to school effectiveness according to the literature consulted.

2.1. HISTORICAL TRENDS IN SCHOOL EFFECTIVENESS RESEARCH

School effectiveness research is classified into several periods marked by a variety of emphases and de-emphases by researchers in different countries.

2.1.1. School effectiveness research in the 1960s and early 1970s:

According to Jansen (1995), De Waal (1995), Sackney (1991), Lockheed and Levin (1993), Dalin, Rolff and Kleekamp (1993) historical trends are divided into the following periods:

2.1.1.1. The 1960s and the early 1970s:

This period was characterised by the employment of huge samples and qualitative studies focusing on correlational analysis of school inputs and outputs. This period is associated with researchers such as Coleman in the 1960s and Jencks in 1970s. Conclusions drawn after several studies were that schools have limited impact on learners achievement than their socio-economic status. In my opinion studies in this period neglected the interplay of school factors that have a bearing on school achievement in favour of the socio-economic background of the learner. Viewing the socio-economic background as the sole determinant of school effectiveness is a narrow perception of school effectiveness.

2.1.1.2. From the mid-to-late 1970s:

This was largely a period distinguished by refined large sample qualitative studies. This period was also known as the second wave of school effectiveness studies. The focus of this period was mainly on improvement of research methodologies. The aim was to study the relationship of school variables and the quality of schooling. Individual learners became units of analysis in terms of measurable progress instead of average performance. I am of the view that for the first time this period recognized the impact of school factors in the learning of the individual student. The fact that the individual learner became a unit of analysis suggests that average achievement is inadequate as a measurement of school effectiveness.

2.1.1.3. From the late 1970s to the early 1980s:

This was a period distinctive by its focus on checklists and case studies. Checklists studies aimed at producing characteristics that were associated with school effectiveness. Assumptions during this period were that some schools have certain characteristics of effectiveness which if identified are transferable and replicable in schools identified as ineffective. Checklists studies encouraged the proliferation of lists of school effectiveness characteristics whose unique features were

contradictions. Case studies on the other hand focused on the comparison of schools viewed as exemplary in terms of effectiveness and an in-depth study of such schools to determine reasons for their effectiveness. Case studies also contributed enormously to proliferation of checklists of school effectiveness. I concur with the view that there are characteristics that are conducive to school effectiveness. Contrary to checklists studies of this period I am of the opinion that such characteristics of effectiveness need to be viewed in association with the unique circumstances of individual schools.

The approach in the checklists studies assumes uniformity of conditions under which schools operate. According to Maja (1995:7) the approach of checklists studies seeks to "...homogenize schools experiences and project them as systems that are internally consistent and rationally organized without contradictions". This view suggests an indictment of input-output model (or production-function model) of checklists studies of this period that sought to homogenize schools.

2.1.1.4. From the late 1980s to the early 1990s:

The main foci of this period were refined methodologies and critiques in school effectiveness research. This period was more of a revision of Coleman's approaches that relied on statistical

procedures and large samples. The period is associated with the failure of school effectiveness research. Approaches used in school effectiveness research in this period were not accompanied by changes in school effectiveness. Purkey and Smith (in Jansen, 1995:186) highlighted the failure of school effectiveness research when they observed that "... It is one thing to demand that all schools be effective, it is an entirely different matter to assume ... that what has positive effects in one setting will invariably have the same effect in another".

I reckon that such an observation heralded new thinking on the school effectiveness paradigm regarding its efficacy to achieve its goals of making schools effective. The observation, apparently, also suggests the need for a paradigm shift on the notion of school effectiveness.

2.2. CRITICISMS ON SCHOOL EFFECTIVENESS RESEARCH

In the literature study I encountered several criticisms against school effectiveness research that spell doom for this research. A revisit on such criticisms may provide one with new perspectives regarding the future of research in school effectiveness research.

According to De Waal (1995) and Jansen (1995) the following criticisms, among others, were levelled against school effectiveness research:

- a. Lack of guiding theoretical framework.
- b. Research bias by school effectiveness researchers.
- c. Lack of valid measures of school effectiveness.
- d. Sample bias and lack of empirical data on schools and the neglect of the fact that most schools are of average level.
- e. Inappropriate methodologies and analyses of data.
- f. Neglect of immeasurable school factors which impact on school success, namely school climate, vision and mission, teacher and learner attitudes.
- g. Concentration on school level factors at the expense of learner background and its contribution to achievement.
- h. The neglect of the multi-level nature of schools, that is they consist of learners, teachers, classrooms, districts, regions and national level.

In the light of the numerous criticisms cited above I concur with the notion that school effectiveness research needs to undergo a metamorphosis in terms of a paradigm shift to save it from becoming defunct. The failure of school effectiveness research is mainly attributed to its failure to change ineffective schools into effective schools.

Jansen (1995:195) levels criticism on school effectiveness research in that it applies the production-function model employed in economics, that it focuses on inputs and outputs approach, that it relies inordinately on statistical procedures, that it depends on generalizations that rule out contextual peculiarities. In my opinion, I am sceptical of the view that all those criticisms signal the demise of the production-function model. I am inclined to believe that some elements of the input-output paradigm of school effectiveness research will still be useful in any new paradigm designed for schools.

Although, also critical of the input-output model, Maja (1995) makes a strong case for the production-function model in the school effectiveness paradigm when he indicates that schools are among others context bound in terms of macro-policy formulations, community and the educational system as a whole. I understand this view to suggest that schools are individual and unique micro-entities but at the same rate they are not able to disentangle themselves from the schooling system as a whole, district wise, regionally and nationally as determined by macro-policies which spring out from the input-output model of school effectiveness research findings.

2.3. ANY VIABLE ALTERNATIVE TO SCHOOL EFFECTIVENESS RESEARCH?

The failure of school effectiveness research has already been alluded to in this research (See 2.2 above). Recent studies on educational quality, viewed as a successor to school effectiveness research, shift emphasis away from the input-output model of school effectiveness research. The input-output model has fallen into disfavour mainly because it tends to homogenize schools, that is, the individuality and uniqueness of schools are not acknowledged for the sake of school effectiveness.

Jansen (1995), Carrim and Shalem (1993) and Ntshingila Khosa (1994) are researchers who advocate a paradigm shift from the input-output model approach of school effectiveness to educational quality research where individual schools and classrooms become important units of analysis for purposes of enhancing educational quality.

In my view such a paradigmatic shift resulted in a new perspective on what schools are contrary to the earlier views of school effectiveness research where the tendency was to view them as having no distinctive individual and unique identity that determine effectiveness. Such homogenization of schools in terms of transferability and replication of inputs and outputs is at the core of the failure of school effectiveness research paradigm.

The new paradigm, according to Jansen (1995) views schools as organizations, influenced by the cultural contexts in which they are situated. Teaching and learning in schools and classrooms are viewed as processes that cannot be analyzed in terms of the production-function model.

Researchers such as Maja (1995) and de Waal (1995) tend to favour the integrative approach to school effectiveness research. In my view such an integrative approach integrates various paradigms, namely the school effectiveness paradigm (production-function model), the school quality paradigm, as well as the school improvement paradigm.

In this study I was influenced by the integrative approach to school effectiveness research. For that purpose this research has also included the study of literature on organizational development, whole school development and change theories. The focus has been on how various factors of school effectiveness operate in the three schools selected for this study. I am of the opinion that the integrative approach to school effectiveness has potential for in-depth understanding and interpretation of the interplay of factors of school effectiveness identified in the literature studied.

The purpose here has been to indicate that school effectiveness research findings especially on factors of school effectiveness

are still significant in research affecting schools even for the new educational quality research paradigm that lays emphasis on the education practice and processes in schools and classrooms.

In this study the focus is on factors of effectiveness in school effectiveness literature, particularly on how they operate and interact in the three schools selected for the study.

2.4. FACTORS OF EFFECTIVENESS IDENTIFIED IN SCHOOL EFFECTIVENESS LITERATURE

Purkey and Smith (in Levin and Lockheed, 1993), Wilson and Corcoran (1988), Sackney (1991), Lawton (1994) and Hoy and Miskel (1991) distinguished and classified characteristics of school effectiveness as follows:

a. Organizational factors:

- (i) school-site management
- (ii) instructional leadership
- (iii) curriculum articulation and organization
- (iv) school-wide staff development
- (v) parental involvement and support
- (vi) school-wide recognition of academic success
- (vii) maximized learning time
- (viii) district support

b. Process factors:

- (i) collaborative planning and collegial relationships
- (ii) sense of community development
- (iii) clear goals and higher expectations
- (iv) order and discipline

According to Hargreaves and Hopkins (1993), Levin and Lockheed (1993), and Reynolds and Cuttance (1992) the following characteristics of school effectiveness were identified:

- (i) Purposeful leadership of the staff by the headmaster, his comprehension of needs and requirements of the schools and his readiness to share his power with other stakeholders in the school.
- (ii) Teacher consistency in his teaching style.
- (iii) A structured day for both work and leisure.
- (iv) Intellectually challenging teaching.
- (v) A work centred milieu which encourages student industriousness.
- (vi) A high level of communication between teachers and their charges.

- (vii) Proper record keeping that enables teachers to monitor student performance.
- (viii) Parental involvement.
- (ix) A positive school climate.

Sharpe (1989:136-140) drew common characteristics of good schools as follows:

- (i) Every effective school has a positive climate.
- (ii) A clear organizational personality embodying stated missions, goals, values and standards of performance.
- (iii) Involvement of all people at all times.
- (iv) Constant communication between administration, staff, parent and the community at large.
- (v) The effective school takes as much as it contributes to the community.
- (vi) The effective school knows where it is at all times - its assessment system on needs analysis and performance is continuous.

Meyer (1994:3-4) referred to a host of factors associated with school effectiveness, some of which are the following:

- (i) Physical facilities in the form of furniture, reading and writing materials and classroom space.
- (ii) Effective school governance.
- (iii) Relevant curriculum
- (iv) Capacity to learn.
- (v) Teachers motivation and commitment.
- (vi) Teaching styles and strategies - inductive methods, feedback and evaluation.
- (vii) Learning styles and strategies - problem solving, peer teaching.
- (viii) Parental and community involvement - provision of facilities, school development committee, teacher aides.

Effective school research conducted in a few developing countries revealed a few distinctive factors that are peculiarly associated or correlated with school effectiveness in such countries.

Dzvimbo (1994:15) has highlighted the following as factors of school effectiveness:

- (i) Curriculum in which all stakeholders were involved.
- (ii) Availability of teaching and learning materials.
- (iii) Adequate learning time or time-on-task.
- (iv) Effective teaching and learning strategies.
- (v) A stable environment.
- (vi) A clear mission statement and goals.
- (vii) Strong instructional leadership.
- (viii) Close relations with local communities.

According to Farrel (in Sackney 1991:55) the following factors which correlated with school effectiveness in developing countries were identified:

- (i) Availability of reading and testing materials.

(ii) Availability of libraries.

(iii) Level of teacher training and in-service.

(iv) Further training and in-service as necessitated by poor teacher qualifications.

(v) Availability of furniture, instructional media, nutrition and feeding schemes.

(vi) Availability of resources in general (Meyer 1994:2).

Meyer (1994:2) strongly believes that evaluation of school effectiveness needs to consider the following components:

a. input-output measures.

b. cost effectiveness indicators.

c. internal and external efficiency rates.

d. a set of fundamental quality level indicators (FQL).

e. observation.

f. school inspection.

g. performance evaluation at school level

h. self evaluation.

After analyzing all the various characteristics associated with school effectiveness, I discovered contrasts and contradictions among the various schools effectiveness factors mentioned above. For the purpose of this research study, I will consider a few of the most common factors of school effectiveness for the sake of analysis and interpretation.

2.5. CURRENT RESEARCH ON THE UNDERSTANDING OF CHANGE

I am of the opinion that in general, current studies of school effectiveness assume that schools have to be viewed as organizations to be properly understood. This perception emanates from organizational theories used in the planning of organizational development and change aimed at improvement of school effectiveness and efficacy.

Concern about the quality of school education suggests the need for planned change. For such change to occur schools as organizations require a paradigm shift or what Senge (1990:13-14) in his *"The Fifth Discipline"* refers to as *"Metanoia"* or *"Shift of Mind"*. Schools as learning organizations undergo a reperception of the world in order to learn and change. According

to Senge (1990), " a learning organization is an organization that continually expands its capacity to create its future". I support this view, in that schools are subject to changes that occur in society and therefore, they have to evaluate their effectiveness in line with the changes that take place in society.

Senge (1990) in conversation with O'Neil (1995:20) further expressed his views on the learning organizations as follows:

"A learning organization is an organization in which people at all levels are collectively, continually enhancing their capacity to create things they really want to create".

I believe that schools as learning organizations need to harness a cooperative effort of stakeholders to enable them to achieve their goals through continuous capacity building among stakeholders for the sake of attaining their goals and objectives.

Dalin, Rolff and Kleekamp (1993), Davidoff, Kaplan and Lazarus (1994) and Schofield (1995) elaborate on the issue of change in learning organizations by asserting that a learning organization needs continuous development through intervention by not only through its members but also through external consultants through identification of organizational strengths and weaknesses.

In the light of the above assertion, effective schools as organizations need to engage in developmental planning informed by the school's stated tasks, policies, values and its norms. Understanding change implies re-evaluation of all those aspects for purposes of ensuring school effectiveness.

The understanding of school change is based on change theories and organizational development. For schools to be effective organizations the change process should be an in-built component of their existence. Hargreaves (in Schofield 1995:3) pointed out that there are a number of reasons why schools need a change process in order to be effective. First, he asserts that schools should change due to "*shifts in the structure of global capitalism*". Secondly, schools need a change process due to the polarity of two immense social forces, viz. modernity and post-modernity. Post-modernism was accompanied by its own "*ideological, political and economic orientations that result in new forms of organizations*". Thirdly, post-modernism aims at changing schools through transforming the school culture.

Dalin (in Schofield 1995) is of the view that cultural transformation of the school is attained inside the school and thus schools should be perceived as change units. This same view is echoed by Goodlad (in Stoll 1994) wherein he asserts that top-down change in the USA failed to deliver.

I have the view that schools as units of change will need to harness different forces, for example school leaders, teachers, parents, community, students to be able to attain the effectiveness expected. There are also the four points of focus for any change viz. school curriculum, organizational structure, school-parent-community interactions, school assessment and school climate. The change process in the school should be owned by all stakeholders for their commitment to such changes for purposes of effectiveness in the school

2.5.1. School improvement:

Directly related to school change process is the aspect of school improvement. Improvement is the ultimate aim of the change process, that is, it aims at doing rightly what has been done wrongly in order to achieve school effectiveness.

Hargreaves and Hopkins (1992:110) maintain that one of the mind boggling issues in school effectiveness research is the necessity of going beyond mere identification of school effectiveness correlates. The problem that manifests itself with heightened frequency is how to translate the identified effectiveness *"...correlates into a programme of action sufficiently articulated"* to lead to identifiable school improvement. In my view most school effectiveness research (as already alluded to in

the previous section) inordinately focused on criteria for school effectiveness while neglecting the how of school improvement for effectiveness.

2.5.2. Sustaining change:

Strongly related to the concept of school improvement is sustaining change. School improvement forms an essential element of understanding the dynamics of change. In identifying school improvement, Van Velzen and others (in Hargreaves and Hopkins 1993:117) view this as *"...a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively"*.

I think such a view of school improvement apparently suggests that school improvement for effectiveness in learning is more than a one-off event but a sustained process aimed at the improvement of the school as a whole organization by fulfilling its aims and objectives.

Levin (1992), Creemers (1994), Lindle and Steffy (1994), Fullan (1992) and Dalin, Rolff and Kleekamp (1994) concur that school improvement for effectiveness needs to be sustained to prevent any degeneration into meaningless and aimless one-off events.

Effective school improvement requires proper identification of goals, provision for staff to embark on actions intended for instructional improvement, identification of possible hindrances to improvement and a contingency plan to obviate them, school improvement needs readiness to learn from methods and approaches successfully implemented elsewhere.

Maintaining successful school improvement also depends to a greater extent on stakeholders' readiness to provide educational capacities viz. students' willingness and their readiness to learn, parental support and improvement, teacher competence, effective school programmes, proper facilities and input from the community in terms of moral and material support and finally an effective school leadership.

From outside the school sustaining change for school improvement will heavily depend on the existence and implementation of a national policy of education whose goals, among others, include school improvement for effectiveness including an effective evaluation system for all functions performed by stakeholders in the school.

In this respect, I view school improvement and sustaining change as paradigms that need to be considered when dealing with factors of effectiveness. The rationale for that view is that the need

2.6.1. School Culture:

Firestone and Wilson (1994) and Basson, Van der Westhuizen and Niemann (1992) agree that school culture is embodied in the publicly and collectively accepted meanings, beliefs, values and assumptions that the school as an organization needs as guidelines for achievement of school effectiveness. School culture serves the purpose of defining standards and expectations necessary for school effectiveness. It is an indispensable component of school effectiveness mainly because it calls upon stakeholders in the school, to be committed and willing to render service and commitment to the school's norms, values, rules prescriptive of desirable behaviour. School culture is enshrined in school's content, symbols, communication forms, routine ceremonial activities, for example, assemblies, staff meetings, parent/teacher conferences, icons, school flags, coat of arms.

In this respect, I am inclined to believe that school culture assumes its significance as a school effectiveness component in view of its potential to influence anyone associated with the school. It can either conduce school effectiveness or fail to do so depending on how stakeholders are prepared to commit themselves to it and to abide by it in their dealings within the school.

for school improvement and sustaining change imply the operation of factors of effectiveness within and without the school.

2.6. DESCRIPTIVE ANALYSIS OF VARIOUS DIMENSIONS OF SCHOOL EFFECTIVENESS

In most school effectiveness literature dimensions of school effectiveness are categorized into two viz. organizational (structural) dimensions and process dimensions. Organizational dimensions are suggestive of all organizational or structural components that account for the organizational culture of a particular school. Process factors on the other hand are defined by Hopkins (1987:4) in the following manner:

"The process factors provide the means of achieving the organizational factors, they lubricate the system and fuel the dynamics of interactions".

In my view Hopkins' definition highlights the symbiotic relationship between organizational and process dimensions both of which are at the core of the school's culture that may promote or hamper school effectiveness, contingent upon how they are handled in a particular school.

2.6.2. Democratic school-site Management

According to Bullard and Taylor (1993); Murphy (1991); Caldwell (1993), Dimmock (1993); Aspin, Chapman and Wilkinson (1994); Courtney (1994); White (1989) and Caldwell and Spinks (1991); Department of Education Report of the Committee to review the Organization, Governance and Funding of schools, (1995); and Clune (1990), School-site Management is an organizational factor whereby physical and human resources are managed at school level rather than at system or central level. It is also a decentralization of authority to school level whereby school authorities are allowed to take decisions regarding allocation and utilization of resources.

I am of the opinion that School-site Management or school based management does not suggest the school-going-it-alone approach, which is not even the case in private schools currently operating in South Africa. It suggests that some governance authority is vested at school level to allow decision making at that level on some issues.

Chopra (1989); Caldwell and Spinks (1991); Wilson and Corcoran (1988) and Caldwell (1993) concur with that view in their claim that school-site management is rather suggestive of certain defined decisions being taken within the school but within the framework of local, state and national policies and guidelines.

Although enjoying certain decision-making powers schools are still expected to be accountable for what they do to society as represented by the central authority. A balance between centralization and decentralization is a necessity in ensuring effectiveness and quality education in the school and as a necessary check and balance mechanism to ensure protection of common interests and expectations as well as student interests.

White (1989:4-5) suggests that there are four weaknesses identified with school-site management. Firstly, frustration that may occur due to principals, teachers and students who may not be adequately capacitated to fulfill their roles in an effective manner. Secondly, there is an unfortunate power struggle among school administrators, teachers, students and parents. Thirdly, school-site management "diversity and differentiation in procedures from school to school" which may interfere with the efficiency and effectiveness of the school system as a whole including the compromise of equity principle.

I think all such limitations, however genuine, are not enough to discredit school-site management and its necessity.

School effectiveness researchers leave valuable suggestions that may be used to offset the aforementioned disadvantages. Meyer (1994); White (1989) and Caldwell (1993) claim that it is necessary to have a capacity-building policy that will be used to train all stakeholders in school-site management. Secondly,

implementation of school-site management will require an incremental approach. Thirdly, school-site management requires financial support and budgetary control at school level. Fourthly, goals and objectives should emanate from all stakeholders. Fifthly, school-site management will require readiness on the part of authorities outside the school to share power with stakeholders at school level.

2.6.3 The School's Mission Statement and Vision:

The mission statement has been described by Lindle and Steffy (1994) as an essence of the system's purpose. It seeks to clarify what aims are to be achieved and also provides a means for sustaining constancy of purpose. The mission statement empowers stakeholders in the school to be accountable and focused with regard to the achievements of institutional goals and objectives. The school's mission statement is reflective of the commitment, a pledge, a road map against which decisions can be weighed and actions determined.

I am convinced that school effectiveness research lays emphasis on the need for each school to have its own mission statement within the local, state and national policy framework. A mission statement has potential to demand commitment from all stakeholders to ideas and actions aimed at ensuring effective education in the school as signified by adherence to principles

of quality, equity, effectiveness and efficiency. Barth (in Stoll 1994:133) observed that "Vision unlocked is energy unlocked".

According to Banner and Gagné (1995); Murgatroyd and Morgan (1993); Griffin (1987); Hallinger, Murphy and Hausmary (1993); Herman (1989); Nthangeni (1991); Chance (1992); Faidley and Musser (1989); Lindle and Steffy (1994); Aspin, Chapman and Wilkinson (1994) and O'Neil (1995) the concept of vision refers to the point of departure in the formulation of a mission statement of the school. It is viewed as another guiding force towards which the school works. Both the mission statement and vision of the school are closely connected to the school's culture and ethos. The school's mission statement and vision, should emanate from the participation of all stakeholders in the school.

Christie, Potterton, French and Cress (1996) concur with the above assertions but add another dimension by suggesting that vision is one important characteristic of success. They view teaching and learning as important purposes of the school.

I am of the view that having a vision and mission statement is not enough as there is need for commitment and action towards their realization.

2.6.4. School Leadership:

In my view school leadership refers to all the individuals who are charged with the running of the school. In a broader sense it refers to the school principal, his deputy, senior staff, learners, teachers and even the school's governing body. In this instance leadership is being focused on the school principal and his role in school effectiveness.

According to Wood, Nicholson and Findley (1979); Nthangeni (1991); Murphy (1991); Townsend (1994); Aspin, Chapman and Wilkinson (1994); Van der Westhuizen (1992) and Gibbon (1995) the principal is viewed as a group coordinator than a central actor. His role is to preside over shared governance of the school for the sake of achievement of its goals and objectives. School effectiveness is dependent on the principal's leadership and management style. Leadership and management styles differ from situation to situation. The principal as a leader may select from among the following leadership and management styles as determined by the situation on the ground - autocratic (traditional top-down or hierarchical approach), laissez-faire style, democratic style, contingency approach (depending on situational variables) and many other leadership models.

Aspin, Chapman and Wilkinson (1994); Townsend (1994); Nthangeni (1991); Mendez (1986); Houlihan (1988); Hansen and Smith (1989);

Garten and Valentine (1989), Manley, Siudzinski and Varah (1989); Fullan (1992); Gibbon (1995); Huddle (1984); Astuto and Clarke (1986) and Adams and Bailey (1989) hold the view that effective school principals embody certain vital characteristics that make their schools effective. Such principals are usually familiar with the needs of their schools, they manifest active involvement in school activities but without excessive control on staff, they influence the teaching strategies of their teachers and they lay emphasis on monitoring teacher and pupil performances and make valuable suggestions for the improvement of teaching and learning. Effective principals are also committed to both academic and non-academic goals and objectives of the school and create a climate of higher expectations for both the teachers and students. Effective principals do not spend most of their time in administrative duties at the expense of what is happening in the classroom.

In addition to all this, effective principals involve their teachers in the decision-making process on matters that affect them directly. They are not to be viewed as isolated individuals since they depend on staff support to achieve successes.

I am of the opinion that not all principals however, will possess all the qualities that have been mentioned. What is significant

though is for them to strive to identify and possess some of them through any relevant professional development programme.

Carrim and Shalem (1993); Wilson (1978); Lagana (1989); Nthangeni (1991); Van Wyk (1992); Tewel (1989) Astuto and Clerk (1986); Ndaba (1996); Clune (1990) and Leslie (1989) suggest that the principal's leadership effectiveness is also characterized by the extent to which he is ready to empower his teachers. Teacher empowerment, implies particularly democracy and commitment that aims at the development of new leadership roles for teachers in the restructuring and renewing of the school for the purpose of effectiveness. Empowerment of teachers aims at involving teachers in planning and implementation of the school's goals and objectiveness and the sharing of responsibilities and commitments. In this way teachers will strongly identify and commit themselves to the school and its mission.

Sullivan (1994:8-10) is of the view that school leaders should be equipped with the following qualities for effectiveness:

- a. servant leadership.
- b. moral authority.
- c. risk taking.

All these are some of the qualities that have potential to enlist the support of staff towards institutional goals and objectives.

Attainment of such goals and objectives implies effectiveness in the schools.

2.6.5. The Teacher and School Effectiveness:

Aspin, Chapman and Wilkinson (1994), Townsend (1994); Nthangeni (1991); Astuto and Clark (1986); Adams and Bailey (1989) maintain that school effectiveness depends among other things on the quality of teachers at its disposal in terms of their qualifications, experience, level of motivation and leadership characteristics. They also claim that improvement of the quality of instruction relies on teachers who employ effective and varied teaching strategies some of which are: inquiry approach, hands-on experience, individual and group projects, co-operative learning, open discussions, student participation in community activities, mastery learning, inductive and deductive methods, problem solving and feedback and evaluation. In my opinion, such strategies, if used by effective teachers are likely to have a stronger impact in eliminating rote learning and ensuring learning accompanied by higher order thinking skills which should be the ultimate goal of effective teaching and learning. The teacher who is effective should be a facilitator or coach rather than a sage.

According to Creemers (1992); Nguru (1995); Dzvimbo (1994); Murphy (1991); Anderson (1991); Beach and Reinhartz (1984);

Ornstein (1990); Walker (1991); Mendez (1986); Meyer (1994), Creemers (1994); Brombacher (1994) and Bonstingl (1993:66) maintain that in effective schools teachers and their students learn how to learn and as partners they forge "*mutual cooperation and trust ...*".

I concur with the view that teaching and learning are a cooperative effort among teachers and students who should be imbued with an understanding of what learning is and how it should occur. The roles of teachers and learners need to be well defined.

Bradley (1991); Acheson and Gall (1980); Tewel (1989), Chirnside (1984); Hansen and Smith (1989); Wood, Nicholson and Findley (1979) and Dalin, Rolff and Kleekamp (1993) assert that the quest for teacher effectiveness calls for an element of teacher monitoring and evaluation. The motive for such monitoring and evaluation is contrasted with the traditional and judgemental supervision. Effective school research advocates for a system of teacher evaluation whose sole intention is the improvement of teaching and learning. Such evaluation may be done by the school principal, his deputy, departmental inspectors, teacher's peers and even by the teacher's students (these have proved to be as evaluators to an extent notwithstanding their lack of sufficient knowledge and experience).

Those authors go on to say that effective teacher evaluation referred to as clinical supervision, is characterised by mutual trust between the teacher and the evaluators. The main purpose for such evaluation is supportive through provision of advice and technical expertise. In that sense the teacher does not experience the evaluation of his work as a threat to his job prospects and in terms of vertical mobility (promotion) that was characteristic of traditional supervision.

Clinical supervision, according to the above mentioned authors, is also characterised by mutual agreement on evaluation criteria to avoid mutual distrust and misunderstandings.

The view I hold agrees with the nature and motive of clinical supervision but what is essential is that teacher evaluation needs to be logically followed by staff development where necessary to deal with problems identified, especially in the form of staff development which is also one of the factors of school effectiveness.

2.6.6. Continuous Staff Development:

Staff development is an element of school effectiveness whose sole purpose is the improvement or renewal of knowledge, skills, competences, attitudes and delivery capabilities for the whole

school staff from top to bottom. Fullan (1992); Wilson and Corcoran (1988); Aspland (1993); Bradley (1991); Dean (1991), Cawood and Gibbon (1981); Bondesio and de Witt (1992); Van der Berg (1987) and Griffin (1987) emphasize that staff development plays an important role especially in the change and development of schools as organizations. According to them staff development is also highly instrumental, especially, where quality education is the point of focus and where there is need for staff consensus on goals to be achieved and how they will be achieved. Staff development derives its indispensability out of unprecedented transformations in education, changing responsibilities of head-teachers; teachers and everybody directly concerned with the school and its effectiveness. Staff development also becomes a necessity where there is promotion, delegation of duties or new appointments and where the staff is not suitably qualified. Where existing knowledge has become obsolete, where education undergoes democratization in the form of involvement of many stakeholders in educational policy making, procedures and its implementation for the sake of efficiency and effectiveness of the school.

In my view all the above teacher-role changes cannot be effectively executed without continuous staff development which is suggestive of improving competency and school effectiveness.

According to Heystek (1996) in-service training which is a component of staff development should be competency based for the sake of attaining set goals and objectives.

2.6.7. Curriculum Development and School Effectiveness:

I hold the view that curriculum signifies all educational activities in the school as determined by goals and objectives and how these will be achieved, through whom, for whom and for what. School effectiveness, among others, is determined by the quality of curricula as obtainable in the schools as well as the appropriateness of such curricula in fulfilling both individual and societal aspirations. In that sense, it is of vital importance to consider the source of the curricula as used in the schools in order to address issues of relevancy and meaningfulness of such curricula in the fast-changing world in which we live where curricula easily degenerate into obsolescence or antiquity.

Griffin (1990); Townsend (1994); Nthangeni (1991); Chopra (1989); Hansen and Smith (1987); Dalin, Rolf and Kleekamp (1993); Creemers (1994) and Murphy (1991) indicated that school effectiveness research is in favour of curricula that encourage learner achievements. They hold the view that such curricula, among others, have an in-built system of evaluation, that allows for an effective feedback and appropriate remedial action. They

further suggest that school effectiveness demands the principal and staff participation on curricula decision-making. School effectiveness only calls for minimal expertise on the part of the principal and his staff on curricula issues to enable them to make a worthy contribution in school curricula. Designing or developing school curricula requires an enormous responsibility and accountability on the part of all stakeholders viz. principals, teachers, students, the community and the central education authority. In my opinion effective school research is in favour of a synergistic approach on school curricula issues, that is, an approach wherein all stakeholders participate in shaping the curricula for schools. In the synergistic approach, the principal and his staff's autonomy is respected while the central authority or departmental curriculum experts fulfil their role as curricula facilitators rather than dictators. In other words, school effectiveness research agrees to school-based curricula but within the policy framework of the local, regional and national authority for the sake of maintaining standards, norms, accountability and distributive justice. I agree with the need to involve staff, students and the community in curriculum matters for the sake of involvement and commitment, but lack of expertise and enthusiasm may bedevil such a noble ideal. There is need for capacity building programmes for staff, students and the community to ensure effective participation in curriculum issues.

2.6.8. Parental and Community Participation in School

Effectiveness:

Effective school research views parental and community participation in the affairs of the school as one of the indispensable components of school effectiveness. Wilson and Corcoran (in Fullan and Stiegelbauer 1991:240-241) maintain that there are five reasons for community outreach policy of the school:

- (i) Recruitment of human resources that are obtainable in the community.
- (ii) Establishing and maintaining a healthy public relations with the community.
- (iii) Mobilizing the fiscal resources available in the community for the benefit of the school.
- (iv) An opportunity for the students to benefit from community services.
- (v) Symbolic identification of the school with the community.

I think that all the five reasons enumerated above signify the need for a school to have a sound and healthy community outreach policy that should recruit and mobilize community contributions

in terms of material and human resources. Coupled with community involvement is parental participation in the activities of the school

According to Burden (1995); Fullan and Stiegelbauer (1991); Hester (1989), Wilson and Corcoran (1988); Barnard (1992) and Wolfendale (1992) parental involvement is credited in school effectiveness research as a contributory factor to school effectiveness in terms of scholastic achievement, improved student behaviour, low drop-out rates, regular school attendance, student motivation and fulfillment of homework commitments. With effective capacity building strategies for parents, the school may benefit immensely from parental contributions and enhance its effectiveness.

I consider community participation, especially the partnership of education and business as highly beneficial for both of them and for the sake of national development.

Miller (1993:2) outlines the rationale for school-business links as follows:

(i) Curricular enrichment for students to improve motivation and raise standards.

(ii) Professional development for teachers.

(iii) Institutional development.

(iv) Mutual benefits from collaboration between schools, business and the wider community.

In my opinion, it is clear that school-business links are closely related to school effectiveness and that the relationship should rather be one of equal partnership than of domination of schools by business.

2.8.9. Physical Infrastructure and School Effectiveness:

Scheerens (1992) and Lockheed and Levin (1993) maintain that in developed countries proper physical facilities are apparently not at the root of ineffectiveness of the school as it is the case in developing countries where in most cases there is lack of even basic facilities required for school effectiveness.

In emphasizing the importance of the availability of proper physical infrastructure in the school for the sake of school effectiveness, Ainley (in Anderson 1991:38) maintains that "...In the current research literature there is little consistent evidence of a strong effect of the materials and equipment in schools on achievement. There is, however, available a substantial amount of evidence that the physical environment of a

school or classroom can effect the behaviour of people and attitudes toward the school and learning".

Chisholm and Vally (1996) concur with Ainsley's statement in that they are also of the view that physical infrastructure such as buildings do not make a difference to school quality which largely depends on classroom processes of teaching and learning. They, however, claim that conditions of school buildings and the physical facilities contribute to a healthy teaching and learning. In addition such facilities are viewed as essential for enhancing teacher and learner morale.

My view is that proper infrastructure is a necessity in the school even if its role is not viewed as causative to school effectiveness in terms of measurable effects. The role of physical infrastructure depends on how it is utilized for school effectiveness.

2.6.10. Communication within the School and School Effectiveness:

Among the principal's responsibilities is the need to communicate effectively with different stakeholders in the school. There is need for the existence of an effective communication system that will ensure the smooth flow of information in the school and for

the general coordination of activities and sharing vital information that is necessary for school effectiveness.

Springston (1994); Wood, Nicholson and Findley (1979); Townsend (1994); Davidoff, Kaplan and Lazarus (1994) and Barnard (1992) maintain that the role of communication in the school's system is multi-directional, that is communication that allows every stakeholder in the school to receive or to give information on issues that are pertinent to the school's effectiveness. Effective communication is also characterized by transparency among stakeholders in the school as a functional norm.

I support the communication strategy that emphasize a top-down and at the same time bottom-up approach to ensure clarification of goals and objectives and how these will be achieved and the evaluation of such achievement.

2.6.11. School's Relationship with Local, Regional and National Authorities:

I am of the view that autonomy of the schools should be encouraged. School autonomy does not suggest a notion that schools operate as isolated entities answerable only to themselves. Schools are community and national assets and therefore are accountable for what they do to the community and

society as a whole as represented by local, regional and national authorities in terms of maintaining standards, norms and values and achieving goals and objectives set.

Christie, Potterton, French and Cress (1996); Meyer (1994); Murphy (1991); Stuart (1994); Caldwell (1993); Wilson and Corcoran (1988) asserted that though empowered, schools will still rely on the local, regional and national authorities for their needs for effectiveness or any improvements that need to be made namely, quality assurance system in terms of inspection and expertise, managerial capabilities, professional development, staff salaries and capital expenditure needs. Although local, regional and national authorities are indispensable in the provision of the aforementioned facilitative aspects they will need to allow the school to exercise a measure of autonomy while they remain as monitors, facilitators and advisors and policy makers.

In my opinion the notion that schools should disentangle themselves from the tentacles of central authority does not suggest an isolationistic break with local, regional and national authorities.

2.6.12. Schools' Relationships with Tertiary Institutions:

I think that effective schools need to maintain a healthy relationship with tertiary institutions particularly those in their proximity. Such institutions include universities, colleges of education and technikons. Relationships with tertiary institutions provide an opportunity of sharing expertise provided it is a relationship of equal partners.

Aspin, Chapman and Wilkinson (1994) indicate that universities, especially, have a better research environment on pedagogic challenges that may be vital in the school's effectiveness. Schools that maintain healthy relationships have a better chance of sharing such research findings as may be available in a bid to improve their effectiveness. According to those authors schools or universities may jointly organize seminars or symposia on matters of mutual interest between them, for example, staff development, curriculum development, effective communication, effective usage of financial and human resources.

2.6.13. Discipline and School Effectiveness:

Burden (1995:4) maintains that "Discipline is the act of responding to misbehaving students in an effort to restore order".

I am convinced that such a view implicitly acknowledges that school effectiveness can hardly occur where there is lack of discipline. Its limitation is in its implication that discipline is the product of an imposition from without. A more inclusive view would also give allowance to discipline that emanates from the person. Discipline maintenance, either intrinsically or extrinsically, is an inalienable component of school effectiveness.

Authors like Burden (1995); Schmidt (1989), Wilson and Corcoran (1988); Nthangeni (1991) and Springston (1994) confirm that discipline maintenance should be intended for harnessing pupils' efforts and time to effective learning goals. An effective school is characterized by a firm and fair disciplinary policy agreeable to school principal and his staff, parents, students and departmental authorities. Such a disciplinary policy needs to be informed by a variety of models and strategies for discipline aimed at promoting acceptable student behaviour and effective learning with more emphasis on the corrective than punitive purpose. Most models rule out the use of corporal punishment. There is need for parent and teacher co-operation in maintaining discipline both at school and at home and healthy relationships between the teachers and the students. Teachers may contribute enormously in good discipline among others through effective teaching, setting realistic goals and being exemplary.

Metcalfe (1994), Christie, Potterton, French and Cress (1996); Calabrese (1989), Aspin, Chapman and Wilkinson (1994) and Seldin (1989) further suggest that there is a role played by students themselves in discipline maintenance. Student involvement in school decision-making on issues that concern them directly has the potential of disciplining them by developing in them a sense of responsibility and accountability in a democratic school atmosphere wherein they are empowered within certain agreeable parameters. There is also a view that discipline can be maintained better by drawing a code of conduct for both students and teachers. In addition, there is a belief that where the issue of school vision is stressed, the sense of purpose eliminates disciplinary problems.

2.7. CONCLUSION

The numerous literature consulted on research in school effectiveness in many ways tend to look at school effectiveness as a holistic issue in which all elements play an equally important role. School effectiveness has been researched in most of its vital areas viz. factors of effectiveness, how schools change and improve and how such change and improvement can be made to have a lasting rather than a transient impact. All that necessitated an examination of structural and process dimensions of school effectiveness as important aspects of schooling

systems. What has become strongly apparent in the literature survey on school effectiveness is the need for a paradigm shift from the traditional perception of factors of effectiveness in schools and how they operate.

The literature survey also confirmed the need to examine the significance of various theories viz. change theories, systems theories and school improvement theories as these play vital roles in the quest for quality education in schools. School effectiveness research has developed to assume international proportions, however, a survey of its literature reveals that more of such research was done in the developed countries than in the developing countries. The significance of such research in the developing countries is indispensable, but there is still need for context specificity as unique circumstances need to be investigated if school effectiveness research is to be meaningful.

CHAPTER THREE

3. RESEARCH METHODOLOGY

The purpose of this chapter is to outline the research methodology and strategies which will lead me to attain my research goals.

3.1. Qualitative approach:

In this study I intend to use mainly the qualitative approach of enquiry. My approach is based on the premise that my data will be derived from people involved in the three schools, namely principals or vice principals, heads of departments and teachers. Their actions, perceptions, motives and attitudes will be examined, analyzed and interpreted.

Maja (1995:19) is of the view that "... Researchers who use qualitative methods are interested in the quality of a particular activity, situation and relationships. Emphasis is on rich and holistic descriptions rather than numbers.

I concur with this view because I will focus my research on how stakeholders in the schools view school effectiveness factors in literature and act on them. I will analyze and describe their

views, actions and attitudes through the lenses of school effectiveness literature.

In this study I intend to gather data from literature on school effectiveness factors and from stakeholders in the schools and use such data to formulate a theoretical framework on school effectiveness factors. This approach is in line with the views of Bogdan and Biklen (1992) that for a qualitative researcher theory should come as a corollary of data collection.

The views of Eisner (in Leedy 1993:141) will be significant in this study namely that:

- (i) qualitative research focuses on the field of study, for example schools, teachers and classroom.
- (ii) qualitative research relies on the self as a research instrument in terms of situational perception and interpretational significance.

In concurrence with the above views I intend to focus on schools, teachers and classroom in my inquiry in addition to principals or deputy principals and heads of departments.

In an attempt to understand the natural setting in the schools I will not manipulate participants to suit my purpose, thereby

avoiding bias. Focus will be on the situation as it is regarding the study of how factors of effectiveness operate.

3.2. Research Techniques:

3.2.1. Interviews

According to Leedy (1993); Cohen and Manion (1994); Bell (1995); Bogdan and Biklen (1982) and Tuckman (1972) interviews are capable of eliciting information from participants that is not readily available by virtue of its esoteric nature, that is, peoples' perceptions, knowledge, beliefs, values, norms, attitudes, fears and desires.

In order to capture all those aspects in connection with factors of school effectiveness, I prepared unstructured interview questions which allow the respondents to expand on their responses and at the same time allowed me, as an inquirer to direct the extent of such responses. I chose interview questioning as it allows me to intervene, where necessary, in the natural setting of schools wherein I was able to establish rapport with participants and to win their confidence. It was possible for me to assess the data that I needed through interview responses, documents and official records.

For purposes of gaining maximum benefits out of the interviews, my respondents allowed me to tape-record all responses, and that, according to Boaduo (1995:63) allow for "...efficient and versatile means of retaining the entire original communication. It completely obviates the need to request the respondent to repeat an answer".

I prepared three sets of interview questions for each of the population sample that was to be used in the collection of data - namely principals/deputy principals, teachers and heads of departments.

Information in audio recordings was transcribed and processed for purposes of analysis and interpretation in relation to school effectiveness literature.

3.2.2. Literature study

School effectiveness literature was crucial in this research particularly as a source for factors of school effectiveness. I consulted a considerable number of literature both published and unpublished, on school effectiveness factors for purposes of understanding them before checking for their existence and operation in the schools. I also took cognizance of the debates

around the future of school effectiveness paradigm versus the educational quality paradigm.

3.3. Data Collection, Processing, Analysis and Interpretation:

In conducting this research I mainly relied on the categories of data, namely primary and secondary. My primary data comprised mainly of responses to unstructured interview questions by principals/deputy principals, heads of departments and teachers. My secondary data consisted published and unpublished materials, namely textbooks, print media like journals, dissertations and reports of seminar proceedings. Various responses to unstructured interview questions were tape-recorded. Information recorded was processed and transcribed for detailed analysis and interpretation in terms of school effectiveness factors in literature and their operation in the schools.

In fulfilling this step, I acknowledged the view of Bogdan and Biklen (1992) that the research should engage in organizing data collected, sorting and sifting them for manageability and finding information patterns and taking a decision on what is worthy of presentation as findings.

My analysis of data is mainly descriptive and interpretational and in that I hold a similar view with Leedy (1993) and Maja

(1995) when they assert that qualitative research is largely descriptive and interpretational.

3.4. Limitations of the study:

In this study I do not claim that factors of effectiveness as identified in school effectiveness literature and which I found to be operating in the three schools I studied can be generalized in all schools.

Some factors of effectiveness can be found operating in some schools and others not and the manner in which they operate may not be exactly the same.

In this research I recognized the significance of the factors of effectiveness as identified in school effectiveness literature but also focused on how they operate in the three schools individually without claiming similar outcomes inherent in the input-output model of school effectiveness research.

I acknowledge a limitation in this study with reference to my sampling strategy that resulted in the choice of the three schools in the vicinity of the University of Cape Town. The sampling strategy was based more on proximity convenience than on strictly scientific procedures.

This study also gives an impression that schools are being compared especially the historically advantaged and disadvantaged schools. Such a comparison among schools in terms of effectiveness factors would be contrary to the one basic tenet of school effectiveness research that only schools sharing the same context should be compared. In this study my objective has been to study the operation of factors of effectiveness in the three schools than to compare them with disadvantaged schools.

In this research study, time has been my major adversary as a course work student on a one year study contract with my employers. As a result, I have neither been able to focus on other schools away from the University of Cape Town nor spent more time in the three sampled schools. During the year more time was spent on the course work.

This research study was conducted over a limited period of my study leave contract. I, therefore, do not claim that over such a limited period I managed to capture all data that I needed in the three sampled schools in the tradition of ethnographic studies called for in the study of schools and classrooms..

In this research study I tried to capture as much data as could enable me to make some findings and draw conclusions that will contribute significantly to the role of factors of school effectiveness in schools and the debate on school effectiveness and educational quality paradigms. A longer period in the three

sampled schools would have done more justice to this study than the few days spent in them.

In the compilation of this report, the quantitative procedures were not used in the analysis and interpretation of data. Matriculation examination results obtained for 1992, 1993 and 1994 were collected not for statistical generalizations but to corroborate collective impact of some factors of effectiveness as found operating in the schools. Emphasis was not on numbers but on descriptions of the situations in each of the three selected schools.

This study, with all its stated limitations however, still makes a valuable contribution in the quest for better schools in South Africa. Despite this, more research still needs to be conducted in this sphere especially in individual schools and classrooms that focus on their own unique contexts to improve the quality of education they offer.

CHAPTER FOUR

4. DATA GATHERING, PROCESSING, ANALYSIS AND INTERPRETATION

In this chapter the research tools mentioned were used to gather the relevant data. Processing, analysis and interpretation of the data have been given in detail.

4.1. Data gathering:

Data gathered for this study relied on both primary and secondary sources. Initially, I visited the three sampled schools for a period of three days to make arrangements for my study and to obtain pilot data regarding people to be interviewed, interview times and venues. Arrangements for official documents to be collected were made. I used this opportunity to move around each of the three sampled schools with a guide to obtain the overall impression regarding especially the physical infrastructure. I also succeeded in attending a few lessons presented by subject teachers in all the three sampled schools. Lessons in history, mathematics and Afrikaans were observed. I enjoyed the co-operation and hospitality of the principals, heads of departments, teachers and pupils. I spent another six days in the schools conducting interviews.

Unstructured interviews were conducted in the three schools. The principal/deputy, heads of departments and teachers were all interviewed. In all the three schools, the same questions and methods were applied. In other words, the same principals' questions, those of the heads of departments and the teachers were used throughout the three sampled schools. The duration of each interview lasted for about three hours.

4.2. SCHOOLS X, Y AND Z : PRINCIPALS INTERVIEW RESPONSES

4.2.1. Question number 1:

Does your school have a mission statement? If it has one, how did it come into being?

Response:

All the principals of schools X, Y and Z indicated that their schools have mission statements in their prospectus. The mission statements, according to them are products of involvement of all stakeholders namely the principals, their deputies, heads of departments, teachers, pupils, parents and the governing body.

4.2.2. Question number 2:

How do you provide for the professional developmental needs of your teachers?

Response:

The principal of school X indicated that he encourages professional growth programmes by the South African Teachers Association through courses and conferences which the school subsidizes financially. He further indicated that they have a deputy principal who organizes professional growth courses and that the school offers financial support for teachers wishing to further their studies on a part-time basis.

In school Y the principal stated that once a week they have a routine decision-making and staff development sessions. He also indicated that there is a staff committee responsible for planning professional growth for teachers. According to him they have a mentor group that meets once a week together with one senior teacher on matters affecting new teachers. He said that the school provides financial subsidy for weekend courses run by a Teachers' Association. The principal indicated further that at times he attends international courses, conferences and

conventions. He concluded that each department in the school is provided with its own budget for resources to improve teacher effectiveness.

The principal of school Z said that a professional development programme at his school is not yet well structured. He stated that they regularly attend courses, meetings, conferences and workshops on various subjects to improve their teaching.

4.2.3. Question number 3:

What selection criteria do you apply to teacher-recruitment and appointment?

Response:

All the principals in schools X,Y and Z indicated that vacant posts are duly advertised in the media. The procedure followed before applicants are short listed include analyzing all documents presented by applicants. Emphasis is based on both professional and academic competence. Interviews, according to the principal, concentrate on issues related to the profession, for example teaching strategies, techniques, discipline, moral involvement and creativity.

The principal of school Z pointed out that during interviews emphasis is on subject competency. He further indicated that the school being private, does not appoint on the basis of the affirmative action, but indicated that the best qualified applicant walks away with the post.

4.2.4. Question number 4:

What system do you employ to communicate with your staff?

Response:

Principal of school X indicated that brief staff meetings are held every morning before assembly and all members of staff are free to convey any valuable information for the members to note. If it is relevant to the pupils, the same information is conveyed to them during the morning assembly. He further indicated that on one-to-one basis deputies and heads of departments have periods in the cycle of six days in which they meet the principal for discussions on various pertinent issues. According to him an open-door policy is followed and for that matter any one who wishes to discuss any issue relevant to effective teaching and learning has the right to do so.

In school Y the principal indicated that for record purposes, letter boxes for notes, memos and correspondences are used. He further stated that for heads of departments and staff in general notice boards are utilized for the dissemination of any new information. Every Monday morning, there is a staff meeting and on Tuesdays seminars are held. Like school X, school Y also has an open-door policy for free access to the principal.

The principal of school Z adopts an open-door policy as well but indicated that staff could communicate with him within twenty four hours of any event or idea that has to be discussed or made known to other members of staff or the school in general. Regular meetings are held and appearances in the staff room are made for the purposes of communicating important announcements.

4.2.5. Question number 5:

What opportunities exist for your teachers to participate in decision-making?

Response:

The principal of school X indicated that senior members and teachers are allowed to be part of decision-making process in the school. He intimated that whenever the school's Management

Committee has to take a decision staff members are consulted as broadly as possible for their input. He further explained that at times during the year the school's governing body finances a two to three day staff seminar away from the school in a relaxed surrounding where issues relevant to the school's effectiveness are discussed in a communal spirit.

In school Y the deputy principal indicated that they have adopted transparency and democratic decision-making as their norms. He explained further that there are various sub-committees of the Board of Governors to which members of staff are elected for decision-making on various issues relevant to the school's effectiveness. He said that staff members are elected to serve in the Parent-Teacher Association. In the school council, students are in the majority (30) and teachers in the minority (10). He pointed out that the school does not have an elected students' representative council for fear of antagonisms and polarized relations.

In school Z the principal responded by stating that a policy of transparency and involvement are followed. Such a policy, according to him, is realized in the form of regular staff meetings on Fridays where open discussions are held on issues around various methods and techniques of teaching. The principal emphasized that in his school all members of staff have the

liberty to suggest new ways of doing things and welcomes disagreements from the staff but strives to reach consensus with the staff on matters of policy.

4.2.6. Question number 6:

To what extent do you provide for the development of leadership and management potential of your students?

Response:

The principal in school X stated that his school allows for the existence of a School Council as an advisory body which is democratically elected by students. The School Council has prefects and staff members. Although the School Council does not make policy, it makes valuable advisory submissions, for example on expenses, uniforms and academic charges. The principal acknowledged that there is a need for a student body that has a real say in the running of the school. He further pointed out that the prefect body is not democratically elected but appointed and there is need for revisiting its composition. Students in various capacities have opportunity for exercising leadership roles, for example, with the organization of matric dance and fund raising through one act plays and cabaret.

In school Y the deputy principal stated that the members of the School Council are allowed to attend leadership seminars.

According to him the school has a well developed prefect system. Leadership training seminars are held in Stellenbosch where students are taught leadership and management skills, sport leadership and panel discussion.

The principal of school Z responded by stating that the school has no prefect system. The principal of this school together with his deputy meet Matric Students Committee and during such meetings matters of interest to the school are discussed. He further indicated that the standard nine students run the school's tuck shop with minimum assistance from the staff for the purposes of fund-raising for the school. Students in this school, according to the principal, are allowed to speak in public, for example, welcoming guests to the school, making reports and are provided with life skills.

4.2.7. Question number 7:

How important is parental support to your school?

Response:

In school X the principal stated that parental support for the school has always been important as parents voluntarily have been paying for the welfare of the school. Parental support for the school also comes in the form of providing transport for the

pupils during sporting and other cultural activities. The principal's desire is to see the growth of effective partnerships between parents and the school's staff.

In school Y the principal stated that the Parent-Teacher Association provides a strong link between the teachers and the parents. Such contacts are maintained through meetings, parental visits, phone calls, parent-run book store and other school duties which parents perform with the school's staff. He further indicated that parental support is through payment of fees.

In school Z the principal emphasized the importance of parental support for the school. He also indicated that as a private school they receive a limited budget from the government and that meant parents shoulder a heavy financial burden. The Parental Association Committee gathers funds to provide the school with a few luxuries, for example, computers, security gate and curtains.

4.2.8. Question number 8:

How important is community support to your school?

Response:

The principal of school X responded to this question by stating that in addition to dependence on parental support the school

also relied on the support of business and professional people in the school's neighbourhood who were dedicated to the school's welfare and progress. He also stated that the school also relied on Old Boys Union who provided assistance whenever it was needed, for example, in the development of the school's new logo and security arrangements. He indicated that the school is always viewed as a community school.

In school Y the deputy principal's response was that the school enjoys a sound relationship with the business community in the vicinity of the school, for example, Southern Life Insurance Company who recently made enormous contributions in the form of office block extensions, swimming pool, tennis courts and a million rand worth of sports centre. He further explained that the school together with Southern Life jointly administer those facilities. He pointed out that Steers sponsors school teams, school magazines and tours. The students also contribute to the community by providing community service, for example, building of childrens' shelter and involvement in child welfare activities.

The principal of school Z pointed out that they are not a community school. He stated that the school attracts its students not only from the immediate communities but also from as far

afield as Angola, Lesotho and many other countries. The school does not enjoy any financial support from the neighbouring communities.

4.2.9. Question number 9:

Do you monitor work in the classroom? If yes, how?

Response:

The principal of school X responded by saying that the largeness of the school makes it difficult for him to personally monitor classroom activities. He pointed out that he relies largely on teachers' reports and reports of class visitations by subject and departmental heads for monitoring the quality of work. According to him the monitoring task in the classroom remains a delegated task unless if there are serious problems requiring discussion and counselling.

In school Y the deputy principal pointed out that subject heads meet every Friday for one and half hours to coordinate the work being done and a minute book is used to record information which is then presented to the principal for him to monitor. The principal further indicated that parents also fulfil the role of

monitoring the work done in classrooms and they are allowed voice complaints on shoddy work. Even pupils, where it possible, are allowed to complain in cases of low quality work by teachers.

In school Z the principal said that it is difficult for him to monitor activities in the classroom on a regular basis. According to him, staff meetings are used to discuss progress and to coordinate work in the classroom. He follows an open-door policy for parents in cases of dissatisfaction.

4.2.10. Question number 10:

To what extent is your curriculum school-based, that is, originate from the school?

Response:

The principal in school X explained that the school is still government controlled and the department of education still prescribes the curriculum. He, however, indicated that for standard six and seven, additional subjects are included in the official curriculum, for example, students are given an opportunity for a more enriched subject matter outside the

official syllabi. In standard ten there is reversion to official syllabi for purposes of final external examinations.

In school Y the deputy principal responded by stating that the school complies with the Cape Education Department syllabi for standards nine and ten. For the junior classes the school depended on its own programmes.

The principal in school Z indicated that, to a large extent the school's curriculum is school-based. He explained that the school maintains some connections with the Cape Department of Education for purposes of external examinations. He indicated that the middle school's curriculum, that is standards five, six and seven, is largely developed in the school.

4.2.11. Question number 11:

Does your school have any relationships with Universities, Colleges of Education or Technicians? Please explain.

Response:

In school the principal pointed out that there is no direct relationship with such institutions. The minimum relationship that exists is with the University of Cape Town and the

neighbouring college of Education and Technicians. People from such institutions visit the school for the sake of counselling matric students on curriculum vitae, interviews, handling money, basis on how to enroll at tertiary institution and how to apply for a job. Expertise especially on science is shared with the faculties of the University of Cape Town.

In school Y the deputy principal's response was that there are limited formal relations with tertiary institutions. For example the University and other institutions provide counselling to students and the school's counsellor keeps contact with them.

The principal in school Z pointed out that the school established links with the University of Cape Town, Mowbray College of Education and the University of Cape Town students conduct their teaching practice at the school every year and two to three members of that University are members of the Board of Governors.

4.2.12: Question number 12:

How do you deal with disciplinary problems in your school?

Response:

In school X the principal indicated that the school has a code of conduct which was being revised to accommodate their rights and responsibilities. Each specific standard has a head responsible

for maintaining discipline. According to the principal the subject teacher may apply his own disciplinary measures which must be characterized by fairness. He pointed out that the school makes use of a detention system twice per week. In addition a school counsellor is used to examine the underlying causes of disciplinary problems. The standard head, where necessary, involves parents, the deputy principal and the disciplinary committee of the Board of Governors. Finally, he pointed out that consideration is also being given to the feasibility of community service as a disciplinary measure.

In school Y the deputy principal stated that the school encouraged self-discipline and sound relationships between teachers and students. Disciplinary problems identified were as follows: disruptive classroom, lack of punctuality, theft, fighting, bullying, cheekiness and usage of offensive language. The deputy principal also pointed out that the school does not make use of corporal punishment. For that purpose a detention system on Friday afternoons and Saturdays are used as disciplinary measures. More serious infringements are dealt with by parents, the principal and his deputies. The detention system used is supervised by prefects. At this school suspension is used only where the Board of Governors has been consulted. Parents are contacted in serious cases and repeated misconduct. Above all it is believed that disciplinary problems may also be minimized by effective teaching and learning.

The principal of school Z indicated that the school has no corporal punishment. Like in schools X and Y they use the detention system but on Monday afternoons and Saturdays. Essay writing is used for less serious offences. For more serious offences students are given a warning and they sign an undertaking which bind them to the effect that should the infringement be repeated they will be suspended or expelled, but only on the recommendation of the Board of Governors. The school lays emphasis on daily reports in cases of poor performance.

4.2.13. Question number 13:

How will you describe your role as an educational leader?

Response:

The principal in school X responded by stating that as an educational leader he always puts emphasis on delegation of duties to his staff and he believes that people should be empowered even if they are likely to make mistakes.

In school Y the deputy principal described his role as being a role model to teachers. For that reason he always provides hands-on experience for teachers and other deputy principals. As an educational leader the principal stated his support for professional seminars for teachers development. He indicated that

he does not allow for the interruption of teaching and learning by other irrelevant activities. He pointed out that for teaching and learning effectiveness absenteeism must be strictly checked and for that matter regular attendance for students and teachers is insisted upon.

In school Z the principal's response was that as an educational leader he keeps abreast with new ideas. He pointed out that he also keeps himself in contact with the Department of Education and fellow principals for the purposes of familiarity with developments in education through publications articles and newspapers which he shares with his staff members.

4.2.14. Question number 14:

Do you have a programme for induction of new teachers in your school? Please explain.

Response:

In school X the principal indicated that they have a teacher who is in charge of the portfolio of looking at the needs of teachers and all materials are provided to him for the purposes of assisting new teachers. Such materials are mainly on time-tables, subjects and manuals on how the school functions.

In school Y the deputy principal referred me to one of the experienced teachers for responses on the issue. His responses were that the school makes use of monitoring system. Through this system new teachers are connected to a mentor who is himself an experienced teacher on vital aspects in the school, namely, mission statement, policies, classroom behaviour and others. The school mentor focuses on general school matters whereas for issues which are subject specific the new teacher will rely on the subject head for guidance.

The principal in school Z indicated that the school has no mentor system. He said that the second headmaster makes new teachers to be aware of the school's philosophy on several issues.

4.2.15. Question number 15:

How important do you think physical facilities are to your school's effectiveness?

Response:

The principal in school X stated that the school has wonderful physical facilities. He pointed out that the school is inclined to rate its human resources more than physical facilities. He

further stated that good physical facilities without good teachers are worthless. He however also acknowledged that good facilities make an important contribution to the school's effectiveness.

In school Y the deputy principal's response was that the school has excellent facilities contributed by parents and the community, for example, Southern Life Insurance Company. He emphasized the definite need for physical facilities for the school's effectiveness.

The principal in school Z stated the importance of physical facilities. He voiced out his concern for having inadequate facilities. He stated that he is full of pride for the available facilities such as two computer rooms, a visual resource centre and an art centre. All those facilities are recognized by the school as significant for its effectiveness.

4.2.16. Question number 16:

How do you deal with racial and cultural differences among your pupils?

Response:

The principal in school X pointed out the disillusion experienced through the earlier policy of assimilation of students without recognizing differences in cultural backgrounds. He indicated that the present policy of the school is to accommodate cultural differences than to assimilate students into another culture. He acknowledged that all boys come up with their own values not necessary inferior. Finally, he indicated that the school accommodates the observance of religious ceremonies, for example, the Ramadan ceremony observed by Muslims.

In school Y the principal responded by saying that the school experiences no racial conflict and has a reputation of the rainbow people of South Africa. He pointed out that there is respect for cultural and racial differences among white teachers and pupils. He pointed out that all religious ceremonies are accommodated, for example, Jewish, Christian, Hindu and Muslim. In his final statement, he indicated that the school has a counselling programme for cultural accommodation and respect for a multi cultural ethos in the school.

In school Z the principal's response was that very few problems have been experienced related to cultural and racial differences. He said that the multi-cultural ethos of the school is used to curb any problems that might arise. In this school everybody

attends the morning assembly - Hindus, Muslems, Christians and Jews. There is respect for all religious festivities.

4.3. INTERVIEW RESPONSES FOR HEADS OF DEPARTMENT IN SCHOOLS

X, Y AND Z

4.3.1. Question number 1:

What is your Department's organizational structure?

Response:

Schools X and Y have a well defined departmental system with teachers responsible for various sections of the department. The departmental system is part of organization that is necessary for effectiveness in the department.

School Z has no departmental system and the second headmaster fulfills the role of supervising day to day activities of tutors. The absence of a departmental system reflects the uniqueness of this school.

4.3.2. Question number 2:

What is your school's policy?

Response:

School X's policy is to encourage learners to choose mathematics as a subject and to encourage professional development of teachers in the subject.

School Y's policy is centred around the development of working relationships between teachers and students, development of thinking skills and continuous evaluation. School Z lays emphasis on a policy that allows an exchange of views between headmaster and second headmaster and tutors.

4.3.3. Question number 3:

Do you feel supported in fulfilling your duties as head of department?

Response:

In all three schools heads of department answered in the affirmative by pointing out that they enjoy support and cooperation from headmasters and colleagues. Such cooperation has been highlighted in literature as essential for school effectiveness.

4.3.4. Question number 4:

How do you monitor the quality of work done by your departmental staff?

Response:

School X makes use of reports by subject teachers and departmental heads. In school Y coordinators and standardized tests are used. In school Z the headmaster makes use of class visitations and feedback from pupils and parents.

The monitoring element operating in the three schools is in harmony with the factors of effectiveness in school effectiveness literature.

4.3.5. Question number 5:

How are decisions made in your department?

Response:

In school X meetings are held for purposes of decision-making. In school Y every teacher is allowed an input. In school Z all staff members meet weekly to discuss matters of policy.

In all the three schools democratic decision-making is followed. This approach is in harmony with factors of school effectiveness involving the relationship between leadership and the rank and file in the school.

4.3.6: Question number 6:

What value do you attach to delegation of responsibility and authority in your department?

Response:

In all the three schools (X, Y and Z) delegation of duty is used to ensure effective execution of tasks by all the staff members. Delegation of duty is an element of effective leadership advocated in school effectiveness literature.

4.3.7. Question number 7:

How important is record keeping?

Response:

In all the three schools, record keeping is regarded as highly essential for the sake of monitoring efficiency in the schools' authorities. In school effectiveness literature this aspect of keeping records has been pin-pointed as one of the factors of effectiveness in the school. I assume that records may be used to influence performance if used properly.

4.3.8: Question number 8:

What role do you perform as an educational leader?

Response:

The head of department in school X viewed his role as an idea generator and innovator. The one in school Y viewed his role as being a facilitator of teaching and learning, of visions. The head of department in school Z concurred with that of school Y. Both believe in the role of keeping abreast with developments in education. The head of department in school Z believes his role to be the initiator of policy reviews, discussions and adjustments where necessary. All the three heads of department have identified roles which are in harmony with particularly those that are relevant to leaders.

4.3.9. Question number 9:

What teaching strategies do you encourage in your department to use to ensure quality teaching and learning?

Response:

Teachers in school X were free to choose their own strategies. In school Y there is also freedom of choice. The teacher is a mere facilitator of teaching and learning than a disseminator of knowledge. In school Z as in school X and Y decisions on teaching strategies are left to teachers but these should be skill-focused than focusing only on knowledge. All the three schools emphasized application of a variety of teaching strategies and discourage rote learning.

School effectiveness literature is in support of the facilitative role of the teacher and the usage of a variety of teaching styles.

4.3.10. Question number 10:

Do you think that the Provincial Education Department contributes to your professional development?

Response:

In all the three schools the heads of department do not believe that the Provincial Education Department contributes to their professional development. Its role is acknowledged only as far as the teacher centre is concerned. The teacher centre is only used as a centre where teachers meet and obtain resources. School effectiveness literature recognizes the supporting role of a regional authority in the school' effectiveness.

In my view the three schools are either not being supported by the regional authority or they act as independent entities which do not need dependence on the provincial authority by virtue of their status.

4.3.11. Question number 11:

Do you think that the Teachers Associations play any significant role in your professional development?

Response:

The perception in all the three schools is that teachers associations play a minimal role in teachers' professional

development. These are accused of being politicized than being professional.

School effectiveness literature views teachers associations as contributing to school effectiveness if they go beyond service conditions and focus also on effectiveness in teaching and learning.

4.3.12. Question number 12:

How related is the teacher' salary packages to their effectiveness as a teacher?

Response:

In school X the head of department was of the view that the teachers' salary is unrelated to their effectiveness as teachers. He, however, recognized the potential of a teachers' salary affecting his attitude to work. In schools Y and Z it is acknowledged that teachers' salary and their job satisfaction influence their effectiveness. This factor is also acknowledged in school effectiveness literature as essential. Literature,

however, disputes the existence of any causative relations between effectiveness and teachers' salary package.

4.3.13. Question number 13:

How does your school's governing body contribute to the success of your school?

Response:

In schools X and Y governing bodies are viewed as being supportive in terms of providing for the needs of schools in the form of funds and facilities. School effectiveness literature does not clarify any role for governing bodies in school effectiveness.

4.4. TEACHERS INTERVIEW RESPONSES IN SCHOOLS X,Y AND Z

4.4.1. Question 1:

What forms of lesson preparation do you use to ensure effective teaching and learning?

Response:

In school X no particular forms are prescribed. The subject teacher decides the form to use. In schools Y and Z variety of lesson activities are planned but with room for flexibility as circumstances demand.

4.4.2. Question number 2:

What teaching strategies do you regard as enhancing effective pupil learning?

Response:

In school X teachers are free to use a variety of teaching strategies. In school Y the traditional talk and chalk is discouraged in favour of group work and question and answer. Interaction between the teachers and the learners and among learners is encouraged. In school Z emphasis is on strategies on what pupils can do.

4.4.3. Question number 3:

How do you view the role of pupils assessment as an element of effective schooling?

Response:

4.4.4. Question number 4:

What provisions exist for staff professional development in your school?

Response:

In all the three schools professional development is valued. In schools X and Y professional development is through the South African Teachers' Association (SATA) which organizes seminars for teachers. In school X evening meetings are held every Tuesday after school hours for professional development. In school Z professional growth workshops are used.

4.4.5. Question number 5:

How important is teacher input in decision-making bodies at your school?

Response:

In school X it was felt that the contributions of teachers are too limited as the headmaster and his deputies initiate and make most decisions. In school Y the response to the question was that teachers are consulted by the headmaster and the Board of

Governors for their input in decision-making. In school Z the same situation prevails as in the school X as teachers contribute in a small way in decision-making when major decisions are taken by the Board of Governors.

4.4.6. Question 6:

To what extent do you contribute to school and subject curricula in your school?

Response:

In the three schools teachers have input in the school and subject curricula. Teachers have the opportunity to supplement the core curriculum. In school Z interested groups, namely, teachers, students, parents and members of the Board of Governors contribute to the school' curriculum.

4.4.7. Question number 7:

How crucial is discipline maintenance to your school's effectiveness?

Response:

In all the three schools discipline is regarded as indispensable for the effective running of the school as a whole.

4.4.8. Question number 8:

How do you motivate your pupils to learn?

Response:

In school X the teacher interviewed responded to the question by saying that motivation is through definition of goals and clarification of high expectations on learners. Lessons are made to be as interesting as possible. Self-motivation in this school is viewed as valuable and long-lasting.

In school Y motivation is aroused through maintaining a healthy classroom atmosphere by using a variety of styles during the presentation of lessons and teaching-learning aids are used appropriately. Pupils in this school are allowed to voice out their problems and a reward system is used for purposes of motivating learners.

In school Z motivation of pupils is through clarification of the value of each subject in the curriculum.

4.4.9. Question 9:

How do you provide for pupil-diversity in learning abilities in your classroom?

Response:

In school X teachers pitch the standard of their lessons to the lowest common denominator to accommodate pupils of less ability and at times they pitch the standard higher for the sake of pupils at higher ability level.

In school Y greater use of cooperative learning is made wherein brighter pupils assist the weaker ones. Brighter learners on the other hand are assigned extra and more difficult work when the weaker learners start from simplified work to difficult work - in this fashion projects are assigned to learners according to their levels of ability.

In school Z emphasis is on maintaining balance on different ways of acquiring knowledge. Oral and written work are given equal attention to accommodate diversity in the learners. Emphasis is more on students' strengths than on their weaknesses. Students' interests are also accommodated.

4.4.10. Question number 10:

What teacher-job satisfaction are crucial for your effectiveness in your school?

Response:

In school X the teachers response was that less payment for the teacher results in his low socio-economic status and demotivation in task performance during official working hours and at extra times wherein he should perform certain tasks. He indicated that teachers need small and manageable classes.

In school Y the response was that teachers experience job-satisfaction if they are trusted as professionals. He indicated that there is enough for teachers to be equipped with adequate teaching and learning materials to be effective.

4.4.11. Question number 11:

How do you deal with pupils from disadvantaged environment in your instructional and learning situations to ensure effective learning?

Response:

In school X the response was that large classes make it difficult to focus attention on individual pupils. He pointed out that pupils are encouraged to assist one another and the pace of lesson is slowed down to accommodate those from disadvantaged environment. Work sheets based on cartoons are used to enhance learning. Question and answer strategy is used to ensure full participation and to keep all learners focused.

In school Y the teachers' response was that the school has few pupils from disadvantaged environment. The school ensures that for the few leavers who are from disadvantaged environment they should be exposed to anything with which they are unfamiliar, for example, art exhibition.

School Z lays emphasis on supporting learners from disadvantaged environment. For the purposes the school has effective programmes to assist such learners in coping with instructional and learning situations.

4.4.12. Question number 12:

What provisions exist in your classroom to reconcile different cultural background of your pupils?

Response:

The teachers' response in school X was that there are no cultural clashes in the classrooms. He pointed out that cultural diversities are highlighted for mutual understanding and role playing is used to ensure such an understanding of different cultural backgrounds.

In school Y teachers give themselves opportunity to discuss cultural backgrounds, for example, Hindu, Islamic and Christian religious festivals. The teachers, in their response further indicated that the school does not enforce any particular cultural background as Hindu gurus, sangomas and others are at times invited to the school as part of the school's multi cultural approach. Pride in cultural diversity is encouraged in this school.

In school Z the teachers pointed out that everybody's background is appreciated and respected. The school does not tolerate any vestige of racism, sexism and discrimination on any ground. There is respect for cultural diversity.

4.4.13. Question number 13:

What professional support do you regard as important from the principal or his deputies as instructional leaders?

Response:

The teachers response in school X was that the school has a culture of support for teachers from their headmaster and his deputies for their effectiveness in fulfilling their tasks.

In school Y the teachers' response was that their headmaster is highly supportive. He pointed out that teachers in this school trusted him to the extent of trying anything even if there are risks involved. From the headmaster, teachers expect newest approaches in task performance strategies.

In school Z the teachers responded by stating that their headmasters and deputies invest heavily in teachers' performance in terms of being helpful and resourceful. There is mutual trust and confidence between teachers on the one hand and the headmaster and his deputies on the other. Teachers are accorded liberty to try new ways of task performance.

4.4.14. Question number 14:

Are you attached to a subject department? Is this important to you?

Response:

The response of a teacher in school X was that attachment to a subject department is necessary for the sake of his commitment to a specific subject in terms of its presentation and keeping abreast with the latest developments in it. Subject teachers within a specific department have the opportunity to share ideas on their subject.

The response of a teacher in school Y was that he belongs to a department with six teachers. He pointed out that within the department they hold discussions on various issues and in this fashion they are able to motivate one another to ensure cooperation and team spirit.

In school Z the teachers responded by stating that to be attached to a department is essential for purposes of learning from others. They further indicated that belonging to a department gives one an opportunity to become familiar with a departmental policy.

4.4.15. Question number 15:

Do you think the Provincial Education Department contributes to your professional development? Please explain.

Response:

A teacher in school X responded by saying that he does not believe that the Provincial Education Department contributes anything through the teachers centre. He acknowledged that infrequent seminars are held on Saturdays or whole weekends. He further indicated that the timing of such seminars and the accessibility of the teachers centre are not suitable for teachers.

In school Y the teacher stated that the Provincial Education Department organizes some activities in the teachers centre, for example, on new curricula and teachers professional growth. He said that during such seminars new ideas are generated and shared among teachers.

A teacher in school Z felt that the Provincial Education Department contributed very little to their school, but indicated that they do visit the teachers centre at times.

4.4.16. Question number 16:

Do you think the Teachers Associations play a significant role in your professional development? Please explain.

Response:

The teacher in school X pointed out that Teachers' Associations pay scant attention to professional development of teachers as more attention is directed at bread and butter issues than teachers' effectiveness. He acknowledged that at times seminars on professional development are organized but these are not effective.

In school Y the teacher indicated that the South African Teachers Association (SATA) does contribute in the professional growth of teachers.

The teacher in school Z responded to the question positively and negatively in the sense that problems in private schools are different from those in the government schools. He acknowledged that it is necessary for the teachers to belong to teachers associations for the sake of protecting their rights but they voiced out a need of conduct related to the teachers quality of work in the school.

4.4.17. Question number 17:

How related is the teacher's salary package to his effectiveness as a teacher?

Response:

In school X the teacher's response was that the teachers' salary is an important factor to his effectiveness in view of his status as a person and a professional in society. He indicated that a higher salary for teachers is necessary, but with a provision for dismissal where the teacher is unable to deliver the goods in terms of teaching effectiveness.

In school Y the teachers response was that the teachers salary does not make one to be an effective teacher. He acknowledged that a salary package may be an obstacle to teachers effectiveness, especially in cases of dissatisfaction that may result in negative attitudes to work.

In school Z the response was that teachers cannot do anything effectively if they are not well remunerated. They pointed out that teachers have their own needs like all other human beings and those should be catered for in the service conditions. They indicated also that although a good salary has no direct correlation with teacher effectiveness, it has influence on his attitude to his work.

4.5. DATA PROCESSING, ANALYSIS AND INTERPRETATION

Initially, I encountered some problems in conducting this research study. In one of the schools the principal refused to allow me to conduct research interviews at the school and the explanation given was that everybody was preparing for examinations. The alternative was that the principal was prepared to answer all the interview questions in writing without actual interview being conducted and to forward responses to the researcher. I rejected such a suggestion since it was unacceptable to me and my supervisor and an alternative school was used as a result.

The second problem encountered in one of the three schools was that before I could be allowed to conduct my research, a letter of authorization from the Provincial Education Department should be submitted to the school authorities. The provincial authorities provided me with the required letter which authorized me to conduct the research in all schools under its jurisdiction but subject to the principle of confidentiality regarding the school's identity and to the approval of the schools themselves which were under no obligation to cooperate with me and lastly to submit a copy of the report to the Provincial Education Department (See Appendix M).

Eventually all the initial problems were solved and the research in the schools selected proceeded smoothly and I enjoyed the utmost cooperation and hospitality of everybody in the schools.

In my field study I focused on school effectiveness factors as identified in the literature on the subject. Such factors were of interest in the sense that school effectiveness is not viewed as the outcome of any single factor but an interaction of factors. Schools as whole organizations become effective through interactions of such factors.

I succeeded in investigating the existence and role of the following school effectiveness factors in schools X, Y and Z in Cape Town: school culture; school-site management; the school's vision and mission statement; school leadership, the teacher, staff development; curriculum design and development; parental and community participation; physical infrastructure; communication within the school, school relationships with the local, regional and national authorities; school's relationship with tertiary institutions; students discipline and involvement in decision-making.

Through the interviews with the principals and the deputy principals, heads of department and teachers in the three schools I was able to collect data related to school effectiveness factors that begs for analysis and interpretation . In addition

several documents were obtained in support of data gathered through interviews namely mission statements of schools, staff qualifications and subject responsibilities, matriculation results for 1992, 1993 and 1994, and discipline policies. All such data need to be analysed and interpreted for meaning with regard to school effectiveness factors.

4.5.1. School Culture:

School culture is generally viewed in school effectiveness literature as referring to the meanings, beliefs, values and assumptions that are publicly and collectively acknowledged as guiding the school's mission (goals and objectives). As an intangible aspect of school effectiveness school culture manifests itself through content of learning, school rules, symbols, flags and coat of arms. Although their direct roles in school effectiveness are immeasurable, they derive their significance in the form of influencing the attitudes and motivational levels of stakeholders in the school. It is therefore important in determining effectiveness (See chapter two on literature survey). In my investigation I observed various manifestations of school culture. It is significant to note that

school culture as one of the vital factors of school effectiveness may either be an obstacle or may enhance effectiveness depending on its nature and involvement of all stakeholders in the school in its formulation as their commitment to it is vital. I also noted that each school has its own unique culture as determined by its context. As already stated school culture is an intangible factor of school effectiveness. The three schools have their own individual and unique identities in terms of the following aspects:

- (i) All the three schools have their own additional curricula to supplement the prescribed curricula (For external examinations see chapter four paragraph 4.2.10).
- (ii) All the three schools have their rules and norms that are used to ensure student discipline and behavioural regularities.
- (iii) All the three schools have their distinctive symbols, for example, their coat of arms which enshrine the motto of the individual school.
- (iv) The three schools have their own unique mission statements and philosophies (See appendix B).

Collectively in each individual school all the above stated aspects constitute their cultures which impact heavily on their identities and effectiveness. In that sense school culture should be viewed as collective visions, values and beliefs that shape schools to be what they are, that is, effective or ineffective depending on how factors of school effectiveness become part of a particular school or not.

4.5.2. School-site management:

Literature on school effectiveness views school-site management as an organizational factor responsible for the management of both physical and human resources at school-site level. It is acknowledged that devolution of authority from the centre to school level is some form of empowerment of stakeholders at school level (See chapter 2).

In my investigation I found that all the three schools enjoy democratic school-site management powers. In school X the researcher became aware that decisions taken involved the management committee and teachers who were allowed to contribute to all major decisions for the sake of ensuring democratic

decision-making and commitment to goals and objectives by all. What I was unable to determine is the direct teacher and learner representation in the management committee of the school.

In school Y there is some form of democratic decision-making. Various sub-committees of the Board of Governors exist which include staff representation for participatory decision-making at school level. Students have representation in the school council although they are not allowed to have a Student Representative Council for fear of antagonism and polarization of relations.

In my opinion, not having a duly elected Students Representative Council is a dilution of the democratic element that is viewed in school effectiveness literature as one of the factors of effectiveness.

School Z is also committed to transparency and democracy in its management. Regular meetings and open discussions are held to decide on various issues. However, as a private school the Board of Governors is the ultimate authority in the school although it involves both the principal and his staff in the exercise of its authority. The school is run along business lines, but on a non-profit basis. School-site management in this school is an essential element in view of its being a private school. This factor of school effectiveness finds more expression in this school than in the other two schools.

In all the three schools, I noted that school-site management is exercised through governing bodies in Model C schools and a board of governors in the private school. Such bodies have more powers than in public schools. The governing bodies in the two Model C schools and a board of governors in the private schools have the following powers:

- (i) staff appointments.
- (ii) control over school budgets.
- (iii) control and maintenance of school buildings and grounds.
- (iv) responsibility for school policies in general.

Such governing bodies and a board of governors wield so much power to the extent of determining who enters the school and who does not as they also fix fees payable. The fact that most black pupils could not afford to pay the required fees excluded them automatically from any chance of being admitted with the exception of a few from elite families and that is viewed in some quarters as discriminatory entrance policies based on the socio-economic and racial status of individuals. Such criteria do not form part of factors of school effectiveness.

4.5.3. The school vision and mission statement:

School effectiveness literature views the school's vision and mission statement as a vital factor for the definition of goals and objectives that the school intends to achieve (See chapter 2). The school's vision and mission statement derive their importance in school effectiveness in terms of their potential to empower and energize stakeholders in the school. The school's vision and mission statement need to be products of involvement and participation of all stakeholders to enjoy their commitment to it.

Visions and mission statements are by themselves not a guarantee of school effectiveness, they may only facilitate the purposefulness of every stakeholder who is committed to them. And these should never be regarded as ends in themselves but as means to an end.

I noted that in all the three schools there are well articulated mission statements that embody their visions with regard to their goals and objectives as educational institutions (See 4.2.1 and Appendix B). School X is committed to excellence in all aspects of education to develop a balanced person academically, and culturally and in developing leaders. School Y has a mission statement translated in three languages, that is English, Afrikaans and Xhosa, apparently signifying its commitment to non-

discriminatory policies, although in practice, this is not the case in terms of enrolment of learners across the racial divide. The mission statement is also committed to the development of individual potential of every student, developing critically minded people and members of society who will participate in life activities of society. School Z has a broad mission statement that includes its commitment to the diversity of the South African society and to programmes that will ensure academic, extra mural and spiritual development of its students and service to society.

All the three principals emphasized the point that their schools' mission statements are products of involvement and participation of all stakeholders in the school that is the principal, deputies, heads of department, teachers, parents and students. This approach is in agreement with school effectiveness literature on the value of vision and mission statements for schools.

4.5.4. School leadership:

In school effectiveness literature school leadership is viewed as crucial to excellence and effectiveness of the school (See 2.6.4.). School leadership refers to the leadership exercised by

all those who have assumed positions in the school that entitles them to lead others.

I have found that the principal in school X views his leadership role as guiding, directing and delegating duties to his staff in the quest for their professional growth and empowerment. The principal in this school, apparently, believes in allowing opportunities to his staff to learn how to perform a variety of tasks. In my view this approach reinforces the notion in school effectiveness literature that effectiveness is not the outcome of a single individual but of every member in the institution. The quest for professional growth and teacher empowerment are in concurrence with factors of school effectiveness.

In the interview that I conducted in school Y the deputy principal described his leadership role in the school as providing a role model for other deputy principals and the staff as a whole as well as supporting professional seminars to develop teachers to enable them to fulfil their duties in a more professional manner. Of more importance, he also highlighted his commitment towards ensuring more time-on-task for both staff and students through avoidance of uncalled-for interruptions of teaching and learning. All such views concur with those expressed in school effectiveness literature (See 2.6.4).

In school Z the principal believes his leadership role as keeping abreast of new ideas on the teaching profession, keeping in contact with other principals and the Department of Education and to communicate effectively with his staff members. School effectiveness literature does express similar views on the need for principals to be well informed on current educational trends to be in contact with the central and regional educational departments and to have a sound communication system within the school for a smooth flow of information. All those aspects have a valuable contribution to make in the effectiveness of the school.

In my view in all the three schools principals are more of administrators than instructional leaders. Their direct role in improving teaching and learning in the classroom was not clearly expressed. Literature on school effectiveness emphasized a dual role for principals both as administrators and instructional leaders.

4.5.5. The teacher and school effectiveness:

School effectiveness literature is emphatic on the central role that the teacher plays on the effectiveness of the school (See 2.6.5). In the three schools investigated I found that each of them has a way of monitoring the work that is being done. In school X, the principal expressed his lack of opportunity to

monitor classroom activities and for that purpose he relies on reports by teachers and subject and departmental heads to classroom visitations. This is an element of devolution of authority. In serious matters affecting the quality of work being done the principal is available for discussion and counselling.

In school Y monitoring of work is through subject heads who co-ordinate work done on Fridays and minute book is compiled which the principal uses in monitoring the work as a whole. Parents also perform the role of monitoring by complaining against poor work by teachers and pupils also do the same where possible.

In school Z the principal also expressed the difficulty of monitoring work personally on a regular basis. Staff meetings are used to co-ordinate work and to monitor progress made. There is also an open-door policy for parents to complain where it is warranted.

In all the three schools monitoring of school work is done internally through delegation with more room for discussion of progress and counselling where necessary. Coupled with opportunities for professional development, internal monitoring provides some of the means for ensuring effective schooling. School effectiveness literature does refer to the value of work monitoring and staff development as components of quality assurance.

During the interview in all the three schools I was not able to discern any direct instructional leadership on the part of the principals in accordance with school effectiveness literature. My personal impression is that in all the three schools this task is a delegated responsibility. Principals concentrate more on administrative duties. I have not been aware of any role for external monitors especially from the Department of Education in the schools although school effectiveness literature refers to internal and external monitors, that is, apart from parents.

My view is that the external element of monitoring reinforces the need for more accountability on those who should fulfil tasks.

School effectiveness literature, although outspoken on the need for clinical supervision of teachers does not clearly explain how that may be practised with regard to the principals to develop them professionally as it cannot be claimed that they are perfect professionals who do not need any supervision.

In all the three school, I did not observe any trace of clinical supervision as identified in school effectiveness literature.

In the investigation conducted in school X I found that when vacancies exist they are duly advertised and properly qualified applicants interviewed. On the basis of the applicant's qualifications and responses to interview questions suitable

applicants are appointed. The same procedure obtains for school Y and Z. In that way quality teachers are recruited and selected to ensure school effectiveness (See appendices C, D & E).

I also found that in all the three schools investigated teachers are highly qualified. Higher teacher qualifications are elements of teacher quality but are not sufficient guarantee for effectiveness.

In my opinion teacher commitment to duty and discipline, motivation and proper qualifications are responsible for effectiveness on the part of the teacher.

4.5.6. Continuous staff development:

In school effectiveness literature staff development in all its forms has been identified as one of the factors of effectiveness. Its need has been identified as capacitating staff in in schools (old and new) including principals to fulfil their duties effectively.

In school X I found that the principal and his staff encourage professional growth through programmes organized and run by the South African Teachers Association in the form of conferences and courses which the school subsidizes. In addition, the school

offers financial support to teachers to further their studies on a part-time basis.

In school Y weekly staff seminars focusing on staff development are conducted. The school has a well developed monitoring system designed to help new teachers to adjust to their new working conditions and to keep them informed about all aspects of their work environment. As in school X, school Y does subsidize weekend courses on staff development programmes run by the Teachers Association. For his own personal growth, the principal usually attends international courses, conventions and conferences.

In school Z professional development is accommodated through regular meetings to discuss various professional issues aimed at the improvement of teaching and learning. Conferences and workshops are conducted on a variety of subjects.

All the three schools have a relationship with the local, regional and national Departments of Education through its teachers centres which organize seminars for teachers. Although there are mixed feelings about their efficiency they are accepted as offering teachers support.

In their own unique ways all the three schools, in line with school effectiveness research do realize the pivotal role played by staff development in effectiveness. What was not clearly

stated is the monitoring aspect of the implementation of skills and knowledge derived from staff development programmes nor incentives for those who attend such programmes as some teachers expressed reservations on the efficiency of staff development programmes especially as organized by the South African Teachers Association in terms of time and distance of venues.

The absence of the monitoring aspect revealed that this factor of school effectiveness is not being handled properly in the three schools.

4.5.7. Curriculum development:

I noted that in all the three schools curricula matters are viewed as highly significant in terms of who takes decisions on what should be included in the school curriculum and who is the certifying body especially for standard ten examinations.

School effectiveness literature distinguishes between school-based curricula and the core curricula as prescribed by an education central authority. Both approaches, if implemented separately at the exclusion of each other, present enormous problems.

A more favourable approach in school effectiveness research is one which seeks to integrate the two extremes. Such a integration at the application level, boils down to the core curriculum originating from a central authority linked to a supplementary or a plus curriculum wherein school-site stakeholders have autonomy to add their subjects or to enrich the syllabi of existing subjects. My literature search failed to provide models and criteria for both extremes that may serve as examples to school-site stakeholders or to Department of Education.

In schools X and Y I found that though they are both Model C schools, the principals' view is that they are still government schools as the government still prescribes the curricula. There is however room for locally originated curricula for standards six, seven and eight, for example drama, Xhosa and many life skills especially in school X. Enrichment of the official syllabi is accommodated up to standard nine. In standard ten there is reversion to normal syllabi as students have to write an external examination.

In school Z the researcher found more curricular uniqueness emanating from the private nature of the school. The school shapes its own curricula for different standards although for standard ten there remains a close link with the Cape Department of Education curriculum for the sake of external examinations. The middle school curricula, that is standards five, six and

seven, are largely developed by the school, especially what they refer to as "integrated study modules" wherein different subjects are taught and learned simultaneously and thereby ensure balanced learning in terms of various skills and knowledge acquired.

In my opinion the combination of locally and externally determined curricula in the three schools signifies the autonomy of the schools studied. In line with school effectiveness literature, such a measure of autonomy on curricular matters are commendable provided standards and norms are maintained. Stakeholders in the school should enjoy to some degree a right to determine what should be taught especially in co-operation with the parents and the community.

4.5.8. Parental and community participation:

In school X the researcher found that parental involvement is rated very highly in terms of financial contributions to the school and support in the form of providing transport for pupils during sporting and cultural activities. Community support for the school is mainly from business and professionals dedicated to the welfare of the school. The Old Boys Union contributes to the school in terms of expertise needed.

In school Y parental support is an aftermath of well established connections through the Parent Teacher Association. Contacts are maintained through meetings between teachers and parents, parental visits to the school, phone calls, a parent-run school book store and a miscellany of duties rendered by parents for the school in close co-operation with teachers. Community support for school Y is also derived from business in the school's vicinity, for example Southern Life Insurance Company which recently contributed enormously (90%) towards the costs of extending the school's office block, swimming pool, tennis courts and a million rand sporting centre which is jointly used by the school and Southern Life Insurance Company. The school, in turn, contributes to the community through community service rendered by students, for example erecting child shelters and other child welfare activities.

In school Z parental support is valued even more highly than in the other two schools by virtue of its private nature. The government subsidy to the school is minimal and that implies more funds being paid by parents to run the school. In addition to normal fees parents also make contributions for a few facilities, for example, computers, security gates and curtains. Community support for the school is not like in the other two schools as school Z draws its students from throughout South Africa and neighbouring countries.

In my view the high level of parental and community participation in all the three schools shows a major commitment to this factor of school effectiveness. Through community and parental support school effectiveness is greatly enhanced.

4.5.9. Physical infrastructure:

School effectiveness literature point to a lack of consensus among experts regarding the direct role of physical facilities in enhancing school effectiveness (See 2.8.9). There is however one point on which there is consensus that is the contribution of physical infrastructure depends largely on how they are utilized. In other words mere existence of the physical infrastructure does not guarantee school effectiveness. Their existence has the potential to influence attitudes and motivational levels of both staff and learners.

My findings on the issue of physical facilities concur with the views expressed in school effectiveness literature. All the three schools have relatively adequate and quality physical infrastructure, for example, libraries, auditoria, swimming pools, music rooms, computer rooms, well equipped classrooms, laboratories, staff rooms, offices and sporting facilities

(indoor and outdoor). In school X the principal acknowledged the existence of wonderful facilities in the school but pointed out that they rate more than anything their human resources who have to use such facilities as may be available.

I noted that in school Y that there are also excellent physical facilities provided through parental contributions and contributions by business in the vicinity of the school, for example, Southern Life Insurance Company. As far as school Z is concerned physical facilities are available but not as adequate as they would want them to be. From my observation, the three schools have more physical facilities than most public schools, especially the historically disadvantaged black schools.

It is my opinion that these are privileged schools in terms of resources which are by far beyond the general norm in the whole country quantitatively and qualitatively.

4.5.10. Communication within the school:

In school effectiveness literature there is an acknowledgement of the role of effective communication within the school for facilitation of free flow of information among all stakeholders in the school, that is, the principal, deputies, heads of department, teachers, parents and even students where it is

warranted. Such communication should be top-down, bottom-up and horizontal to be meaningful; that is transparency is called for if stakeholders are to be able to participate in all efforts to achieve effectiveness in the school.

In my investigation in the three schools I found that effective communication is perceived as one of the vital factors. In school X communication is through brief staff meetings in the mornings to share a variety of information on important issues in the school and through teachers such information if necessary passed on to the students during the first 15 minutes before the first period starts when teachers meet their classes. The deputy principals have periods in which they meet the principal for discussion of any vital issues. The headmaster uses an open-door policy through which he accommodates anyone who would like to meet him for whatever reason.

In school Y communication is through notice boards, letter boxes, memos and correspondence. Staff meetings are held on Monday mornings, and staff seminars are conducted on Tuesdays. An open-door policy is followed by the principal as in school X for free access to him. In school Z the principal is also committed to open door policy. There are scheduled meetings and staff room tea-time announcements by anyone with valuable information for the staff to share.

Communication in all the three schools is also facilitated by the manner in which they are structured organizationally, that is different structures ensure smooth communication relevant to them and through an effective network the schools as a whole become well informed about local issues. In all the three schools communication is acknowledged as being an essential factor for effectiveness because this is regarded highly for purposes of common understanding of goals and objectives and how they should be achieved. This factor of school effectiveness is utilized for the sake of striving for effectiveness.

4.5.11. School's relationship with local, regional and national authorities:

School effectiveness literature encourages some degree of school autonomy on certain issues (See 2.6.11) It encourages a measure of school-site management whereby the principals, deputies, heads of department, teachers, students and community are empowered to take certain decisions at school-site level without having to seek permission from a higher bureaucracy. On the other hand schools are also viewed as precious community and national assets which cannot be wholly left in the hands of the school managers. In the final analysis an element of accountability has to be reckoned with in terms of achievement of goals and objectives and the maintenance of national standards and norms.

In my investigation I found that although the three schools have enormous school-site management powers on many issues they still have to comply with the requirements of the Department of Education especially concerning curricula for standard ten, physical facilities and salaries for teachers. That applies only to schools X and Y as school Z is a private concern but it also has relations with the Department of Education concerning, for example government subsidy and curricula for standard ten.

The relations that exist between the three schools with local, regional and national authority is a factor that contributes enormously to some degree effectiveness although the three schools appeared to have more autonomy than public schools.

4.5.12. School relationships with tertiary institutions:

The three schools have informal relationships in varying degrees with tertiary institutions in their vicinity such as universities, colleges of education and technicons. School X makes use of academics from the University of Cape Town and staff of neighbouring colleges of education to address its students on formalities regarding enrolment, drawing up curriculum vitae and handling interviews. The students have the opportunity to visit the University of Cape Town facilities for the purposes of

gathering information on different subjects. This is enormously enriching to such students.

School Y keeps in touch with the University of Cape Town as one of its foremost feeder schools in the area. Like school X, it also uses the University and technicon staff for counselling purposes regarding entrance requirements and for many other issues of interest to schools.

School Z established links with the universities of Cape Town and Stellenbosch, Mowbray College of Education and the Cape Technicon whose students use the school for their teaching practice sessions. Three members of the school's Board of Governors are workers of the University of Cape Town.

Literature on school effectiveness does regard links between schools and tertiary institutions as an element that may contribute to school effectiveness if used properly.

Contrary to the literature, I have not detected any direct contribution of connections with tertiary institutions on effectiveness in all three schools. In my view the above stated connections are more peripheral than contributing to school effectiveness.

4.5.13. Student discipline:

Student discipline is viewed in school effectiveness literature as indispensable in schools perceived as effective (See 2.6.13). Student discipline whether intrinsically or extrinsically has the potential to harness student's time and efforts not only to acceptable behaviour but also to educational goals and objectives wherein learning is enhanced.

In this study I found that school X has for some reasons chosen to change their rules to conform with human rights requirement and have completely ruled out corporal punishment in favour of what are regarded as positive forms of discipline maintenance. Detention system is used twice a week. The standard head involves parents in dealing with their children's problems. The principal and the disciplinary committee of the Board of Governors only come in where suspension and expulsion are to be considered. There is currently consideration of community service as a disciplinary measure.

In my opinion consideration of community service as a disciplinary measure may create a false impression that community service is a form of punishment. That may, consequently, have a negative impact of tarnishing the noble goals and objectives of community service in which every citizen should be willingly involved.

In school Y a similar pattern of discipline as in school Z is followed though with minor variations due to the unique contexts of both schools. Self discipline is encouraged. The school rules out corporal punishment in favour of Friday afternoon and Saturdays detentions. More serious infringement of rule are considered only in consultation with the Board of Governors. Detentions are supervised by school prefects and this gives them the opportunity to exercise leadership and responsibility.

In school Z like schools X and Y, corporal punishment has long been done away with. The school's principal together with the Matric Committee are in charge of discipline. Monday and Saturday detentions are used. For more serious offences students and their parents are required to sign an admission of guilt form whereupon if the offence is repeated the Board of Governors may recommend suspension or expulsion.

In view of the disciplinary measures in all the three schools disciplinary problems are under control. My impression during visits to these schools is that discipline is maintained both inside and outside the classrooms. The general school atmosphere seemed to look orderly and work-oriented. This factor in all the three schools operated effectively in accordance with their disciplinary policies (See Appendices J, K and L).

What seemed to lack in school effectiveness literature especially on the issue of race and cultural differences of students is that

effectiveness is not acknowledged as part of the school's ability to handle racial and cultural differences of its students. I found that school X has learnt to change from a policy of assimilation to a policy of accommodation of other cultures and religions in addition to Christianity, for example Islam, Hindu and Judaism. School Y has broken ranks with discrimination of any kind in favour of acknowledgement of the rainbow people of South Africa. Cultural diversity is recognized in the form of respect for religious festivals and ceremonies of Hindus and Muslims, and counselling is used for acceptance of cultural accommodation and a multi cultural ethos. In school Z the view is that there is less or no racial and cultural polarization. There is respect for different religious festivals and ceremonies for Hindus, Muslims, Christians and the Jews as well as African religious sects.

All the three schools have policies of not discriminating according to race and cultural affiliation among students, existing or potential. The irony in all the three schools contrary to their policies is that they are predominantly white in their student populations and a sprinkling of coloured, Indian and more so blacks of African origin. In my view two reasons may account for such a scenario especially in schools X and Y. Firstly, prior to their change to Model C category, they were institutions under the grip of apartheid legislation which they willy-nilly applied to exclude other races and even after the change to Model C it will take some time for other races to enter

them in large numbers when they are not public schools as entrance is subject to approval by the governing bodies that may restrict such entrance to other races. Secondly, as Model C schools, their fees are exorbitant especially for the majority of black students due to their low socio-economic backgrounds. The impression one gets is that at this stage only children of the elite blacks will afford to enter these schools. The latter view applies even more to school Z which appears to have a longer history of non-discrimination on racial and cultural backgrounds but has fewer black African students due to enormously high cost per annum (currently around R23 000) as a result of the school being a private institution. Most parents, black or white cannot afford the costs involved to send a child to this school, hence its limited number of students.

The issue of admitting other races in Model C schools, in my point of view, is not being handled satisfactorily in view of the fact that as well-resourced schools their student population is still largely white, which implies that excellent resources which they have are not easily accessible to the majority of the deprived, who in the South African scene happen to be black people. The fact is that their black student population is highly negligible, more so their student population of African origin. According to Greenstein and Mabogoane (1994), and Greenstein (1995) that makes it extremely difficult for them to shake-off the albatross of being institutions designed to perpetuate

apartheid in disguise and there is currently no concrete evidence, that it is not the case.

The Committee to review the organization, governance and funding of schools appointed by the Minister of Education and Training has more facts to recommend the change of Model C schools into public schools, a recommendation which the Ministry fully endorsed in its draft White Paper 2, 24/11/1995 on the grounds of equity in educational provision and redress of past inequalities. In my view the above mentioned White Paper that culminated in the Schools Act, 1996 is designed to change existing models into public and private schools for purposes of addressing the principles of equity in education.

The issue of Model C allowing access to other races affects school effectiveness in the sense that such effectiveness should be for the schools and also for the whole country and for all the people of South Africa, blacks and white who should equitably utilize the available resources.

4.5.14. Teacher Associations:

School effectiveness literature does not say much about the role of Teacher Associations in school effectiveness except their role in improving the working conditions of the teacher which indirectly may impact strongly on his attitude to his work and

indirectly affect school effectiveness. On the other hand Teacher Associations in addition to improving the teachers' service conditions may play a very important role in improving school effectiveness in general.

In school X I found that there are mixed feelings about the role of Teachers Associations on the part of some teachers who are concerned that not enough is being done for professional effectiveness in addition to bread and butter issues. In school Y there is an acknowledgement that the South African Teachers Association plays an important role. In school Z the response on the role of Teachers Associations was a "yes" or a "no". The reason for a "no" was that the school, being a private school is not directly involved with Teacher Associations and a "yes" because there is acknowledgement of the fact that teachers have certain rights that need to be protected by Teachers Associations.

In my opinion the role of Teachers Associations and Unions need to be tuned properly not only in terms of service conditions but also ensuring effectiveness in terms of embracing the achievement of the schools' goals and objectives that should boil down to the students achieving maximum learning opportunity for their development in every aspect. Teachers do need good salary packages but these by themselves do not directly guarantee school effectiveness. Good salary packages only ensure that their needs

are attended to. Professional teachers' effectiveness depends much on their commitment to duty, scholarship, collegiality and commitment to success and effectiveness.

4.5.15. The researcher's impressions about the three schools:

Being in the schools for a period of nine days I was able to get some impressions on their operation. I succeeded in viewing the physical infrastructure that consisted of excellent computer rooms, sports facilities, music rooms, libraries, laboratories, administrative offices, staff rooms and media centres: On some occasions I visited classroom sessions where teaching and learning was being conducted. The impression derived from all these was that these schools are well provided for in terms of physical facilities which they use to their best advantage. The classrooms visited were impressive in terms of the interior physical appearance, with notice boards festooned with educationally relevant pictures, diagrams and posters to create an educative atmosphere.

I became aware during lesson presentations that teachers emphasized teaching strategies that ensure student participation in their learning. Co-operative learning where pupils help each other was used effectively as the teachers did not behave as purveyors of knowledge but facilitators of learning. All teaching

and learning was geared to develop critical thinking and problem-solving skills than mere rote learning. Students are allowed more opportunity for self exploration and self expression during the lesson.

I also observed that students were well behaved in and outside the classrooms. They were respectful of their teachers and strangers who visited the school. On some occasions students in detention for violating school rules were observed. Corporal punishment as a means of maintaining discipline was totally non-existent in all the three schools. On two occasions I attended morning assemblies. In school Y the morning assembly was conducted in the style that accommodates Christian, Muslim, Hindu and other religious groups on a particular aspect.

Finally, my impression was that these are schools with more resources than public schools and that they were institutions for the middle class society in South Africa (predominantly white). I can therefore conclude that, these schools are different from public schools in many ways, for example their wonderful resources both material and human, allow them to have factors of effectiveness which many schools can only dream of.

This impression concurs with views expressed by Pampallis of Natal Education Policy Unit (in Greenstein and Mabogoane 1994:7) where he asserted that:

"Model C was a specific type of state aided school formerly of White State system".

This view indict the Model C schools for the following reasons:

- a. They inherited good infrastructure and qualified staff acquired largely from the public purse.
- b. They use elitist or racist admissions policy restricting admissions to rate payers, compulsory school fees and underutilization of resources.

I am of the view that the above stated negative elements of Model C schools among others motivated the new democratic government in South Africa to embark on the overhauling of the whole schooling system in terms of organization, governance and funding. For that purpose a committee on the governance, organization and funding of schools was appointed and its recommendations were realised by the South African Schools Act of 1996 whose stated purpose was to ensure constitutional principles of equity, equality and redress of past imbalances in educational provision for all the people in South Africa.

Despite all the outlined characteristics of the Model C schools, I believe that they have some positive elements that the new schooling system should emulate, namely effective governance structures, parental and community involvement, discipline, sense of duty by both teachers and learners, and excellent

infrastructures. All these are essential for school effectiveness, privileged or not privileged.

CHAPTER FIVE

5. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

This chapter will focus on the summary of the major findings from the study, make recommendations and finally draw conclusions.

The purpose of this research has been to study the three schools through the lenses of the known factors in the literature which are associated with school effectiveness and to analyse and comment on these as they appear to be operating in these schools.

In order to achieve this goal I consulted literature on school effectiveness. Such literature review unravelled a host of factors associated with school effectiveness and in addition new perceptions on the concept of school effectiveness. On the question of school effectiveness factors in literature, which is the focus of this research, it has become clear that such factors do not operate in isolation and in homogeneous contexts. It has also become clear that schools are whole organizations whose components should function interactively for the sake of effectiveness. This perception is also shared by Lightfoot (in Heneveld and Craig 1995:2) when he asserts that:

"... The effectiveness of schools is seen not to lie in the specific list of characteristics of discreet additive elements,

but in the creation of a whole efficient working system, which includes its people, structure, relationships, ideologies, goals, intellectual substance, motivation and will".

I consider such an assertion as being in tandem with the new paradigm shift on school effectiveness research where factors of school effectiveness are not simply viewed in isolation but as corollary to the change and development of the schools as whole entities in particular contexts. That perception is the offspring of the concept of whole school development according to which Mehl, Gillespie, Foale and Ashley (1994:12) redefined,

"... the school as a community learning centre with negotiated relationships...".

After a review of literature on school effectiveness factors and how they operate in schools it has been possible for me to propose a theoretical model of school effectiveness factors. In the formulation of such a theoretical framework, I was heavily influenced by studies especially of Maja (1995) and Heneveld (1995) both of whom emphasize the point that school effectiveness is an outcome of interactions of external and internal factors which are dominant in the new education quality paradigm that seeks to improve education by focusing on schools and classrooms. The conceptual framework tends to view school effectiveness as involving both factors of effectiveness in school effectiveness

research and educational processes and practices advocated in educational quality research.

A CONCEPTUAL FRAMEWORK OF SCHOOL EFFECTIVENESS FACTORS

TABLE 1

EXTERNAL FACTORS * Community, culture, socio-political order * Other schools * Educational Departments : Local, Regional and National	
↓	↓
SUPPORTING FACTORS * Teaching and learning materials * Physical infrastructure	
↓	↓
INTERNAL FACTORS * School vision and mission statement * School culture * Administrative and infrastructural leadership (transformation oriented) * Suitably qualified, empowered teaching corp * Rewards and incentives for teachers * Discipline and empowered students * Effective communication * Core and school-based curriculum * Professional development programmes * Participatory decision making * Code of conduct for students and teachers	
↓	↓
TEACHING AND LEARNING PROCESS * High time-on-task for teachers and students * Diversified teaching-learning strategies * Development of independent work habits	
↓	↓
MONITORING AND ASSESSMENT * Internal and external monitoring of work * Feedback and remedial action	
↓	↓
TEACHING-LEARNING OUTCOMES * Knowledge * Skills: thinking, communication, problem-solving, economic, social, critical, creative, comprehension * Attitudes and dispositions	

The theoretical model of school effectiveness above embraces some of the categories that are frequently stated in researches on school effectiveness. The fact that they are in descending order does in no way indicate the importance of some of them over others. All are equally important in school effectiveness. The arrows pointing up and down symbolize the interaction and wholeness of such factors. It is worthy to observe that no single factor among those in the conceptual framework may be capable of resulting in school effectiveness single handedly but as part of and in relation to the whole spectrum of factors. The approach to school effectiveness should be systemic rather than through single factor interventions

For schools to be effective, attention needs to be focused by all stakeholders in the school on both organizational and process factors that impact positively on such a goal. Such factors as identified in school effectiveness literature include amongst others the following: school culture, school-site management, the school's vision and mission statement, school leadership, the teacher and the student, continuous school-wide staff development, curriculum organization and development, parental and community participation, the physical infrastructure, communication within the school, the school's relationship with local, regional and national authorities, the school's relationship with other educational institutions, for example tertiary institutions such as universities, colleges of education

and technicians, students discipline and involvement in decision making.

Implementation of decisions on such factors may contribute to some degree of effectiveness depending on the sense of duty and commitment to success of all stakeholders in the school.

For school effectiveness to be achieved stakeholders in schools need to understand schools as whole and learning organizations that are capable of undergoing change and improvement from ineffectiveness to effectiveness. Such a change and improvement should also be understood as a process rather than a once-off and dramatic event and there is need to consolidate and maintain it to avoid reversion to ineffectiveness.

In my field work in the three schools I found that they have most of the attributes that are associated with effectiveness in varying degrees due to situational uniqueness of each one of them and their historical backgrounds in South Africa in terms of the way they are run and their curricula, parental and community involvement, physical infrastructure and quality of teachers. These are some of the most privileged schools in South Africa. Most authors of school effectiveness literature are of the view that in order to change ineffective schools into effective schools there is need to learn from other schools especially those in the same ecology. Changing the majority of schools into

effective schools in South Africa will require learning more on factors perceived as contributing to school effectiveness, particularly on how they impact on the individual school and classroom that will require more focus on ethnographic case study research.

The significance of this study is in learning how factors of effectiveness identified in school effectiveness literature operate in school situations. Such an understanding may go a long way towards the attainment of educational quality.

The effectiveness of Model C and Private Schools is widely recognized even by the recent "Report of the Committee to Review the Organization, Governance and Funding of Schools, 1995" appointed by the Ministry of Education, although their continued existence in their present status is highly questioned as it appears to be in contradiction with the constitutional principles of equality and equity and redress of past imbalances in educational provision.

School Z, one of the schools I selected for this study is a private school and entrance is largely determined or based on the financial status of parents. Its population is very limited and this affords them an opportunity for individualized teaching. The school is run on essentially business lines and therefore cannot afford not to be effective. My research in this school was a good

lesson in terms of some of the school effectiveness factors and their operation. In this study I became aware that the issue of school effectiveness factors is an issue that is relative to each individual school. No schools are effective in the same way as contexts and perceptions differ. School effectiveness should never be absolutized in terms of higher average scores achieved in the matriculation examinations or sporting and cultural achievements although these are generally viewed as such because of their visibility. Scores or symbols in examinations are among others determined by potential abilities of students and a school that succeeds in enhancing the performance of students whose abilities are not so extraordinary will be deemed to be effective even if no higher scores were achieved by such students compared to other schools. There are some intangibles that are not susceptible to clear-cut measurement that form part and parcel of the school's goals and those determine effectiveness of the school, for example, attitudes, perceptions and interest of the stakeholders in them.

RECOMMENDATIONS

Literature reviewed on school effectiveness factors, analysis and interpretation of findings in the three schools on how such factors operate enabled me to make the following recommendations:

1. Schools should view themselves as learning organizations that aspire to change for improvement and its maintenance. Characteristics of a learning organization according to Senge (1990:5-26) are the following:

- 1.1. Everyone is a source of ideas.
- 1.2. People who are closest to the problem have best ideas on how to solve it.
- 1.3. Learning flows down and up in an organization.
- 1.4. Nothing in an organization is sacred except values and shared vision.
- 1.5. New ideas are valuable.
- 1.6. Mistakes are viewed as an opportunity to learn.
- 1.7. Mutual trust.
- 1.8. Questioning.
- 1.9. Risk taking
- 1.10. Openness to the outside world:
 - 1.10.1. personal mastery.
 - 1.10.2. mental models.
 - 1.10.3. shared vision.
 - 1.10.4. team building.
 - 1.10.5. systems thinking.

The school as a learning organization has a fair chance of being effective if it embodies and practices such characteristics in its quest for change and improvement.

2. Schools should develop their own cultures, visions and mission statements that should guide them in their endeavour and every stakeholder should be involved (Christie, Potterton, French and Cress 1996; Nthangeni 1991; Murgatroyd and Morgan 1993 and Chance 1992).

3. All schools should have empowered governing bodies and leadership to provide for domestic school-site management and these bodies should regularly undergo capacity-building programmes to empower them to fulfil their duties effectively and efficiently. This recommendation concurs with the prescriptions of the South African Schools Act of 1996 and views of Meyer (1994), White (1989) and Caldwell (1993).

4. School principals should acknowledge that they are leaders of professionals and thus their leadership should make room for collegial and participatory decision making in the school where not only a single person is of importance by virtue of office or position but by the contribution they make towards the attainment of the collective goals and objectives of the school as an organization. They should also not be contented with mere clerical tasks but they should become masters in instructional leadership capable of monitoring what is going on in the classroom and to offer the necessary advice or facilitate staff

development programmes. This recommendation is based on the views of Carrim and Shalem (1993), Townsend (1994), Fullan (1993) and Hansen and Smith (1989).

5. Teachers should cultivate the habit of studying the latest researches on school effectiveness to enable them to effect the necessary changes and improvements in teaching and learning (Personal view).

6. In secondary schools, students should be allowed to develop their leadership potential by being involved in decision-making where it is wanted and to be allowed rights and responsibilities. I based this recommendation on the ideas of Christie, Potterton, French and Cress (1996) and Metcalfe (1994).

7. Schools should develop their own staff development programmes individually and in conjunction with the education authorities to improve effectiveness in task performance by their staff. Teacher centres need to be set up for such a goal and these have potential to be effective through collaborative efforts between teachers and the education authorities. There is need for incentives and evaluation of success in such programmes. This recommendation concurs with the ideas of Fullan (1992), Wilson and Corcoran (1988) and Cawood and Gibbon (1981).

8. Parental and community participation will be necessary for schools to function effectively as these provide the necessary support to schools in many ways - including financial support. Parental role should also embrace supervision of their children's behaviour and work habits. In case of incapability to supervise their children's work habits, especially on scholastic work due to the reason of not being literate, parents should consult fellow parents or anyone who is literate and capable to help. The views of Fullan and Stiegelbauer (1991), Meyer (1994), Hester (1989), Wilson and Corcoran (1988), Barnard (1992) and principals of schools X, Y and Z feature strongly in this recommendation.

9. Physical infrastructure, especially in all schools needs to be provided as it is part of school effectiveness. This recommendation is influenced by the views of Chisholm and Vally (1996) and Ainley (in Anderson 1991).

10. Educational funding should be geared to comply with the principles of equality, equity and efficiency and should take cognizance of previous apartheid imbalances that deprived the majority of communities of proper educational provision. The South African constitutional Act (1996), the South African Schools Act (1996) influenced me in making this recommendation.

11. Schools should have an effective system of communication that allows everyone in the school to be informed or to inform others

about crucial issues relevant to the school effectiveness. Communication should be top-down, bottom-up and also horizontal. This recommendation is based on the views by Springston (1994), Barnard (1992), Davidoff, Kaplan and Lazarus (1994), Townsend (1994, Wood, Nicholas and Findley (1979) and the principals of schools X, Y and Z.

12. Schools need to establish relationships though at an informal level with tertiary institutions such as universities, colleges of education and technicons as these are fellow educational institutions which may benefit the schools enormously in terms of information exchange on educational issues for the improvement of education either in the schools or in such higher institutions. The views of Aspin, Chapman and Wilkinson (1994) and the principals of schools X, Y and Z were influential in this recommendation.

13. School effectiveness calls for discipline to be maintained in the schools as an element of effectiveness. In formerly "black schools" discipline had largely broken down due to socio-political circumstances that prevailed during that time. In the New South Africa discipline, especially in schools, needs to be restored and school authorities need to be empowered to maintain it in a firm and fair manner that respect the human rights of the student. It should be recalled that when corporal punishment was abolished no viable disciplinary measures were put in place such

as detention as practised in some schools. A code of conduct should be developed and students should be part of it for the sake of effective enforcement. Teachers, parents, students, and the community and the department of education should cooperate in ensuring discipline in the schools as this is one of the prerequisites for school effectiveness. This recommendation is the result of views of Christie, Potterton, French and Cress (1996), Metcalfe (1994) and Calabrese (1989).

14. Clinical supervision or monitoring of teachers' duties from within and without should be put in place if quality work is to be ensured. However such supervision should differ from the traditional supervision which was judgmental and vindictive. Clinical supervision should be based on mutually agreed criteria of evaluation and its goal is rather to develop the teachers than to blacklist them in order to jeopardize chances of consideration for promotion or delegation of any duty to them. Metcalfe (1994), Bradley (1991), Acheson and Gall (1980), Tewel (1989), and Hansen and Smith (1989) were influential in making this recommendation.

15. High teacher:pupil ratio needs to be appropriately adjusted especially in the historically disadvantaged black schools. The view of Meyer (1994) on the reason for a breakdown of the culture of learning in most schools in South Africa were considered for this recommendation.

16. Curricula especially in formerly black schools need to be balanced and appropriately diversified. This recommendation is based on the ideas of Griffin (1990), Townsend (1994), Dalin, Rolff and Kleekamp (1993), Creemers (1994) and Murphy (1991).

17. There is need for partnerships between education and business sectors not only in making money and other resources available to schools but also in jointly defining educational goals and objectives for the sake of optimum development of potentials of the present and the future of the nation as a whole for the sake of development. The views of Wilson and Corcoran (1991), Miller (1993), Burden (1995), Fullan and Stiegebauer (1991) and Barnard (1992) are at the core of this recommendations.

18. Appropriate amount of time should be devoted to case studies to do justice to ethnographic research. This recommendation emanates from the views of Maja (1995), Jansen (1995) and De Waal (1995).

19. Future research should consider the integration approach to the study of school effectiveness factors by integrating strong points of different paradigms. This recommendation is based on the ideas of de Waal (1995) and Maja (1995).

In my view schooling in South Africa is destined for drastic transformation from what it has been during the apartheid era.

Prior to democratization, as already highlighted in the first chapter of this study, educational provision was based on the ideology which chose to ignore principles of equality, equity and in most cases effectiveness and efficiency for all the people of South Africa.

Strong indicators of transformation in schooling in South Africa started with the Ministry of Education's appointment of the committee to review school organization, governance and funding. The Ministry's responses to the findings and recommendations of the review committee are to a large extent an affirmation thereof.

"Among others the Ministry of Education in its draft second White Paper (24/11/95) commits itself to the need for basic educational provision on principles of equity and redress of previous racial inequalities in schooling and these it aims to achieve through:

- * a new system of schooling categorized only as Public and private schools,
- * recognition of parental rights in education,
- * new patterns of school organization and governance characterized by democratic structures empowered through capacity-building strategies, and
- * a search for equitable funding for schools".

The commitment of the Ministry of Education and Training to quality education for all in South Africa is well enunciated in

the first White Paper on education and training (1995:69) where it is stated that...

" ...all the educational goals and programmes of the government depend upon achieving and maintaining a disciplined and purposeful school environment, dedicated to the improvement of quality throughout the system".

The recently enacted Schools Act of 1996 is testimony to envisaged changes in the schooling system for ensuring quality education for all.

School effectiveness research implores us to take heed of the need to translate national education policies into what teachers and pupils do in their classrooms (Heneveld 1995). Such a need draws our attention to the fact that the school and the classroom, though at a micro-level in the education system finally should become sign posts of effectiveness or lack thereof hence the view that the school should be the unit to focus upon in planning an education system change.

The future of schooling in South Africa demands more attention to be paid to the view of Amner (1995:32) who asserted that:

"Most South African schools lack proper infrastructure, but what they lack on a more fundamental level are the more

intangible elements of a good education: leadership and management, learner-centred teaching, the inclusion of thinking skills in the curriculum, on-going education, and in-service teacher education".

CONCLUSION

In the light of the above statement one may conclude that factors of effectiveness as identified in school effectiveness literature some of which interactively operate in the three schools studied are still of significance in terms of determining school effectiveness. Such factors should be interpreted in terms of unique educational practices and processes in individual schools and classrooms in relation to the schooling systems as wholes in their cultural and socio-political contexts.

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APPENDIX A

INTERVIEW QUESTIONNAIRE SCHEDULES FOR SCHOOLS X, Y AND Z

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL X DATE : 25/10/95

RESPONDENT(S) : SCHOOL PRINCIPAL : PRINCIPAL (A)

QUALIFICATIONS : B.Sc. (Hons.) B.Ed. M.Ed.

GENDER : MALE

EXPERIENCE : 32 YEARS, 18 AS HEADMASTER

TYPE OF SCHOOL : BOYS ONLY HIGH SCHOOL (6-10)

MODEL C

NUMBER OF TEACHERS : 43 (some employed by the School)

STUDENT POPULATION : 760

1. Does your school have a Mission Statement? If so how did it come into being?
2. How do you provide for the professional developmental needs of your teachers?
3. What selection criteria do you apply to teacher recruitment and appointments?
4. What system do you employ to communicate with your staff?
5. What opportunities exist for your teachers to participate in decision-making?
6. To what extent do you provide for the development of leadership and management potential of your students?
7. How important is parental support to your school?
8. How important is community support to your school?
9. Do you monitor work in the classroom, if so, how?
10. To what extent is your curriculum school based i.e. originate from the school?
11. Does your school have any relationship with Universities, Colleges of Education, or Technikons? Please explain.
12. How do you deal with disciplinary problems in your school?
13. How would you describe your role as an educational leader in the school?
14. Do you have a programme for the induction of new teachers in your school? Please explain.

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15. How important do you think physical facilities are to your school's effectiveness?
 16. How do you deal with racial and cultural differences among your pupils?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL X DATE : 26/10/95

RESPONDENT(S) : HEAD OF DEPARTMENT(S) OF : MATHEMATICS (A)

QUALIFICATIONS : B.A. (Hons.) B.Ed.

GENDER : MALE

EXPERIENCE : 23 YEARS

DEPARTMENT : MATH

NUMBER OF DEPARTMENTAL STAFF : 6

1. What is your department's organizational structure?
2. What are the major emphases in your departmental policy?
3. Do you feel supported in fulfilling your duties as Head of Department? Please explain.
4. How do you monitor the quality of work done by your departmental staff?
5. How are decisions made in your department?
6. What value do you attach to delegation of responsibility and authority in your department?
7. How important is record keeping for your department?
8. What role do you perform as an educational leader?
9. What teaching strategies do you encourage teachers in your department to use to ensure quality in teaching and learning?
10. Do you think the Provincial education department contributes to your professional development (for example through its teacher centre)? Please explain.
11. Do you think that the teacher associations play a significant role in your professional development? Please explain.
12. How related is the teacher's salary package to his effectiveness as a teacher?
13. How does your school governing body contribute to the success of your school?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL X DATE : 26/10/1995

RESPONDENT(S) : TEACHERS : TEACHER (A)

POSITION : TEACHER

QUALIFICATIONS : B.A. and H.D.E.

GENDER : MALE

EXPERIENCE : 6 YEARS

TEACHING SUBJECT(S) : ENGLISH

1. What forms of lesson preparation do you use to ensure effective teaching and learning?
2. What teaching strategies do you regard as enhancing effective pupil learning?
3. How do you view the role of pupil assessment as an element of effective schooling?
4. What provisions exist for staff professional development in your school?
5. How important is teacher input in decision-making bodies at your school?
6. To what extent do you contribute to school and subject curricula in your school?
7. How crucial is discipline maintenance to your school's effectiveness?
8. How do you motivate your pupils to learn?
9. How to you provide for pupil diversity in learning abilities in your classroom?
10. What teacher job-satisfaction conditions are crucial for your effectiveness in your school?
11. How do you deal with pupils from disadvantaged environments in your instructional and learning situations to ensure effective learning for them?
12. What provisions exist in your classroom to reconcile different cultural backgrounds of your pupils?
13. What professional support do you regard as important from the principal or his deputies as instructional leaders?
14. Are you attached to a subject department? Is this important to you? Please explain.

-
15. Do you think the Provincial education department contributes to your professional development? (for example through its teacher centre). Please explain?
 16. Do you think that the teachers associations play a significant role in your professional development? Please explain.
 17. How related is the teacher's salary package to his effectiveness as a teacher?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Y DATE : 27/10/95

RESPONDENT(S) : SCHOOL PRINCIPAL : DEPUTY PRINCIPAL (B)

QUALIFICATIONS : B.Sc. (Hons.) B.Ed. (UCT) M.Ed. (Univ. of Virginia)

GENDER : MALE

EXPERIENCE : TEACHING SINCE 1973

TYPE OF SCHOOL : CO-ED

MODEL C

NUMBER OF TEACHERS : 50 (some employed by the School)

STUDENT POPULATION : 920

1. Does your school have a Mission Statement? If so how did it come into being?
2. How do you provide for the professional developmental needs of your teachers?
3. What selection criteria do you apply to teacher recruitment and appointments?
4. What system do you employ to communicate with your staff?
5. What opportunities exist for your teachers to participate in decision-making?
6. To what extent do you provide for the development of leadership and management potential of your students?
7. How important is parental support to your school?
8. How important is community support to your school?
9. Do you monitor work in the classroom, if so, how?
10. To what extent is your curriculum school based i.e. originate from the school?
11. Does your school have any relationship with Universities, Colleges of Education, or Technikon? Please explain.
12. How do you deal with disciplinary problems in your school?
13. How would you describe your role as an educational leader in the school?
14. Do you have a programme for the induction of new teachers in your school? Please explain.

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15. How important do you think physical facilities are to your school's effectiveness?
 16. How do you deal with racial and cultural differences among your pupils?

INTERVIEW QUESTIONNAIRE SCHEDULE .

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Y **DATE :** 27/10/95

RESPONDENT(S) : HEAD OF DEPARTMENT(S) OF : *GEOGRAPHY (B)*

QUALIFICATIONS : *B.A. B.Ed.*

GENDER : *MALE*

EXPERIENCE : *13 YEARS TEACHING*

DEPARTMENT : *GEOGRAPHY*

NUMBER OF DEPARTMENTAL STAFF : *5*

1. What is your department's organizational structure?
2. What are the major emphases in your departmental policy?
3. Do you feel supported in fulfilling your duties as Head of Department? Please explain.
4. How do you monitor the quality of work done by your departmental staff?
5. How are decisions made in your department?
6. What value do you attach to delegation of responsibility and authority in your department?
7. How important is record keeping for your department?
8. What role do you perform as an educational leader?
9. What teaching strategies do you encourage teachers in your department to use to ensure quality in teaching and learning?
10. Do you think the Provincial education department contributes to your professional development (for example through its teacher centre)? Please explain.
11. Do you think that the teacher associations play a significant role in your professional development? Please explain.
12. How related is the teacher's salary package to his effectiveness as a teacher?
13. How does your school governing body contribute to the success of your school?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Y DATE : 30/10/1995

RESPONDENT(S) : TEACHERS : TEACHER (B)

POSITION : SENIOR TEACHER

QUALIFICATIONS : BA (Hons.) in Afr. en Ndl.

GENDER : FEMALE

EXPERIENCE : 11 YEARS

TEACHING SUBJECT(S) : AFRIKAANS STD. 6-10

1. What forms of lesson preparation do you use to ensure effective teaching and learning?
2. What teaching strategies do you regard as enhancing effective pupil learning?
3. How do you view the role of pupil assessment as an element of effective schooling?
4. What provisions exist for staff professional development in your school?
5. How important is teacher input in decision-making bodies at your school?
6. To what extent do you contribute to school and subject curricula in your school?
7. How crucial is discipline maintenance to your school's effectiveness?
8. How do you motivate your pupils to learn?
9. How to you provide for pupil diversity in learning abilities in your classroom?
10. What teacher job-satisfaction conditions are crucial for your effectiveness in your school?
11. How do you deal with pupils from disadvantaged environments in your instructional and learning situations to ensure effective learning for them?
12. What provisions exist in your classroom to reconcile different cultural backgrounds of your pupils?
13. What professional support do you regard as important from the principal or his deputies as instructional leaders?
14. Are you attached to a subject department? Is this important to you? Please explain.

-
15. Do you think the Provincial education department contributes to your professional development? (for example through its teacher centre). Please explain?
 16. Do you think that the teachers associations play a significant role in your professional development? Please explain.
 17. How related is the teacher's salary package to his effectiveness as a teacher?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Z (Private School) DATE : 2/11/95

RESPONDENT(S) : SCHOOL PRINCIPAL : *PRINCIPAL (C)*

QUALIFICATIONS : *M.A. (Oxon.) Honours in Modern History H.D.E. (Natal)*

GENDER : *MALE*

EXPERIENCE : *12 YEARS AS HEADMASTER, 35 YEARS AS TEACHER*

TYPE OF SCHOOL : *PRIVATE SECONDARY*

NUMBER OF TEACHERS : *10*

STUDENT POPULATION : *150*

1. Does your school have a Mission Statement? If so how did it come into being?
2. How do you provide for the professional developmental needs of your teachers?
3. What selection criteria do you apply to teacher recruitment and appointments?
4. What system do you employ to communicate with your staff?
5. What opportunities exist for your teachers to participate in decision-making?
6. To what extent do you provide for the development of leadership and management potential of your students?
7. How important is parental support to your school?
8. How important is community support to your school?
9. Do you monitor work in the classroom, if so, how?
10. To what extent is your curriculum school based i.e. originate from the school?
11. Does your school have any relationship with Universities, Colleges of Education, or Technikons? Please explain.
12. How do you deal with disciplinary problems in your school?
13. How would you describe your role as an educational leader in the school?
14. Do you have a programme for the induction of new teachers in your school? Please explain.

-
15. How important do you think physical facilities are to your school's effectiveness?
 16. How do you deal with racial and cultural differences among your pupils?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Z DATE : 03/11/95

RESPONDENT(S) : HEAD OF DEPARTMENT(S) OF : N/A SECOND HEADMASTER (C)

QUALIFICATIONS : B.A. (Hons.) U.E.D.

GENDER : MALE

EXPERIENCE : 24 YEARS TEACHING

DEPARTMENT : N/A DEP. HEADMASTER

NUMBER OF DEPARTMENTAL STAFF : N/A

1. What is your department's organizational structure?
2. What are the major emphases in your departmental policy?
3. Do you feel supported in fulfilling your duties as Head of Department? Please explain.
4. How do you monitor the quality of work done by your departmental staff?
5. How are decisions made in your department?
6. What value do you attach to delegation of responsibility and authority in your department?
7. How important is record keeping for your department?
8. What role do you perform as an educational leader?
9. What teaching strategies do you encourage teachers in your department to use to ensure quality in teaching and learning?
10. Do you think the Provincial education department contributes to your professional development (for example through its teacher centre)? Please explain.
11. Do you think that the teacher associations play a significant role in your professional development? Please explain.
12. How related is the teacher's salary package to his effectiveness as a teacher?
13. How does your school governing body contribute to the success of your school?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Z (Private School) DATE : 2/11/95

RESPONDENT(S) : SCHOOL PRINCIPAL : PRINCIPAL (C)

QUALIFICATIONS : M.A. (Oxon.) Honours in Modern History H.D.E. (Natal)

GENDER : MALE

EXPERIENCE : 12 YEARS AS HEADMASTER, 35 YEARS AS TEACHER

TYPE OF SCHOOL : PRIVATE SECONDARY

NUMBER OF TEACHERS : 10

STUDENT POPULATION : 150

1. Does your school have a Mission Statement? If so how did it come into being?
2. How do you provide for the professional developmental needs of your teachers?
3. What selection criteria do you apply to teacher recruitment and appointments?
4. What system do you employ to communicate with your staff?
5. What opportunities exist for your teachers to participate in decision-making?
6. To what extent do you provide for the development of leadership and management potential of your students?
7. How important is parental support to your school?
8. How important is community support to your school?
9. Do you monitor work in the classroom, if so, how?
10. To what extent is your curriculum school based i.e. originate from the school?
11. Does your school have any relationship with Universities, Colleges of Education, or Technikons? Please explain.
12. How do you deal with disciplinary problems in your school?
13. How would you describe your role as an educational leader in the school?
14. Do you have a programme for the induction of new teachers in your school? Please explain.

-
15. How important do you think physical facilities are to your school's effectiveness?
 16. How do you deal with racial and cultural differences among your pupils?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Z DATE : 03/11/95

RESPONDENT(S) : HEAD OF DEPARTMENT(S) OF : N/A SECOND HEADMASTER (C)

QUALIFICATIONS : B.A. (Hons.) U.E.D.

GENDER : MALE

EXPERIENCE : 24 YEARS TEACHING

DEPARTMENT : N/A DEP. HEADMASTER

NUMBER OF DEPARTMENTAL STAFF : N/A

1. What is your department's organizational structure?
2. What are the major emphases in your departmental policy?
3. Do you feel supported in fulfilling your duties as Head of Department? Please explain.
4. How do you monitor the quality of work done by your departmental staff?
5. How are decisions made in your department?
6. What value do you attach to delegation of responsibility and authority in your department?
7. How important is record keeping for your department?
8. What role do you perform as an educational leader?
9. What teaching strategies do you encourage teachers in your department to use to ensure quality in teaching and learning?
10. Do you think the Provincial education department contributes to your professional development (for example through its teacher centre)? Please explain.
11. Do you think that the teacher associations play a significant role in your professional development? Please explain.
12. How related is the teacher's salary package to his effectiveness as a teacher?
13. How does your school governing body contribute to the success of your school?

INTERVIEW QUESTIONNAIRE SCHEDULE

SUBJECT : SCHOOL EFFECTIVENESS

VENUE : SCHOOL Z DATE : 03/11/1995

RESPONDENT(S) : TEACHERS : TEACHER (C)

POSITION : TEACHER

QUALIFICATIONS : B.A. (Hons.) (Philosophy & Religious Studies)

GENDER : MALE

EXPERIENCE : 7½ YEARS; mainly at Cathkin High School and St Georges Grammar School; also Rhodes High School, Crestway Secondary, Lotus Secondary, Ned Doman Secondary.

TEACHING SUBJECT(S) : AFRIKAANS; DIVINITY STD. 6-10

1. What forms of lesson preparation do you use to ensure effective teaching and learning?
2. What teaching strategies do you regard as enhancing effective pupil learning?
3. How do you view the role of pupil assessment as an element of effective schooling?
4. What provisions exist for staff professional development in your school?
5. How important is teacher input in decision-making bodies at your school?
6. To what extent do you contribute to school and subject curricula in your school?
7. How crucial is discipline maintenance to your school's effectiveness?
8. How do you motivate your pupils to learn?
9. How do you provide for pupil diversity in learning abilities in your classroom?
10. What teacher job-satisfaction conditions are crucial for your effectiveness in your school?
11. How do you deal with pupils from disadvantaged environments in your instructional and learning situations to ensure effective learning for them?
12. What provisions exist in your classroom to reconcile different cultural backgrounds of your pupils?
13. What professional support do you regard as important from the principal or his deputies as instructional leaders?
14. Are you attached to a subject department? Is this important to you? Please explain.

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15. Do you think the Provincial education department contributes to your professional development? (for example through its teacher centre). Please explain?
 16. Do you think that the teachers associations play a significant role in your professional development? Please explain.
 17. How related is the teacher's salary package to his effectiveness as a teacher?

MISSION STATEMENTS FOR SCHOOLS X, Y AND Z

SCHOOL X

MISSION STATEMENT

School X is a school committed to the pursuit of excellence in all aspects of a broad concept of education that embraces academic, cultural and sporting endeavours, as well as a sense of service to one's community and of spiritual worth.

This excellence is measured in terms both of participation and performance always aiming at the full attainment of individual and group potential, as well as for preparedness for adult life.

In pursuit thereof the School commits itself to striving to provide and maintain facilities and staff imbued with that same excellence and commitment which is its goal for its pupils.

In so doing the School strives to ensure that it and its pupils live up to its motto - *Altius et Latius* - and thereby continue to provide leaders and leadership to their community.

SCHOOL Y

School Y is committed to

Building a caring, involved and creative community of pupils, staff and parents.

Recognising and developing the unique potential of each individual to its fullest.

Encouraging an open, analytical and questioning approach to life and to oneself, based on sound values.

Creating and exploring a challenging and dynamic learning environment.

Engendering a balance between the rights and responsibilities of the individual, and the well-being of the School, the community and the natural environment.

Equipping pupils to participate effectively in a common future with all South Africans.

School Y izimis ele ekwenzeni oku kulandelayo

Ekwakheni uluntu lwabafundi, ootitshala kunye nabazali: uluntu olunenkathalo, olubandakanyo noluphaphameleyo.

Ekuqapheleni nasekukhuliseni isipho somntu ngamnye ngokugqibeleleyo.

Ekukhutazani iimbono ezivulekileyo nezibuzayo ebomini nakwisiqum somntu: iimbono ezakhiwe kwiinqobo ezisemgangathweni ezifanalekileyo.

Ekwakheni nasekuhloleni ubume bendawo obunobuchule oschukumisayo emfundweni.

Ekudaleni isikali phakathi kwamalungelo neemfanelo zomntu ngamnye kunye nobuncwane besikolo, bomzi nabendalo.

Ekuxhobisweni abadundi ikuthatha inxaxheba.

SCHOOL Z

At School Z we are dedicated to drawing on the rich diversity of South African society to offer, within a nurturing and happy environment, an excellent academic and extra-mural programme which includes space for spiritual growth, ecological awareness and appreciation of the arts, together with a commitment to service to the greater community.

STAFF QUALIFICATIONS AND SUBJECT RESPONSIBILITIES OF SCHOOL Y

Headmaster:

BSc, BEd, HDE

Deputy:

BA, BSc, BEd: Geography, Religious Education

Principals:

BA (Hons), STD: English, History, Guidance

BSc (Hons), MEd: Science, Guidance

BA, BEd: History

Heads of Department:

BA (Hons), (PE) HDE: Physical Education, Geography

BSc, HDE: Mathematics

BAFA, HDE: Art

BA, BEd: Geography

BA (Hons), HDE: Afrikaans

BA, HDE: English

HDE (Sec): Afrikaans, Geography

BA, HDE (Sec): Woodwork, History

BA, HDE: Afrikaans

BSc, Med (Hons): Biology, General Science, Guidance

HDE Comm (Sec): Accounting, Physical Education

BA (Hons), BEd: English, Guidance

BA, BEd: Guidance, Geography

Senior Teachers:

BMus (Ed), BEd: Music

BMus, HDE (PG), ARCM, RULM, LRSM: Music

BA, STD, DSE (Lib Sc) B.Bibl: Librarian, Comp. Kit. Media Education

BA (Hons), HDE: Afrikaans

BSc, BEd: Science, General Science, Comp Lit

BA, BEd: English, Religious Education

BSc (Hons), HDE: Biology, General Science

HDE, (Home Ec.) Library Science: Home Economics, Gen. Sc.

BSc, STD: Biology, General Science, Religious Education

BA (Hons), HDE: French

BMus (Hons), TLD, LTCL, LSRM: Music

BA (Hons), HDE: Afrikaans

BA, BEd: Latin, History

Teachers:

BA (Phys Ed), HDE: Physical Education, English
BMus, HDE: Music
BA (Music): Music
BA, HDE: English
BSc, BEd HDE: Mathematics
BA (Hons), MA, MEd: Xhosa
BSc, HDE: Mathematics
BA (Ed), HMS: Physical Education, Maths
BMus, HDE, LRCM: Music
HDE (Sec), SC: Science, General Science, Physical Education
BSc, HDE: Mathematics, Comp. Lit.
BA (Hons), HDE: English
BSc (Eng), HDE: Science, General Science
BA (Hons), HDE: English, History
BA (Hons), HDE: Xhosa, Guidance
MA, HDE: History, Comp. Lit.

BMus (Hons), ARCM Dip NCOS: Music
BA (Hons), HDE: Geography
BA (Hons), HDE: Afrikaans
BSc (Hons), HDE: Mathematics

Laboratory Technician:

Cert for Lab Tech

Assistant Librarian:

BA

STAFF QUALIFICATIONS AND SUBJECT RESPONSIBILITIES OF SCHOOL X

TEACHING STAFF 1994 - CURRENT:

Headmaster:

BSc (Hons), MEd: Mathematics

Senior Deputy Headmaster:

BA (Hons): English, Guidance

Deputy Headmasters:

BA: English

BA, BEd: English

Heads of Department:

BA: Latin, Drama

BSc, BEng, BEd: Physical Science

BA (Hons), BEd: History, Guidance

BA (Hons): English, History

BA (Hons), MPhil: English

BA, BSocSci, BEd: Geography, Bible Education

PTC, HPTC, TD: Metalwork

MA: Afrikaans, Mathematics

Teachers on Permanent Staff:

BA: History, Geography, Physical Education

BA: History, Geography, Science

MA, BEd: German, Computer Literacy

BSc (Hons), BEd: Mathematics

BA (Fine Art), MPhil: Graphic Art, Art

BSc (Hons): Mathematics

BA (Phys Ed): Geography, Physical Education

MMus, LIB, UPLM, LRSM: Music

BA (Ed): Afrikaans, Xhosa

BMus, UTIM, LRSM: Music

BA (Hons): Afrikaans

MSc: Geography, Mathematics

BA: Geography, Physical Education, History

BA (Hons), MFA: Art

BA, BEd: Afrikaans

BA, BEd: History

Teacher Librarian

BSc: Physical Science
 BComEd: Accounting, Mathematics
 BA: Afrikaans, French
 BSc: Mathematics
 BA: Afrikaans
 MA (PhysEd), DPhil: Physical Education, Afrikaans, Geography, Bible Education, Biology
 BA (Hons), BEd: Guidance, Mathematics
 BMus, TDL, LRSM, UPLM: Music
 BA (Hons), MA: French, English
 BSc (Hons), PhD: NTD (Tech) MSACI: Physical Science
 BSc (Hons): Biology
 BA (Hons): English, Bible Education, History
 BA (Hons): MA (Ed): English, History
 BSc: Biology

Temporary Teachers:

BMus, Mathematics III: Mathematics
 BSc: Physical Science
 BSc: Biology
 BSc (Hons): Mathematics
 BSc, BEd: Geography
 BA (Hons): Afrikaans
 BA: English
 BSc: Mathematics
 BA, BEd: English, History, Physical Education

Administrative Staff:

School Secretaries:
 Headmasters' Secretary:
 Bursar:
 Laboratory Assistant:

School Fund Trust:

FCIS, CA (SA): Business Manager
 CA (SA): Secretary/Treasurer
 BComm: Assistant Accountant

Boarding House Staff:

Superintendent:
 Housemasters:
 Assistant Housemasters:
 Chief Matron:
 Matrons:

Estate Staff:

Estates Manager:

Caretaker:

Deputy Estate Manager:

Trainee Groundsman:

Board of Governors:

Chairman:

Vice-Chairman:

Secretary:

Treasurer:

Members:

Members ex officio: Headmaster

APPENDIX E

STAFF QUALIFICATIONS FOR SCHOOL Z

APPENDIX E

STAFF QUALIFICATIONS FOR SCHOOL Z

N.B. Subject responsibilities not provided.

Headmaster:

MA (Oxon), HDE (Natal)

Second Master and Principal Teacher (Middle School):

BA (Rhodes), BA (Hons) (UNISA), UED (Rhodes)

Principal Teacher (Preparatory School):

HPTC (UCT), LTCL (Trinity, London)

Teachers:

PTC (Thornbridge Hall)

BA (Phys Ed) (Pretoria), BA (Hons) (Stell), HTD (Stell)

PTC (Grahamstown)

BSc (Natal), BEd (UCT)

BA Fine Art (UCT), HDE (UCT)

BSc (Phys.Ed) (Stell), HDE (UCT)

BA (Rhodes), Grad CE (Rhodesia)

BEd (Hons) (Avery Hill Coll, U.K.)

HPTD (UCT), Dip Mus (UCT)

BSc (Natal), HDE (UNISA)

Dip Lib (UCT), HP TD (UCT)

Dip Pre-Prim Ed (Barkley H), Dip Remed (Stell)

BA (UWC), HDE (UWC)

BA (Stell), HDE (UCT)

BSc (UCT), HDE (UWC)

BA (Wits), HDE (Wits), DSE (UCT)

PTC (Mowbray)

CEd (Bulawayo)

PTD (UCT), Dip Remed Ed (UCT), Dip Speech/Drama (UCT)

BA, HDE, Dip Ed (Stell), DSE (Remed) (UNISA)

Higher Diploma of Education (Reading, U.K.)

BA (Wales), PGCE (Manchester)

MA, UED, ARSCM, ARCD, LRSM, UTLM, UPLM, ULCO, RULM

R.W. Wood Computer Centre:

BA (UWC), HDE (UWC)

Pre-primary (Cape Town):

Superintendent: CEEd (Bulawayo)

Teachers: Nat Cert Child Care

Aftercare:

Administrative:

Business and Marketing Manager:

Bursar:

Accounts Assistant:

Secretary:

Aftercare:

Estate Manager:

Caterer:

**SENIOR CERTIFICATE RESULTS FOR SCHOOL X
FOR 1992, 1993 AND 1994**

Senior Certificate Results
November 1992

High Grade Subjects (ex 400)

						Converted to SG			GG	H	Nov. Ave.	Sep. Ave.	Prov. Mod.
	A	B	C	D	E	E	F*	F**					
Eng. I (140)	9	16	42	39	30	3	1	0	0	0	59,8	55,3	55,4
Afrik. I (29)	1	0	9	16	3	0	0	0	0	0	58,3	55,5	56,6
Maths (57)	8	6	14	15	10	2	2	0	0	0	61,3	53,8	57,6
Phys.Sci. 81)	7	7	18	18	18	7	3	2	1	0	56,3	49,5	56,7
Biology (76)	6	6	15	26	15	3	1	3	1	0	56,8	54,3	58,2
History (57)	3	6	12	14	10	1	4	5	1	0	53,7	66,5	55,9
Geog. (87)	6	10	25	25	17	3	0	0	0	1	59,6	56,5	58,4
Latin (13)	3	1	2	5	0	1	1	0	0	1	63,0	59,8	65,5
French (2)	0	0	0	1	1	0	0	0	0	0	50,0	59,3	59,5
German (2)	0	0	2	0	0	0	0	0	0	0	65,0	60,8	60,4
Acctng. (12)	0	3	5	2	2	0	0	0	0	0	62,5	54,5	59,5
Art (43)	9	8	8	11	4	0	2	0	0	0	65,3	65,3	62,6
Music (3)	2	1	0	0	0	0	0	0	0	0	85,0	81,5	69,3

Converted Symbols E = 134-159; F* = 120-133; F** = 100-119

Standard Grade Subjects and Afrikaans 2nd Lang. (ex 300)

	A	B	C	D	E	F	F*	GG	H	Nov. Ave.	Sep. Ave.	Prov. Mod.
Afrik. II (111)	1	3	24	51	26	5	1	0	0	54,7	57,3	54,7
Maths (70)	13	12	14	12	10	3	2	2	2	62,0	53,3	53,6
Phys. Sci. (13)	0	0	1	4	4	1	2	1	0	45,2	41,0	51,8
Biology (8)	0	0	1	2	3	1	1	0	0	47,4	45,7	51,7
Acctng. (4)	0	0	2	1	0	1	0	0	0	55,5	53,7	52,7
Art (4)	0	0	1	0	1	2	0	0	0	46,0	41,0	53,2
Graph. Art (15)	6	5	3	0	0	0	1	0	0	75,9	75,7	68,7
Metal Work (11)	1	2	2	6	0	0	0	0	0			

F* indicates either conversion to SG (Afrikaans) or to LG

History SG 1 pupil - H symbol

Geography SG 1 pupil - H symbol

SENIOR CERTIFICATE RESULTS - 1993

135 Candidates:

"A" Aggregates (10)

Senior Certificate Passes (22)

Of the Senior Certificate passes, 8 have Conditional Matric Exemptions which they may still convert to full matric exemption passes.

SENIOR CERTIFICATE RESULTS - 1994

135 Candidates:

Matriculation Passes with A Aggregate (17)

Other Matriculation Passes (83)

Conditional Matric Exemption (7)

Senior Certificate Passes (25)

There were three failures.

SUBJECT AND AGGREGATE DISTRIBUTIONS**Higher Grade Subjects (ex 400)**

	A	B	C	D	E	F	FF	GG	H	Sep.	Nov.	Prov.
Afrik. I (17)	0	2	4	10	1	0	0	0	0	57,0	59,1	58,3
Eng. I (135)	4	23	39	49	17	2*	1*	0	0	54,5	60,7	55,0
Maths (62)	6	11	12	18	14	0	0	1	0	54,3	61,1	57,5
Phys. Sci. (85)	10	7	17	20	17	5*	8*	1	0	45,3	57,2	58,5
Biology (50)	3	5	8	18	11	2*	2*	1	0	53,5	56,2	58,5
Latin (16)	3	3	5	3	1	1*	0	0	0	70,3	66,7	65,9
French (2)	0	0	0	1	1	0	0	0	0	48,3	50,0	58,8
German (4)	1	0	1	2	0	0	0	0	0	66,5	66,3	58,5
History (64)	1	7	20	20	11	2*	2*	1	0	63,0	57,3	57,0
Geography (75)	3	14	24	24	7	2*	1*	0	0	53,8	61,6	59,0
Accmg. (11)	0	1	3	4	2	0	1*	0	0	45,3	55,6	58,5
Art (32)	1	8	11	7	4	0	1*	0	0	68,8	62,6	62,0
Music (4)	2	1	1	0	0	0	0	0	0	79,0	80,0	69,9
Aggregates	10	16	49	37	19	4						

* = Standard Grade Pass

Standard Grade Subjects and Afrikaans II (ex 300)

	A	B	C	D	E	F	FF	G	H	Sep.	Nov.	Prov.
Afrik. II (118)	0	0	23	52	37	6	0	0	0	55,0	52,9	55,7
Maths (63)	8	11	12	11	10	4	4**	1	2	48,3	58,6	52,7
Phys. Sc. (12)	0	0	3	5	3	1	0	0	0	47,0	53,5	51,7
Biology (10)	0	0	1	3	3	3	0	0	0	47,0	47,6	51,3
History (2)	0	0	0	0	0	0	1**	1	0	27,7	28,5	46,3
Geography (5)	0	0	3	0	1	1	0	0	0	43,3	55,4	53,0
Metalwork (15)	2	1	7	4	1	0	0	0	0	53,7	65,0	55,7
Accounting (6)	0	0	3	3	0	0	0	0	0	54,0	60,0	55,0
Graphic Art (22)	5	6	5	4	2	0	0	0	0	67,6	69,8	72,7

** = Lower Grade Pass

1994 SENIOR CERTIFICATE RESULTS

Of the 135 candidates, 100 obtained Matriculation Exemption Passes with aggregates as follows:

A	B	C	D
17	22	36	25

where the symbols used represent

A	aggregate of 1680 or more
B	1440 - 1679
C	1200 - 1439
D	950 - 1199
E	720 - 949

32 obtained either Conditional Matric Exemption (i.e. one criterion unobtained) or Senior Certificate Passes, with aggregates as follows:

A	B	C	D	E
0	0 1	12	19	

There were three failures.

Of the above 32, 18 had attempted matriculation exemption courses and were unsuccessful (7 obtained conditional ME).

The full list of candidates and the nature of pass obtained appears on a separate sheet.

Individual Subject A's were as follows:

English	11
Afrikaans	1(2nd language)
Mathematics	7 HG and 8 SG
Physical Science	5
Biology	4
History	5 (re-marks to date 14/2/95)
Geography	1
Latin	2
French	1
Art	1
Graph. Art/Art SG	6
Metalwork	2
Accounting	2
Music	1

SYMBOL DISTRIBUTIONS : SENIOR CERTIFICATE 1994

Higher Grade Subjects not including Afrikaans Second Language

	A	B	C	D	E	F	FF	G	H	Sep. Ave.	Nov. Ave.	Prov. Med.
Eng. 1st L (135)	11	20	34	41	19	6*	4*	0	0	58,9	55,5	55,6
Afrik. 1st L (25)	0	2	6	10	7	0	0	0	0	55,9	63,0	57,8
Maths (58)	7	13	12	13	12	0	1*	0	0	62,3	60,0	59,2
Phys. Sci. (79)	5	13	19	16	14	5*	5*	1	1	56,0	56,0	57,0
Biology (54)	4	8	13	14	11	1*	2*	0	1	58,0	57,8	59,0
History (45)	5	6	14	8	6	2*	3*	1	0	59,4	67,8	57,6
Geography (76)	1	9	25	18	23	0	0	0	0	56,9	56,0	57,9
Latin (14)	2	4	4	1	3	0	0	0	0	65,5	64,0	68,8
French (2)	1	0	0	1	0	0	0	0	0	68,0	66,0	63,8
German (5)	0	0	2	1	2	0	0	0	0	54,6	55,8	59,3
Accounting (18)	2	3	4	3	5	1	0	0	0	59,8	51,0	59,0
Art (30)	1	6	11	5	4	1*	2*	0	0	59,0	61,5	63,3
Music (2)	1	0	0	1	0	0	0	0	0	67,5	71,3	69,8

Standard Grade Subjects (and Afrikaans Second Language)

	A	B	C	D	E	F	FF	G	H	Sep. Ave.	Nov. Ave.	Prov. Med.
Afrik. 2nd L (110)	1	11	27	39	21	10	1*	0	0	54,9	50,0	55,4
Maths (59)	8	6	11	14	7	9	1*	2	1	56,2	37,7	51,7
Phys. Sc. (23)	0	0	5	7	6	3	2*	0	0	48,7	46,7	52,4
Biology (18)	0	0	1	5	3	4	3*	2	0	40,4	39,0	51,3
History (6)	0	0	0	2	0	2	2*	0	0	39,0	37,3	45,5
Geography (4)	0	0	0	1	2	1	0	0	0	45,8	42,0	51,4
Metalwork (14)	2	2	5	3	1	1	0	0	0	63,6	61,0	56,7
Accounting (8)	0	0	2	1	1	1	2*	0	1	43,0	36,3	53,2
Art	3	1	0	4	5	2	1*	0	0	53,3	51,8	53,5
Graphic Art (22)	3	1	3	1	0	1	0	0	0	70,0	68,1	72,2

* = indicates converted to a pass on the grade below that attempted.

**SENIOR CERTIFICATE RESULTS FOR SCHOOL Y
FOR 1992, 1993, AND 1994**

SENIOR CERTIFICATE RESULTS 1992SYMBOL DISTRIBUTION AND AVERAGES

	A	B	C	D	E	F	FF	G	H	Pass	Fail	Total	Sep. Ave.	S.C. Ave.	Prov. Ave.
Eng 1st L HG	19	32	53	29	6	1	-	1	-	139	(2)1	141	61	67,2	55,3
Afr 1st L HG	-	5	6	11	3	-	-	-	-	25	0	25	59	60,2	56,6
Afr 2nd L HG	-	5	42	48	17	1	-	1	-	113	1	114	55	57,6	54,7
Maths HG	12	16	23	15	7	1	-	-	-	73	(1)-	74	60	66,9	57,5
Maths SG	11	8	14	7	10	5	-	-	-	55	0	55	55	64,0	53,5
Ph. Sc. HG	6	19	27	21	4	-	1	-	-	77	(1)-	78	61	65,3	56,7
Ph. Sc. SG	1	-	5	4	1	2	-	-	-	13	0	13	49	58,0	51,8
Biology HG	1	13	22	23	14	2	2	2	1	73	(7)1	80	57	57,4	58,1
Biology SG	-	-	-	2	5	2	1	1	-	9	(2)1	11	39	40,1	51,7
Latin HG	3	-	1	-	-	-	-	-	-	4	0	4	69	83,8	65,5
French HG	1	2	4	12	2	-	-	-	-	21	0	21	59	59,5	59,4
Xhosa HG	1	3	4	3	1	-	-	-	-	12	0	12	63	65,4	61,4
History HG	7	11	17	16	7	2	-	-	-	58	2	60	61	63,8	55,8
History SG	-	-	-	1	1	4	2	-	-	6	(2)-	8	38	39,0	44,7
Geog. HG	4	11	19	7	1	2	-	-	-	42	(2)-	44	60	66,4	58,4
Geog. SG	-	-	1	1	1	1	-	-	-	4	0	4	41	50,5	52,9
Music HG	3	3	2	-	-	-	-	-	-	8	0	8	73	78,1	69,2
Art HG	6	10	5	2	-	-	-	-	-	23	0	23	65	75,0	62,5
Acctng. HG	1	9	5	11	6	1	-	-	-	32	(1)-	33	59	60,7	59,5
Acctng. SG	-	-	3	5	4	2	-	-	-	14	0	14	51	51,7	52,6
Home Ec. HG	-	1	4	2	4	-	-	-	-	11	0	11	53	56,8	55,3
Woodwork SG	1	4	5	1	-	-	-	-	-	11	0	11	66	70,0	54,6
Music SG	-	1	-	-	-	-	-	-	-	1	0	1	75	75,0	78,5
Compt ST HG	-	-	1	-	-	-	-	-	-	2	0	2		65,0	59,8
German HG	-	1	1	-	-	-	-	-	-					70,0	60,4
Aggregate	18	36	48	22	15	2	-	-	-						

PASS : With Matric Ex 122
 With Cond. M-E 2
 SC but fails M-E 6

Pass SC non M-E 10
 Fail SC 1
 Absent -

Total : 141

SENIOR CERTIFICATE RESULTS 1993SYMBOL DISTRIBUTION AND AVERAGES

	A	B	C	D	E	F	FF	G	H	Pass	Fail	Total	Sep. Ave.	S.C. Ave.	Prov. Ave.
Eng 1st L HG	29	30	51	23	11	-	1	-	-	144	(1)0	145	63	69,1	55,0
Afr 1st L HG	1	5	14	4	-	-	-	-	-	24	0	24	57	66,5	58,3
Afr 2nd L HG	4	12	50	36	15	4	-	-	-	121	0	121	54	60,4	55,7
Maths HG	19	11	21	18	5	-	-	1	-	74	1	75	61	68,6	57,5
Maths SG	19	10	14	12	5	1	-	-	1	61	1	62	68	69,5	52,7
Ph. Sc. HG	18	17	20	18	9	-	-	-	-	82	0	82	58	68,2	58,5
Ph. Sc. HG	3	4	5	6	1	-	-	-	-	19	0	19	55	66,8	51,7
Biology HG	17	11	17	10	7	-	-	-	-	62	0	62	60	69,8	58,5
Biology SG	-	-	4	3	3	-	-	1	-	10	1	11	43	49,3	51,3
Latin HG	3	2	1	-	1	-	-	-	-	7	0	7	70	75,7	65,9
French HG	1	1	3	8	2	-	-	-	-	15	0	15	60	59,3	58,8
Xhosa HG	2	1	5	1	1	-	-	-	-	10	0	10	66	68,0	60,8
History HG	12	14	9	18	9	-	1	-	-	62	1	63	64	65,7	57,0
History SG	-	-	-	-	-	1	2	-	-	3	0	3	29	33,7	46,3
Geog. HG	4	12	19	10	3	-	-	-	-	48	0	48	61	66,3	59,0
Geog. SG	-	-	3	2	2	-	1	-	-	7	1	8	41	53,4	53,0
Music HG	5	3	-	2	-	-	-	-	-	8	0	8	75	78,5	69,9
Art HG	11	3	4	3	-	-	-	-	-	21	0	21	69	78,1	62,0
Accng. HG	2	6	13	10	12	2	1	-	-	43	(3)0	46	55	58,1	58,5
Accng. SG	-	-	2	5	2	1	2	-	-	10	2	12	48	49,7	55,0
Home Ec. HG	-	-	4	6	2	2	-	-	-	14	0	14	56	53,9	54,8
Woodwork SG	4	1	3	5	-	-	-	-	-	13	0	13	63	69,6	54,7
Music SG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Compt ST HG	-	2	1	-	-	-	-	-	-	3	0	3	-	71,7	60,5
Aggregate	33	29	47	24	9	3	-	-	-	145		145			

PASS : With Matric Ex 128
 With Cond. M-E 4
 SC but fails M-E 0

Pass SC non M-E 13
 Fail SC 0
 Absent -

Total : 145

SENIOR CERTIFICATE RESULTS 1994SYMBOL DISTRIBUTION AND AVERAGES

	A	B	C	D	E	F	FF	G	H	Pass	Fail	Total	Sep. Ave.	S.C. Ave.	Prov. Ave.
Eng 1st L HG	23	50	49	30	4	1	-	-	-	156	1	157	63	70,1	55,6
Afr 1st L HG	-	2	14	10	-	-	-	-	-	26	0	26	61	61,9	57,8
Afr 2nd L HG	6	21	48	34	15	6	-	-	-	130	0	130	57	61,6	55,4
Maths HG	17	16	18	23	15	5	-	-	-	89	5	94	62	64,1	59,2
Maths SG	4	5	9	17	11	5	3	-	1	51	4	55	58	55,4	51,7
Ph. Sc. HG	11	21	27	14	10	1	-	-	-	83	1	84	61	66,4	57,0
Ph. Sc. SG	1	5	9	7	5	-	-	-	1	27	1	28	52	59,8	52,4
Biology HG	6	17	16	10	6	2	-	-	-	55	2	57	62	65,8	59,0
Biology SG	-	-	5	6	6	-	-	-	-	17	0	17	48	54,4	51,3
Lann HG	2	3	8	6	2	-	-	-	-	21	0	21	59	64,0	68,8
French HG	2	5	8	7	1	-	-	-	-	23	0	23	64	65,4	63,8
Xhosa HG	-	2	6	7	3	1	-	-	-	18	1	19	58	57,7	68,3
History HG	7	11	16	11	12	3	3	1	1	57	8	65	59	59,8	57,6
History SG	-	-	-	-	1	4	-	-	-	5	0	5	35	38,6	45,5
Geog. HG	3	20	13	16	14	-	-	-	-	56	0	56	62	65,6	57,9
Geog. SG	1	-	1	1	1	-	-	-	-	4	0	4	57	63,8	51,4
Music HG	5	5	1	1	-	-	-	-	-	12	0	12	76	78,8	69,8
Art HG	12	3	8	-	-	-	-	-	-	23	0	23	69	79,3	63,3
Accmg. HG	1	4	7	7	8	2	1	1	-	27	4	32	53	55,5	59,0
Accmg. SG	1	-	6	7	1	-	-	-	-	15	0	15	48	60,7	53,2
Home Ec. HG	-	-	4	2	-	-	-	-	-	6	0	6	55	51,6	55,9
Home Ec. SG	-	-	-	2	-	-	-	-	-	2	0	2	58	55,0	50,5
Woodwork SG	2	2	2	1	-	-	-	-	-	7	0	7	64	73,6	54,5
Music SG	5	1	-	-	-	-	-	-	-	6	0	6	81	87,5	82,7
Compr ST HG	2	2	-	-	-	-	-	-	-	4	0	4		82,5	67,0
Aggregate	29	49	40	33	5	-	-	-	-	-	0				

PASS : With Matric Ex 137
 With Cond. M-E 6
 SC bur fails M-E 1

Pass SC non M-E 12
 Fail SC 1
 Absent -

Total : 157

APPENDIX H

MATRICULATION RESULTS FOR SCHOOL Z FOR 1992, 1993 AND 1994

1992

Total Candidates : 20

Matriculation Exemption : 15

Senior Certificate : 5

There were no failures.

1993

Total Candidates : 20

Matriculation Exemption : 7

Senior Certificate : 13

There was one failure.

1994

Total Candidates : 16

Matriculation Exemption : 6

Senior Certificate : 10

There was one failure.

APPENDIX J

DISCIPLINE POLICY FOR SCHOOL Z

CODE

MY RIGHTS

1. I have the right to move about the school without being laughed at, hit, pushed, threatened, or in any way molested.
2. I have the right to be treated with respect and fairness, irrespective of my race, creed, intelligence, gender, physical prowess, language, shape, size or whether I may be in any way different from the majority.
3. I have the right to expect my property to be safe within the school.
4. I have the right to live in pleasant, well-kept surroundings that are free from noise or litter pollution.
5. I have the right to attend to my school work without interference of any kind from other students.
6. I have the right to be taught by teachers who are fair, competent and sympathetic to my needs.

MY RESPONSIBILITIES

1. I am responsible for seeing that I do not laugh at, hit, push, threaten or in any way molest other people in this school.
2. I am responsible for seeing that I treat all people with respect and fairness even though they may differ in some way from the majority.
3. I am responsible for seeing that I do not steal, damage, or destroy the property of others.
4. I am responsible for seeing that I treat my surroundings with respect, and that I do not contribute to any kind of pollution within the school.
5. It is my responsibility to see that I do not interfere with, or distract other students from their work.
6. It is my responsibility to co-operate and comply with the instructions of staff.

DISCIPLINE POLICY

The School Approach

The discipline of the school is based on the principle that our actions will have consequences and that we must accept the responsibility for these.

Ultimately the school aims to encourage in every student a strong sense of self-discipline. The school code identifies this behaviour in terms of a student's rights and responsibilities.

It is expected that the use of positive reinforcement at the school will far outweigh the use of the disciplinary measures described here.

Continued poor behaviour will be recorded on a student's report and in his/her file. The School Discipline Policy is based on the following seven principles:

1. Discipline must start at an early age. (This foundation training is largely the responsibility of parents. Their partnership with the school is essential).
2. Discipline is a learning process. (Good discipline is learned and must be taught until good behaviour patterns become personal choice, i.e., self-discipline).
3. Discipline should operate within defined boundaries which promote security and confidence.
4. Discipline should derive from respect.
5. Punishment is an integral part of training in discipline but must be specific, fair, reasonable and always "slate clearing".
6. Discipline should not destroy communication, but should indicate that it was behaviour and not the person that was rejected.
7. Good discipline training includes positive reinforcement.

Responsibilities within the System

Within the school, responsibility for discipline devolves from the Headmaster to the Second Master to the Tutors, Housemasters, Staff, and Students. Parents and guardians are, at the very least, equal partners with the school in the process of developing self-discipline in students.

Parents and Guardians

Parents and guardians have a very significant role to play in the discipline system at *School Z*. The school has a responsibility to properly inform parents and guardians with regard to disciplinary matters and where necessary consult with them as to the most effective means of dealing with their child. Parents and guardians in turn have a responsibility to support the school in matters of discipline and its requirements of students and the school will always anticipate such support. If parents or guardians have some difficulty in giving such support, they should consult the school and not take unilateral action that will place their child in conflict with staff of the school. Parents and guardians should let the school know of anything happening at home that could seriously upset their child or cause him/her to behave in a manner unacceptable to the school. Such information will be used to more effectively deal with any situation that may arise and will be given out on a "need-to-know" basis to appropriate staff.

Headmaster, Second Master and Principal Teacher (Prep School)

The overall responsibility for the standards and systems of discipline in the school rests with the Headmaster, Senior Master and Principal Teacher. Summary offences should be referred to the Second Master or Principal Teacher who will involve staff before action is taken. Decisions regarding suspensions or expulsion from the school may only be made by the Headmaster, with expulsions having to be ratified by the Board of Governors.

Staff and Tutors

The day-to-day control within the classroom lies with the teaching staff who should deal with all minor offences. Conflict can often be avoided by the use of appropriate and well organised teaching strategies.

Most of staff interaction with students will not be of a disciplinary nature. Rather, we look to praise and support as much as possible to ensure that the use of positive reinforcement far outweighs the use of sanctions. If a student is not responding in the normal teaching environment then the teacher has recourse to other measures. Serious or summary offences should be referred to the Second Master or Principal Teacher, Prep School.

Matrics and Prep Monitors

Matrics are responsible for the monitoring of aspects of student appearance, behaviour, language and the state of the grounds and may give punishments, the nature of which will be decided from time to time. They do this with the support and authority of the Headmaster. Prep monitors and peer counsellors have similar responsibilities under the authority of the Principal Teacher (Prep School).

Detentions

There are two types of School Detentions:

Weekday Detentions and Saturday Detentions.

These Detentions are recorded and may be referred to in a student's reports. Not completing Detentions is viewed as a serious breach and will incur increased penalties, rapidly escalating to suspension.

Students who accumulate three Detentions during any Term will be referred to their Tutor/Class Teacher and an advisory letter may be sent to parents.

The Discipline Process

While the discipline process should normally operate in a series of stages, it need not necessarily do so. Discipline breaches of particular severity may proceed directly to the Second Master or Boarding Housemaster or Principal Teacher and in special circumstances, to the Headmaster.

Stage 1 (Involving the Teacher)

Day-to-day classroom management is the responsibility of the teacher.

Stage 2 (Involving the Tutor/Class Teacher)

When a student's behaviour is becoming of increasing concern, a teacher communicates with the Tutor. This may be achieved verbally which may involve an interview, a Detention, and/or informing the parents by phone or letter. The tutor has the option of involving not only the parents but also the Second Master, Principal Teacher, Counsellor or Boarding Housemaster. These people may be involved during any of the stages.

Stage 3 (Involving the Tutor or Parents)

If the student is not responding, then the following action may be taken:

- * Parents requested to come in for an interview
- * Further Counselling
- * Progress Card issued for three weeks
- * Letter to Parents countersigned by the Second Master or Headmaster or Principal Teacher outlining:

(iv)

- the details of the student's behaviour and action taken
- what the student must do to rectify the situation and what parents can do to help
- the consequences of further poor behaviour.

At the end of a 3 or 4 week period at Stage 3, the situation is reviewed by the Housemaster and one of the following occurs:

1. The student is taken off the Progress Card and gives an undertaking to continue to conform to the standards of behaviour required by the College,
OR
2. The period of the Progress Card is extended (i.e. continue at Stage 3),
OR
3. The student is considered not to be responding and is referred to Stage 4.

Stage 4 (Headmaster or Second Master or Principal Teacher takes responsibility)

This is the final stage and the student's last chance to respond. The severity of the situation is made clear to the student, his parents and Staff.

The parents are called in for an interview with the Headmaster or Second Master or Principal Teacher who have the option, in addition to further counselling, of:

1. placing the student on Probation for a period
OR
2. having the student and his parents sign a "Contract of Good Behaviour, Attitude and Performance" if the boy is to continue at the School.

If, by the end of this period, the indications are that the student is not responding the Principal may recommend expulsion or ask the parents to remove the student from the school.

Date:

Name:

Standard:

House:

CONTRACT OF GOOD BEHAVIOUR, ATTITUDE AND PERFORMANCE

If you are to continue at School you must be prepared to accept full personal responsibility for your behaviour, attitude and performance here at the School.

The School has four clear requirements of you:

1. That total respect, co-operation and obedience is given at all times to the teaching staff, and full adherence to the rules and expectations of the School.
2. That you accept totally the principle that no individual has the right through his/her behaviour or actions to deny or distract or in any way interfere with the rights of other students to learn here at the School.
3. That you make every effort to lift your own academic performance in all subjects be being determined to achieve and in particular to be well organised, complete all assignments, complete full and regular revision and be fully prepared for all classes.
4. That you make every effort to fulfil your obligations to your sport and extra-curricular activity.

You must be prepared to accept a full personal responsibility to demonstrate clearly to the members of the school staff that you are serious about holding your place in this School.

Your progress will be assessed by a School Review Committee. A full review will be conducted.

If at this time, or any other time in the interim, the evidence indicates that you have made little or no effort to meet these requirements then you should expect to be asked to leave the School without further discussion.

If you are fully prepared to abide by these four clear expectations, then I would ask you to sign and return this letter to me as a guarantee of your good intention.

HEADMASTER

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

DISCIPLINE POLICY FOR SCHOOL X

SCHOOL RULES SUMMARY

We believe that there are some school rules that you and your son need to know before he arrives on the first day. These are listed below, together with some recommendations and observations which should help to make the transition from primary to high school smoother.

1. Boys must have satchels or cases that have strong vertical partitions to keep books flat and separate. *Rucksacks with a box inside are not acceptable.*
2. All books, clothing and possessions must be clearly marked.
3. Electronic watches must be switched off in class and in the Memorial Hall. (Please make sure your son knows how to do this: it may be best to keep sound devices permanently switched off as being completely unnecessary at school in any case.)
4. Boys may leave the school grounds between 8.10 and 3.00 only to go home for lunch. Special permission to go to the home of any other boy for lunch must be obtained from the Head of one of the deputies.

Boys wishing to be excused during the day should report to the headmaster's secretary. If this is to attend medical or other unavoidable appointments, you should send a note *a day in advance*.

5. **Uniform:**
 - 5.1 If, for some really good reason, temporary permission to wear some non-uniform item is required, please send a note with your son.
 - 5.2 Uniform must be worn -
 - to all evening functions at or organised by the school; and
 - by spectators at all sporting events in which the school is participating.
 - 5.3 Boys travelling to represent the school in a sport must wear uniform or a school tracksuit. They may be given permission to wear the appropriate togs and a blazer. Non-uniform tracksuits or casual clothes will never be acceptable.
 - 5.4 After sports practices, boys may go home in their practice togs provided they do not have to use public transport and they do not wear a combination of practice togs and school uniform.
6. **Hair :**

Our general policy is that hair must be neat and tidy, neither too long nor too short, and must not reveal a preoccupation with a current style or fashion. Boys or parents in doubt should consult the standard head.

 7. In general, we expect parents to be responsible for their sons' appearance. We do not regard it as a function of the school to have to reprimand your son for his appearance. (This does not mean that he will go unpunished if his appearance is unsatisfactory.)
 8. We expect all Std. 6 and 7 boys to play either cricket or water-polo or basketball in summer, and either rugby or hockey or soccer in winter.

EXPULSION FROM CLASSROOM

1. This attitude/support from HM for change in approach to dismissal from a classroom is aimed at Std. 10's and staff are not encouraged to use it elsewhere at this stage. (By implication it is giving to the boys a degree of responsibility appropriate to their supposed maturity).
2. This "punishment" is for disruption and not failure to do work i.e. it is your professional opinion that the boy's behaviour is making it difficult or impossible for others to gain their rightful tuition, because they are distracted or because the misbehaviour causes the teacher to have to spend a disproportionate time maintaining discipline as distinct from teaching.
3. Action :
 - (a) Boy is told to pack bags and leave the classroom immediately.
 - (b) He must remain immediately outside the classroom. He may sit down and work.
 - (c) During the period there is to be no discussion re possible re-admission - he is out for the duration of the lesson.
 - (d) He may come to see the teacher at his/her convenience during a break or after school to request re-admission.
 - (e) An absolute minimum requirement for such re-admission is evidence that work done or set in his absence has been made up by him.
 - (f) He is, temporarily, not part of the class, and not entitled to any handouts etc.
 - (g) If there is no request for re-admission for a protracted period (3 days?), teacher should discuss with Std. Head, particularly as to whether parents should be informed of the situation.
4. It must be emphasized that at this stage it is the *boy's* decision to stay out of the class if he has made no genuine effort to get back. It is then up to the parent to discuss his decision with his/her son. The ball is effectively in their court, the process of gaining re-admission having not been used.

DISCIPLINE POLICY FOR SCHOOL Y

DISCIPLINE IN THE SCHOOL, PENALTIES AND DETENTION

Excellence in the instructional activities of the School and in its overall educational function is closely linked with, and is dependent on, effective discipline. Doing our job as educators not just competently but with the hallmark of excellence, and enabling our pupils to realize their potential are at the centre of our discipline policy.

Although the following points cover specific areas, no teacher should feel that he/she is not involved in a particular aspect of discipline and therefore it is not his/her concern. All of us, at all times and in all areas, should accept a corporate responsibility for the behaviour, appearance and tone of the School community. This will relieve the burden on a few members of Staff, will ensure that a good standard is maintained, and will enhance the respect and status of the individual teacher in the eyes of the pupils.

Do not believe that young people will like you more if you turn a blind-eye to their misdemeanours. If your disciplinary action is fair and consistent, your relationship with your classes and the pupil body at large will be a good one.

1. Teacher-Pupil relationship (Firm, Fair and Flexible!)

- 1.1 Aim to establish a friendly, helpful and open relationship with your pupils. Familiarity and popularity-seeking leads to a loss of respect and makes it difficult to exercise discipline when required.
- 1.2 Insist on courtesy towards yourself and others.
- 1.3 Commence your relationship with a class, team, group with a firmness which is clear to the pupils. You can always relax a bit once you have their respect and they know where they stand with you. The reverse - to try to tighten up when the situation has got out of control is difficult if not impossible!
- 1.4 You will feel greater or lesser affinity for some pupils - this is natural but never allow this to show. Be consistent in your relationship and attitude towards all whom you deal with.

2. Teacher Discipline

- 2.1 Insist that the pupils stand quietly at their desks on arrival until you have greeted them, and instruct them to sit down.
- 2.2 If you arrive after they do, insist that they rise immediately, and then greet them.
- 2.3 Be punctual yourself.

- 2.4 Deal firmly with latecomers. Do not accept excuses. Punish if there is a pattern of dawdling or late-coming. Laxity on your part will encourage them to waste time en route.
- 2.5 Do not detain pupils once the bell has gone for the end of a period. This merely creates a problem for a colleague. End the lesson promptly and, if necessary, see pupils at breaks or after school.
- 2.6 Check class attendance. Consult the absentee list in the basket on door (or on table), so as to account for all the members of your class. Do not merely accept explanations from the pupils as to the reasons for the non-attendance of a pupil. Follow up with the Secretary who will know if the pupil is in the sickroom or has permission to be away. If you are unable to ascertain the reason, report the matter to your Standard Head or to a Deputy Headmaster.
- 2.7 Do not permit work in another subject to be done in your class. Confiscate the books and punish the pupil with a suitable task.
- 2.8 Questions must be asked or answered by raising a hand. Do not permit shouting out of answers or comments, unless - in a senior class - you are consciously using spontaneous interaction.
- 2.9 Do not allow pupils to wander around the classroom.
- 2.10 If group work is done, pupils must not disturb others. The teacher should monitor the group activity and halt it if the noise level remains excessive.
- 2.11 Care must be taken on the rare occasions that class discussions of a general nature occur. The teacher must ensure that the discussion is appropriate, not disrespectful, hurtful or destructive, and insist on a high level of objectivity. In many instances the discussion should be halted and directed to a smaller group which will include those who are best informed. The teacher must remain accountable for what is discussed in his/her room and must retain a high level of professionalism.
- 2.12 If an adult visitor, including the Headmaster, enters your room ensure that the class stands immediately and remains standing until told to be seated. Such visits will occur very rarely.

3. Classroom Care

- 3.1 The care of the room, furniture and equipment is the responsibility of the homeroom teacher.

- 3.2 Follow up any damages, defacing of desks or boards, and breakages immediately.
- 3.3 Report any damages to the Senior Deputy Headmaster.
- 3.4 The tone of material displayed in your room is your responsibility. Ensure that it is appropriate and in good taste. No liquor or smoking adverts to be used.
- 3.5 If you use another teacher's room you are responsible for the condition of that room during your stay there. Leave it, including the arrangement of furniture, as when you arrived.
- 3.6 No pupil may use your room outside of class time without your specific permission, preferably in writing.

4. Movement about the School

- 4.1 Pupils keep left in the corridors and on stairs, and move briskly between periods and after breaks.
- 4.2 Talking is permissible but no shouting or raucous behaviour is allowed.
- 4.3 Move of your classroom between periods to control traffic flows particularly if you teach near congestion points.
- 4.4 Pupils must move to classrooms via the shortest route and may not read notice boards or visit their lockers, or the toilets, between classes.
- 4.5 Traffic is ONE-WAY towards the mountain upstairs in the centre wing if the stairs are used.

5. Dress and Appearance

- 5.1 ALL staff must play their part in ensuring that the dress and appearance of pupils is satisfactory. If you are unsure about any aspects refer to the Standard Head or a Deputy Head.
- 5.2 We cannot expect pupils to maintain a high standard if we as Staff do not do so. If in doubt about the suitability of a particular fashion consult senior members of Staff.
- 5.3 Please familiarise yourself with the uniform requirements, noting the change of uniform from summer to winter terms.

5.4 Some examples of common uniform problems that need constant watching are:

- * shoes must be brown (not tan or red, etc.) and polished,
- * when worn, ties must be done up properly,
- * no jewellery or make-up,
- * non-uniform items (e.g. tops or jerseys) are not permitted.

6. Extra-curricular activities

6.1 Sport

- 6.1.1 Insist on regular attendance and punctuality at practices.
- 6.1.2 Any serious break of 6.1.1 must be reported to your Head of Sport who will decide on the severity of the punishment.
- 6.1.3 Pupils contract to play sport for a full season i.e. 1st and 4th terms, 2nd and 3rd terms - any deviation of this policy may be allowed only in consultation with the Head of Sport.
- 6.1.4 Correct dress for practices and matches must be strictly adhered to.
- 6.1.5 The highest code of sportsmanship must be insisted upon and transgressors must be punished. Appropriate hospitality must be extended to visiting teams and referees/umpires.
- 6.1.6 A written excuse from the parents must be insisted upon if a practice is to be missed or if any deviation from the above is requested.
- 6.1.7 Use notice-boards for communication with teams and a "tick-off" system. Unscheduled meetings and assembly notices should only be used in an emergency. Ensure that your players know where the Friday team meeting will take place after assembly.
- 6.1.8 Equipment must be treated with care and respect. Sports equipment is very expensive and damages or loss should be reported without delay to the master-in-charge of the kitroom or the Head of Sport.

6.2 Societies and Service Activities

- 6.2.1 Punctuality, regular attendance and a high standard of behaviour at meetings must be insisted upon.
- 6.2.2 No eating is permitted in rooms nor during meetings.
- 6.2.3 School uniform must be worn to all evening functions unless a specific deviation is sanctioned by the Headmaster.

7. Penalties

- * As a rule it is wise to maintain a regular system and standard. Try to avoid the sudden heavy clamp-down.
 - * Avoid punishing with the amount of punishment given: too much can be worse than giving nothing.
 - * Keep a record of punishment given.
 - * Insist that punishment work be given to you personally the next day at the first opportunity without being asked for.
 - * Refer pupils who do not do punishment to the Senior Deputy.
 - * Keep a clear distinction in mind between Personal and School offences. (see below).
 - * Where possible, impose a constructive penalty. For example, the writing of lines is not usually suitable in a high school context. Discuss various creative alternatives with experienced staff members. Try to ensure that the punishment causes you as little inconvenience as possible.
- 7.1 **Personal: For offences against you or your own discipline or classroom control e.g. homework not done, noise in class under your supervision:**
- 7.1.1 Insist as routine that you only accept a pupil's best work. Anything inferior must be re-done. For homework not done, double the amount for the next day. If still not satisfactory, report to the Standard Head. It is wise to keep a note (cumulative record) of these defaulters in case a pattern develops.

7.1.2 For Other Offences:

- * Keep in after school. NB: Ensure pupils are not kept in on days when they have sport. Give 24 hours notice.
- * Set work to be done in own time for the next day.
- * Arrange to meet the pupil at the Deputy Head's or Standard Head's office. This should only be done if every method has failed.

7.1.3 Only under most exceptional circumstances may a pupil be sent out of class. Immediate follow-up with a Deputy Headmaster or Standard Head is essential.

7.2 School Offences

7.2.1 The following are "School Offences" for which pupils may be placed in Prefects' Detention:

1. Assembly default (talking, late, etc.)
2. Library default (late books, fines, misbehaviour)
3. Uniform default (hair, book bags, earrings, make-up, shirt-out, wrong PT clothes, etc.)
4. Prefect permit default
5. Examination default
6. Building default (eating, misbehaviour, being in classroom at incorrect time, loitering, noise, etc.)
7. Littering (classrooms, buildings and grounds)
8. Not attending sport practice. (For missing a match refer the pupil to the Head of that sport)
9. Not responding to intercom or notice
10. Not returning/bringing reply slip or absentee note
11. Late for school (D.T. given by Deputy)
12. Swearing
13. Misbehaviour in a substitute teacher's class.

7.2.2 Please note that the following are not D.T. offences and should be dealt with as in 7.1 above.

1. Late for your class
2. Homework offence (copying, incomplete, not done)
3. Classroom misbehaviour (cheek, noise, fighting, talking, during intercom, eating, chewing gum, etc.)
4. Disobeying instructions

7.4.3 The result of the referral and action taken will be communicated to you.

7.4.4 Use the Standard Head as much as possible in this regard. He/she will pass the matter on if more serious action is required.

7.5 **Corporal Punishment**

7.5.1 Corporal punishment is used very rarely and for serious offences on boys only. An alternative is a Saturday morning DT (discuss with Deputy Headmaster).

7.5.2 Only the Headmaster or the designated Deputy Headmaster may administer corporal punishment when it is deemed necessary, under the carefully laid out Departmental conditions.

**A LETTER OF APPROVAL TO CONDUCT RESEARCH IN THE
SCHOOLS IN THE WESTERN CAPE FROM THE
WESTERN CAPE EDUCATION DEPARTMENT**

**Wes-Kaap Onderwysdepartement
Western Cape Education Department
iSebe leMfundo leNtshona Koloni**

Mr D.A. Norton	Verwysing Reference Ubbekiso	L.15/73/7/2	Telefoon Telephone iMfonomfono	403-6100
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Mr N.P. Ravele
School of Education
University of Cape Town
Middle Campus
RONDEBOSCH
7700

Fax no. 650-3489

Kantoor van die Office of the i-Ofisi ye		Head of Education	
Privaatsak Private Bag		9114	
Dorp/Stad Town/City iDolophi/iSixeko		CAPE TOWN	
Postkode/Postal Code iKhodi lePosi	8000	Faks Fax	419-9377
Datum/Date Umhla	18 October 1995		

Dear Mr Ravele

RESEARCH REQUEST: SCHOOL EFFECTIVENESS

1. Your application to do research submitted 18 November has reference.
2. Your application to approach three schools in the Cape Town area to conduct the above-mentioned research project is granted, subject to the following conditions:
 - 2.1 The principals/teachers are under no obligation to cooperate in the research.
 - 2.2 The principals/teachers/schools may not be identifiable in any way in your research project.
 - 2.3 All arrangements in connection with your project must be undertaken by yourself.
 - 2.4 Normally permission is not granted to conduct research during the fourth term, but as the pupils are not being approached and only a limited number of interviews are being conducted, permission has been granted subject to the approval of the principals of the schools concerned.
 - 2.5 A letter from your promoter indicating that you are a bona fide student of the university undertaking this research must be sent to Mr D.A. Norton at the Department before you approach any school.
 - 2.6 The conditions 2.1 - 2.5 above must be quoted in full when you approach the principal.

2.7 A copy of the completed report must be sent to:

The Research Section
Western Cape Education Department
Private Bag 9114
CAPE TOWN
8000

2.8 A separate synopsis (a maximum of 2 - 3 typed pages) of the most important findings and recommendations must accompany the completed report.

3. The department wishes you every success in carrying out this research project.

Yours sincerely

Signature Removed

for HEAD: EDUCATION