

UNIVERSITY OF CAPE TOWN

FACULTY OF EDUCATION

EMIL WEDER HIGH SCHOOL IN GENADENDAL:

A CASE STUDY IN THE CONCEPT OF

EFFECTIVE SCHOOLING

A dissertation presented in (partial)
fulfillment of the requirements for the
Degree of

MASTERS OF EDUCATION

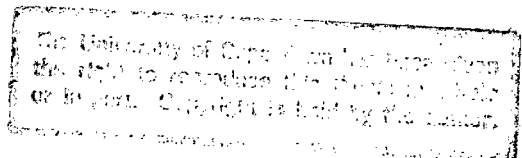
(Specializing in Policy, Planning and Administration)

by

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DISCLAIMERS STATEMENT

I Jan Hendrik Hofmeyr de Waal hereby declare that work contained in this mini-dissertation is my own work, that it has not been submitted to any other institution before for assessment purposes, and that all sources, references and peer, tutor and other assistance have been acknowledged.

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Students and ex-Students of	-	Emil Weder High
My Wife and Family		

ABSTRACT

The Emil Weder High School is in the small rural town of Genadendal, which is situated about 150 kilometres south-east of Cape Town, near Caledon. While doing field work for the Education Foundation early in 1994, one of the schools I visited was Emil Weder High School. It was the last of six House of Representatives schools that I visited, and I immediately noticed a difference at Emil Weder, compared to the other schools. The school buildings and surrounding fields and gardens were very neat and well maintained, the students were neatly dressed and very polite and the staff were far friendlier than we had previously encountered.

My initial impressions of a well run school were confirmed, when I found out that the school is achieving outstanding academic and extra-mural results. I naturally assumed that this was the norm at the school and was very surprised to find out that it was, in fact, a fairly new phenomenon and that as recently as 1990 the school had experienced student unrest, boycotts, vandalism, gang activities and very poor academic results. (in 1990 only 48% of their matriculants passed) Yet, in 1991 the pass rate was 88% , in 1992 it was 100% and last year they had a 98,8% pass rate. (one failure).

The topic to be researched

Based on the above information I developed the hypothesis that certain school-level policy changes had occurred at Emil Weder from 1990 onwards which had led to the establishment of a culture

of learning at Emil Weder High School. The purpose of my study was to find out whether policies had in fact changed at the school, and to what extent these new policies could explain the dramatic improvement in Matriculation results at the school.

The study was conducted in two distinct phases, one in March 1994 and the other in September 1994. The initial study formed part of the Education Foundation and served to give an overview of how the school operated at the time. The follow-up study took much longer as it involved conducting in-depth interviews with teachers, ex-students and parents.

The study revealed that by adopting a multi-level approach to improving the school, with the achievement of better Matriculation results being the major area of focus, the school not only improved these results, but that the school also started achieving better outputs in other areas as well.

CONTENTS

CHAPTER ONE - Introduction

- | | |
|---|----|
| 1. Background | 1 |
| 2. The History of Education in Genadendal | 4 |
| 3. The History of Struggle in Genadendal | 12 |

CHAPTER TWO - Literature Review

- | | |
|---|----|
| 4. School Effectiveness Theory Development | 18 |
| 5. Existing Partial Theories of School Effectiveness | 22 |
| 6. The History of School Effectiveness Research | 26 |
| 7. Types of School Effectiveness Research | 30 |
| 8. Major Criticisms of School Effectiveness Research | 35 |
| 9. Effective Schooling Research in the Developing World | 36 |
| 10. The Future of School Effectiveness Research | 39 |

CHAPTER THREE - Methodology

- | | |
|---------------------------------------|----|
| 11. The Education Foundation Survey | 43 |
| 12. Preparing for the Follow-up Study | 48 |
| 13. The Follow-up Study | 56 |

CHAPTER FOUR - Findings: Initial Study

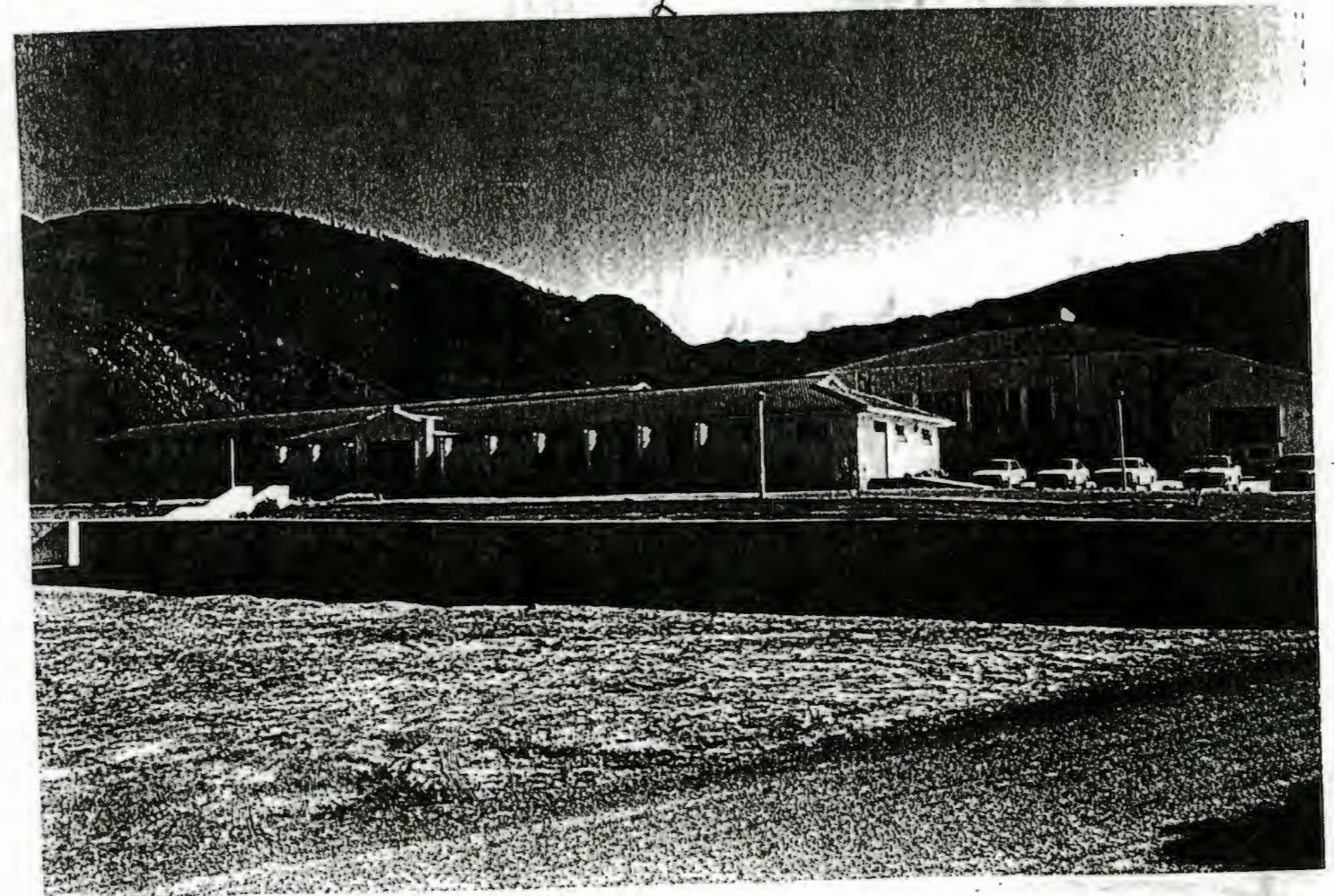
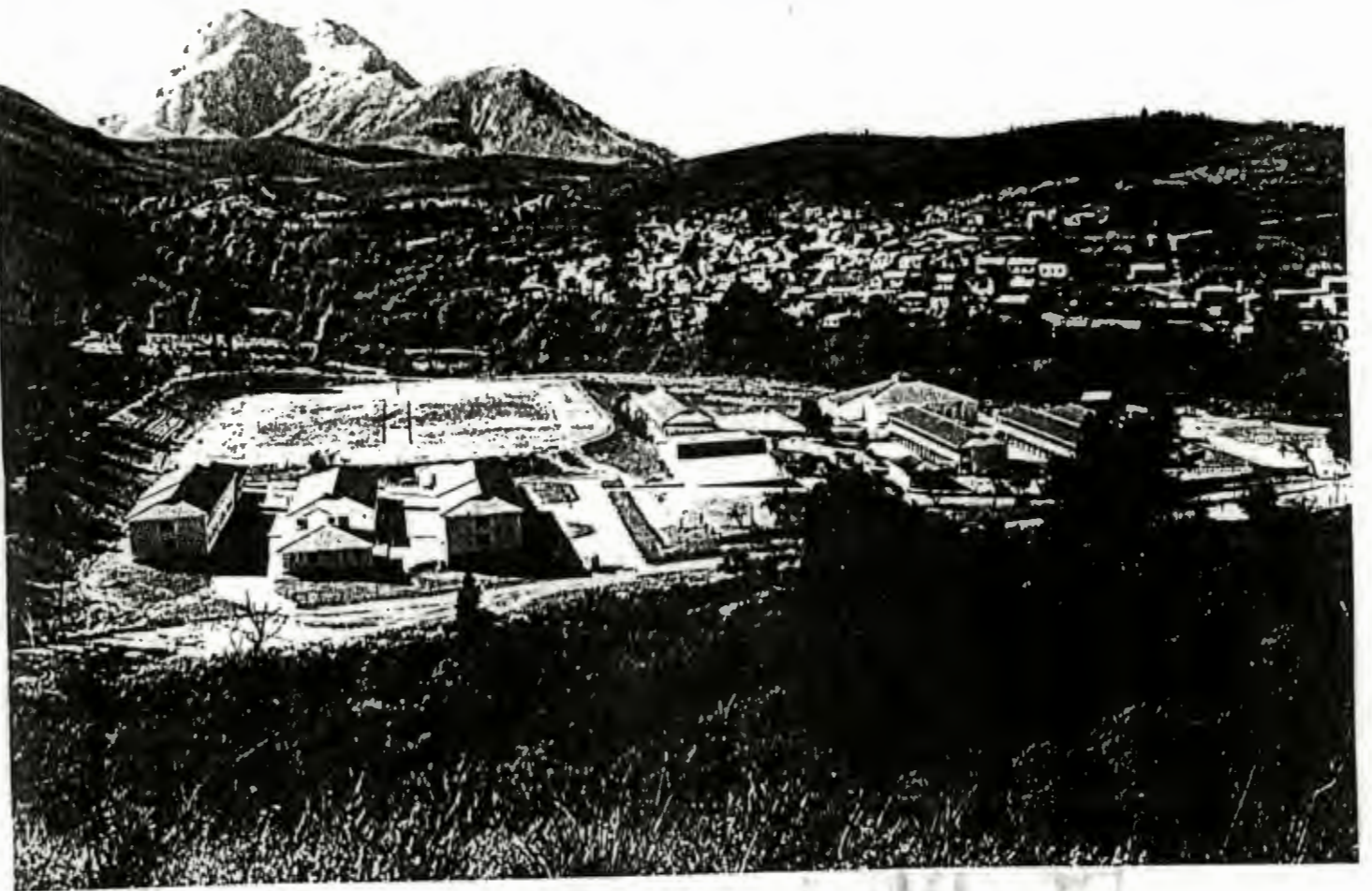
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|--|----|
| 14. Teacher Interviews | 62 |
| 15. Student Interviews | 68 |
| 16. Principal's Interview | 76 |
| 17. Interview with School Committee Member | 79 |
| 18. The School Observation | 82 |
| 19. Classroom Observations | 85 |
| 20. Conclusion | 88 |

CHAPTER FIVE - Findings: Follow-up Study

21. The Responses of the Student Group	93
22. The Responses of the Teacher Group	111
23. The Responses of the Parents and Other Parties	124
24. Relating the Emil Weder Experience to the Literature	129
25. Why a Culture of Learning Emerged at Emil Weder	130

CHAPTER SIX - Conclusion

26. Measures Adopted to Establish a Culture of Learning at Emil Weder	139
27. Conclusions	145
Appendix 1 - Admission Declaration	146
Appendix 2 - School Rules	148
Appendix 3 - Student Council Constitution	152
Bibliography	155
Copies of Questionnaires	161



A panoramic view of the Emil Weder campus (above) and the entrance to the school (below).



Typical houses in the town.

CHAPTER ONE

INTRODUCTION

The Emil Weder High School is in the small rural town of Genadendal which is situated about 150 kilometres south-east of Cape Town near Caledon. While doing fieldwork for the Education Foundation, an educational non-governmental organization based in Johannesburg and Durban and engaged in a variety of policy-support activities, early in 1994, one of the schools I visited was Emil Weder. It was the last of six House of Representatives (HOR) schools that I visited, and I immediately noticed that this school was different from the HOR schools that I had visited before. The school buildings and surrounding fields and gardens were very neat and well maintained, the students dressed neatly and were polite and friendly while the teachers were much less suspicious of the presence of outsiders than I had encountered at other HOR schools. These initial impressions led me to believe that I was dealing with an efficiently run school.

The fieldwork I was conducting for the Education Foundation was part of a pilot study which was the forerunner of a proposed national survey of schools in the so-called disadvantaged communities of South Africa. In order to conduct the pilot survey I spent a week at Emil Weder. During this time my initial impressions were confirmed when I found out that the school was achieving outstanding matric- and extra-mural results. I naturally assumed that this was the norm at the school and started looking into the possibility of doing a comparative study between Emil Weder and other HOR schools in the area in order to discover why this particular school was achieving such good results. While conducting some inquiries in this regard I was

surprised to find out that as recently as 1990 the school had experienced student unrest, class boycotts, vandalism and very poor academic results. (in 1990 only 48,8% of their matriculants had passed)

TABLE 1

FINAL MATRICULATION RESULTS AT EMIL WEDER SENIOR SECONDARY

Year	1969	1970	1971	1972	1973	1974	1975	1976	1977
No. of Students	49	36	38	46	37	50	51	30	56
% Pass	48,9	50	65,7	67,3	64,8	74	58,8	66,6	51,7
Year	1978	1979	1980	1981	1982	1983	1984	1985	1986
No. of Students	91	77	42	47	52	31	50	65	70
% Pass	42	96,1	61,9	48,9	69,2	51,6	58	53,4	48
Year	1987	1988	1989	1990	1991	1992	1993	1994	1995
No. of Students	45	83	63	45	42	49	44	60	
% Pass	64	48,2	49,2	48,8	88	100	97,7	100	

This information decided me to restrict my study to the matric results at Emil Weder only. I wanted to find out what had caused the sudden change in matric pass rates from 1991 onwards. I realized that the disruption to classes in the late 1980's probably contributed to the poor results during the period. However, because the results since 1991 had improved to a level far better than had been achieved even before the political

unrest in schools started in 1976 I developed my hypothesis that certain school-level policy changes had occurred at Emil Weder from 1990 onwards which had led to the establishment of a culture of learning at Emil Weder High School.

I am aware that a common criticism of the approach I have conducted is that by concentrating on only one criterion (exam results) as an indication of School Effectiveness I am ignoring other very important educational objectives such as co-operative behaviour, life skills, independence and tolerance. My response to this is that while we place such importance to and give such prominence to matric exams in this country, it will remain the most important criterion by which schools are judged and therefore remains a valid topic of research. Furthermore the literature does suggest that when a school does concentrate on improving it's results many other school-level changes are introduced simultaneously which do address the other educational objectives mentioned above in an indirect way. (see Scheerens, 1992. pg 88)

In this dissertation I will firstly give a brief overview of the history of the community, and especially education, in Genadendal. It must be emphasized that this section is not intended to be a serious historical study and merely serves to provide the reader with a background about the rather unique history of the town. This will be followed by a review of the most important literature on Effective Schooling which shows that

certain factors are usually present in a school if it is to operate effectively. The review also attempts to bring in as much information as possible about research which has been conducted in the Third World, and in South Africa itself, on Effective Schooling.

Because this study evolved, rather than being planned beforehand, the chapter on method takes the form of an autobiographical account of how my methodology evolved during 1994. The study was conducted in two distinct phases, one of which was conducted in March, and the other in September 1994. Similarly the findings, which show that certain school-level policy changes did in fact occur at the school in the early 1990's are also reported in two phases which co-inside with the two phases of the study. In conclusion it is argued that by concentrating on the quality of teaching in the classroom, but simultaneously adopting other school-level measures the teaching staff at Emil Weder, with the help and support of the parents and students, established a culture of learning at the school.

The History of Education at Genadendal.

The Dutch Period

The history of education in Genadendal (it was known as Baviaanskloof until 1805) goes back to 1738 when the Moravian missionary Georg Schmidt established the first mission amongst the Khoi people at Baviaanskloof. He started teaching the locals to read the scriptures almost immediately. Despite many difficulties Schmidt met with some success and at the end of 1738

he had 38 students (adults and children). His students had to adhere to a strict moral code and any dancing, drinking or un-Christian behaviour was punished by exclusion from classes. In 1742 he began teaching his students to write which surprised many of the colonists as they did not believe that the Khoi were capable of being taught.

The apparent success of Schmidt brought both him and the inhabitants of Baviaanskloof into conflict with the Dutch East Indian authorities at the Cape and certain church officials. As a result of a well orchestrated campaign against Schmidt and the Moravian church, Schmidt was forced to leave the colony. He left Baviaanskloof in October 1743, promising his flock that a replacement would be sent.

Because of the lack of records information about the period 1743-1792 is rather sketchy. We do however know that some of Schmidt's followers stayed in the area waiting for him to return. They continued reading regularly from their bibles and also taught their children to read. (Kruger, 1966. pg 45) It was however not until fifty years later that the Moravian Church was allowed to send more missionaries to the Cape. As a result three missionaries arrived at the Cape from Zeist late 1792. (De Boer and Temmers, 1987. pg 24) On arrival in the Baviaanskloof area they were amazed to find people in the area who could still read and in March 1793 formal teaching resumed in the sitting-room of the missionaries' living quarters. Despite attempts by settlers

in the area to discourage the Khoi from settling at Baviaanskloof and attending school the number of students attending classes grew rapidly and by 1794 130 students were regularly at classes.

The British Period

When the British occupied the Cape the authorities became more favourably disposed towards the missions. In 1799 permission was granted to build a church which doubled as a school which had an enrollment of 250 students. (Balie, 1988. pg 47) From this time on education became more and more firmly entrenched in the town with many educational firsts in the country being initiated. In 1814 the school building was erected in Genadendal with the boys being taught in the mornings and girls in the afternoons. On Saturdays and Sundays special classes were held for students who had left school. In 1825 the town's first library was opened and in 1828 the first indigenous assistant teacher, Joanna Magdalena Fredericks, was employed at the school.

1828 also saw another educational first for the town when the missionary Hans Hallbeck started training two indigenous men, Ezechiel Pheiffer and Wilhelm Plezier, to become qualified teachers. In 1836 Hallbeck went to Europe and obtained a sponsor, a German nobleman Victor von Schonburg-Waldenburg, for the establishment of a Teachers Training Centre at Genadendal. When the Centre was opened in September 1838 it was the first of its kind in the country. 1831 also saw the beginning of pre-school

classes with a pre-school building being constructed in 1833 (two of the original teachers were Pheiffer and Plezier). Ordinary primary schooling also went from strength to strength and by 1838 130 girls and 120 boys, of whom a third could read English well, were attending school. By this time night classes had also been started for adults at Genadendal.

As students started graduating from the Training Centre more and more of the teaching was been done by indigenous teachers and in 1859 all lessons at Moravian mission schools were been given by indigenous teachers except for the girls classes at Mamre and Genadendal. 1855 also saw the arrival of Br. Berno Marx who was instrumental in getting the printing press in Genadendal going again and soon childrens books such as Maandbladje voor Kinderen and Eenvoudige Lessen ten gebruik van Kleinkinder-Scholen were being printed in the town.

The 1860's and early 1870's were difficult years because of a country-wide depression and the number of students attending both the Training Centre and school declined. Important changes were the introduction of more local books and content into the classes and the broadening of syllabi to include subjects such as geography, history and art, although there was still a strong emphasis on religious instruction. This period also saw the beginnings of state subsidies which were gradually to be extended and would eventually result in the church losing control of education at the missions.

The 1880's saw English become the language of learning in the Training Centre and white assistants being replaced by indigenous assistants while graduates from the Training Centre were almost always employed. Attempts to charge school fees at the school near the turn of the century saw a drastic drop in numbers from 450 in 1895 to 185 in 1908. Numbers stayed low until an English lady Sarah Hanna took over as principal and by 1914 numbers had risen to 307. By now the school was occupying three separate buildings which made control very difficult. When Miss Hanna retired in 1915 the principalship once again reverted to an ex-student of the Training Centre.

Genadendal after the establishment of the Union

After the establishment of the Union in 1910 the influence of the state in the education process at Genadendal gradually became more marked, and the question of race also became an issue. In 1913 the state offered the Training Centre a subsidy of 200 pounds on condition that the teaching assistants at the centre were replaced by whites. A Third Class Teachers Certificate was also issued to graduates from the centre which differentiated them from white teaching graduates. In 1920 the state took over the payment of teacher's salaries which resulted in a drastic increase in the number of students at primary level and numbers rose even more when the state introduced compulsory attendance at primary school level in 1945. Syllabi were now drawn up and determined by the Department of Education and regular inspections were made by departmental inspectors who often reported that in

their opinion, the needs of mission (not-white) children were different to those of white children. This finally happened when separate education departments were set up for different race groups after 1948.

The Apartheid era

In the 1940's a school feeding scheme was also introduced and run by the community. In 1947 a standard 6 class was introduced and this necessitated the use of a fourth building. In 1952 the primary school finally moved into new premises and was named L.R. Schmidt Primary. The following thirty years saw a steady increase in the number of students and in 1977 the school had it's largest enrollment of 728. Since then numbers have decreased slightly as families in the community have become smaller and the school currently has 599 students. This includes a pre-school class which was introduced in 1986. Today the school offers a wide variety of academic, sporting and cultural activities and maintains a healthy pass rate amongst it's students.

One of the biggest blows to hit education in the town was the closure of the Training Centre. After the First World War financial support for the Centre from Germany dried up which resulted in the church no longer being able to run the Centre effectively and had to rely more and more on state subsidies which was conditional on white teachers being appointed to teach at the centre. In 1924 the Education Department informed the Moravian Church that in future the three German Mission Societies

in the country (Moravian, Rhenish and Berlin) would only be allowed to operate one Teachers Training College amongst them. In 1925 the Superintendent of Education announced that Worcester College would remain open and Genadendal had to close. This operation was phased in and in 1934 the College finally closed down after operating for almost 100 years and training well over 200 teachers.

Ironically the closure of the College opened the way for the opening of a High School in the town. The college building was being underutilised and in March 1937 the local minister L.R.Schmidt wrote to the Superintendent-General of Education arguing the case for the establishment of a High School at Genadendal. The important motivating factors were the existence of a suitable building, the primary school in the town which was a natural feeder school and the fact that Genadendal had the largest coloured community in the region. (Balie, 1988. pg 169) To the delight of the community the request was approved and in January 1938 the Genadendal Secondary School was opened by Emil Weder, a local missionary. It was the 14th high school for coloured students in the country and had 25 std.7 students and 2 members of staff. The following year std.8 students were admitted and the numbers rose to 44, with a third teacher joining the staff.

Since then numbers steadily grew and in 1947 the school was given High School status and the school adopted a new badge and motto.

By now space was becoming a problem and the Caledon School Board approached the town Management Board asking them to allocate land for a new school building. This was done, but lack of funds held up the construction of the new buildings until eventually, in 1956, a pre-fabricated building was erected with the promise that new brick school and hostel buildings would be erected soon. The pre-fab building could accommodate a maximum of 500 students and when the school moved to it's new location it was renamed Emil Weder High School. Despite rather cramped and uncomfortable facilities the school achieved excellent results and attracted students from across the country.

The vacating of the old Training College building also opened the way for a much needed boarding facility to be started. In 1957 the old school building was taken into use as a hostel. It was known as Huis Herrnhut and was under church management. The boarding facilities were later expanded and separate facilities were provided for boys and girls. In 1963 Emil Weder's enrollment topped 500 for the first time and this enabled the rather limited subject choice to be extended. In 1963 Accounting was introduced and during Mr. D. Balie's time as principal Business Economics and Physical Science were also introduced.

After 1975 certain factors beyond the control of the Genadendal community however started effecting the school. Because of the increasing number of schools that were being built for coloured people, Emil Weder drew fewer and fewer students from outside

the community. When the school stopped offering Physical Science after 1977 it also resulted in many top students leaving the school after their std. 7 year. Furthermore the countrywide student unrest of 1976, 1980 and 1985 also affected Emil Weder and the whole of the 1980's was a period of stagnation and underachievement for the school. In order to keep both school and hostel numbers up many 'problem children' were accepted at the hostel and this led to a breakdown of discipline at the hostel. This, and the non-payment of boarding fees led to the church closing down the hostels in 1985, although the girls hostel was kept going by means of a state subsidy until 1989.

Despite all these problems there were however also certain highlights during this period. In 1979 the school achieved a 96% matric pass rate which was the best since 1963 while the re-introduction of Physical Science and the addition of Biblical Studies, Home Economics and Economics which meant that the school is now able to offer an academic, commercial or general direction of study. The undoubted highlight of the period was however the building of the long awaited new school building in 1989, and the new hostel in 1990.

The history of struggle in Genadendal

As has been mentioned earlier the history of struggle against the authorities and later the white farmers in the area goes back to the days of Georg Schmidt who was forced to leave the Cape because of opposition from the local Reformed Church predikants.

When the missionaries returned in 1792 it was only a matter of months before the opposition started up again. The predikant in Stellenbosch objected to Baviaanskloof falling in his parish and for a number of years was instrumental in having permission to construct a church and even ring the community bell withheld by the authorities. Settlers in the area also objected to the presence of a mission station, mainly because the missionaries objected to the way the Khoi were treated by farmers but also because the settlers felt that the standard of education offered to the Khoi was better than that received by their own children. farmers themselves had no educational facilities for their children (Kruger, 1966. pg. 64) In 1795 there was a rebellion amongst Colonists in the Swellendam region against the authorities in the Cape and an attack on the mission was a possibility, but never occurred.

After the British took over the running of the Cape the missions received more protection from the authorities, who wished the Moravians to extend their activity on the Eastern Frontier, and later also needed the Training Centre to help provide the ever increasing number of teachers required, especially on the Eastern Frontier. The first steps were however also taken to segregate education along racial lines during this period and in 1838 we see a separate building being erected in Genadendal to accommodate white pre-school children, but it was never used for whites. In 1864 an attempt by the authorities to force the Training Centre to accept English speaking European teachers in

return for a generous subsidy was vigorously opposed and eventually turned down.

The latter half of the nineteenth century saw a gradual awakening of political awareness amongst the residents of Genadendal and there is evidence of a certain amount of questioning of the exclusive authority of the Moravian Church over non-ecclesiastical matters. The Anglo-Boer War saw a further awakening of political feeling in the town as the residents mostly supported the British, while the missionaries supported the Boers. In 1909 the Law on Mission Stations and Communal Reserves Act was passed which made provision for the inhabitants of Mission Stations to assume control of non-church matters such as land ownership and town management. Although this law was ignored until 1921 it led to tension in the town and caused the town to divide into two opposing factions. Generally the missionaries were in favour of the law as it would give the authorities greater control over the inhabitants of the town and relieve the Church of a considerable financial burden. (Balie, 1988. pg. 157)

This issue led to the beginning of organized resistance in the town when the anti-1909 Law faction formed the Action Committee who eventually took the mission to the Supreme Court charging them with financial mismanagement at Genadendal. In March 1923 Judge Benjamin ruled in favour of the mission and the following day one of the school buildings was burned down, apparently in

protest against the ruling. In 1926 the Law on Missions was eventually accepted and Genadendal got its first elected Management Board. One of their first actions was to obtain the title deeds of all the properties in the town and cede these to the occupants of these properties. Despite the presence of Government nominees on this body they have managed to keep control in their hands and the strict regulations that applied under the missionaries have to a large extent remained in force to this day. An example is that only members of the so-called Coloured group are allowed to settle in the town. This has ensured that the unique community spirit has remained.

When the National Party came to power in 1948 resistance to Government policy which was intended to make the Coloured people second class citizens in their own country intensified. The 1950's saw a continual battle with the authorities as they attempted to apply apartheid legislation to the town. A rate-payers association was formed which vigorously opposed the Department of Coloured Affairs' plans to develop the town because they feared this would lead to increased taxation which the residents would not be able to afford and even possible confiscation of property as a result. (Balie 1988. pg.206) Teachers were approached to make themselves available for election to the Management Board as it was felt that educated people should serve on the Board." (Balie, 1988. pg. 206) From here on teachers have played a very active role in local politics in the town.

In June 1954 the 'Genadendal Ouer-Onderwysersbond', a branch of the Teachers League of South Africa, was formed at the town which warned the parents of the town against the Department of Coloured Affairs which they said was merely educating their children for jobs as labourers. (Balie, 1988. pg 206) Much of the opposition was directed against the various Government appointed Superintendents, who were automatically supposed to act as chairman of the Management Board, but were regarded as Government 'spies'. By the 1970's the role of the Superintendent was largely advisory with the Management Board being able to elect their own chairman.

The people of Genadendal not only opposed Government policy at local level but also identified with the struggle at national level. Many of the residents of the town qualified for the vote and had supported the old Progressive Party in the Cape and later the African Peoples Organization because it aimed to extend the franchise to Coloured throughout the country. Any law that was intended to deny the people of Genadendal their basic human rights, or deny them full equality, such as the Population Registration Act, Separate Amenities Act, Immorality Act, Group Areas Act and especially the campaign in the 1950's which led to the Coloureds eventually being removed from the common voters role in 1956, were vigorously opposed. Over the years support for anti-Government groups such the Unity Movement in the 1950's and 1960's and the UDF in the 1980's was strong while apartheid structures such as the Department of Coloured Affairs and the

Tricameral Parliament were opposed. Thus in 1962 when the administration of schools was transferred to the Coloured Affairs Department, teachers considered this an apartheid measure and objected. (Kruger and Schaberg, 1984, pg. 155)

Citizens of the town were also often the target of intimidation by the authorities. From 1962 to 1967 the local Moravian minister D.M. Wessels was banned by the Government, and another minister Chris Wessels who was held under the Internal Security Act in 1976 and the Terrorism Act in 1977, but never convicted. (Kruger and Schaberg, 1984. pg. 160) Throughout the 1980's during the period of country wide student unrest Emil Weder Senior Secondary experienced sporadic stayaways, class boycotts and student protest which was accompanied by Security Police raids, intimidation and threats, the arrest of students and the confiscation of documents.

CHAPTER TWO

LITERATURE REVIEW

The hypothesis being researched is that certain school-level changes occurred at Emil Weder in the late 1980's and early 1990's which led to the improvement of matric examination results. This places the research to be done in the category of 'Effective Schooling research'. A visit to any education library or the reading of the journal literature will show that there is a vast amount of literature available on the subject of 'effective schooling', but that the whole subject of 'effective schooling' research has also come in for a great deal of criticism of late.

Because of the vast amount of literature available on the subject of 'effective schooling' the intention in this chapter is not to discuss in any great depth any particular bit of research, but rather to give a broad overview of the research that has been conducted on the subject. Firstly the whole issue of School Effectiveness Theory Development will be discussed and this will be followed by a brief description of the history of this research. This will be followed by a review of the types of School Effectiveness studies that have been undertaken and the major criticisms of this research. The status of research in the developing world will then be dealt with and in conclusion The major criticisms of this research will be dealt with and in conclusion the future of School Effectiveness research will be discussed in greater detail.

School Effectiveness Theory Development

One of the most serious criticisms leveled against School

Effectiveness research is that it lacks a sound theoretical. A review of the literature by Scheerens (1992) reveals that there are various school effectiveness models, but what needs to be done is to link these models to general explanatory theory. Before paying attention to this, it will however be useful to examine exactly what is meant by the term 'effective' which is defined differently according to different disciplines.

Economists see effectiveness as the efficiency with which inputs are transformed into outputs. The aim is to achieve maximum output for the lowest possible costs. In schools examples of inputs would be students, materials and funding which will be transformed within the school by various processes that occur within the school to outputs such as examination results and the degree to which school leavers can find employment or acceptance to higher education institutions. Applying the cost-benefit type analysis to schools is however problematic, because it is difficult to decide what it is that should be measured, how it should be measured and what the monetary values to put on various inputs are. It's benefit is that the school is considered to be a production unit.

Organizational Theorists interpret 'effectiveness' differently and believe that it depends on the organizational theory being applied and the interests of the group investigating this effectiveness as to whether an organization is deemed effective or not. The following are the major organizational models:

The Economic Rationality model is derived from the idea that all organizations operate with a specific in mind. Goals are determined as outputs of the primary production process and can also be identified as the productivity of the organization. The criteria by which effectiveness is measured are chosen with these outputs in mind. In general this model is considered to be too simplistic to be applied to schools.

The Organic System model sees the organisation in constant interaction with, and continually adapting to it's surroundings. The organization mostly operates in a hostile environment and thus the major pre-occupation of the organisation is to secure an adequate supply of essential resources and other inputs so as to ensure it's survival. Thus flexibility and adaptability are the most important conditions for effectiveness.

Adherents to the Human Relations model focus on the importance of the well-being of the individuals within the organization. Strong emphasis being placed consensus, collegiality, motivation and personal development within the organization. Thus the criteria by which effectiveness will be measured are job satisfaction, the involvement of workers in decision making and the empowerment of staff.

The Bureaucratic model of organizational effectiveness draws heavily on the ideas of Max Weber. This model suggests that the best way for an organization to operate as a harmonious whole is to organize, define and clearly formalize the social relations

within the organization. The major criticism of the bureaucracy is that it tends to produce more bureaucracy and that its major goal is to try and ensure its own growth and thus survival. There are however those who believe that educational goals are best achieved through a bureaucratic form of organization. (Lungu, 1985. pg 173)

Political models see organizations as political battlefields where departments, management staff and individual workers use the organization to achieve their own covert or overt agendas. In order to achieve their goals, the backing of powerful outside groups or individuals is important. Here effectiveness can only really be determined in terms of whether groups or individuals within the organization bolstered their own position by complying to the wishes of external groups. In the school context these could be parent or student groups, the church or the School Committee.

From the above it can be seen that there are diverse views on effectiveness within organizational theory. Because School Effectiveness research draws from a variety of disciplinary backgrounds a single all-embracing concept of effectiveness has not emerged from School Effectiveness research as yet. Research has tended to focus on school characteristics and tried to link these to outputs or outcomes such as test or examination results or language skills (to mention but a few). The characteristics studied vary from study to study and could include classroom

practices, organizational characteristics of the school or school leadership. The major weakness of this line^{of} research is that the correlation between identified school characteristics and desired outcomes is largely causal, which makes the results very difficult to interpret.

Scheerens (1992. pg 13-14) is of the opinion that School Effectiveness research is currently in the process of theory development. He describes the current state of the development of this theory as a relatively simple process of the summarization of empirical relationships, but which is gradually becoming more and more sophisticated. The result is that a number of conceptual models or partial theories on School Effectiveness are already in existence which can explain (or at least partially) the superiority of certain educational procedures and organizational arrangements as opposed to others.

Existing Partial Theories of School Effectiveness

The first of these is Public Choice Theory which has its disciplinary background in economics and politics. When analysing the function of public sector bureaucracies it is found that they tend towards inefficiency, because they are not controlled by market forces and an adequate evaluation system does not exist in most public sector organizations. The lack of regular evaluation of the individuals or sub-groups within the organisation can lead to these having their own goals or preferences which do not coincide with those of the organisation.

Goal displacement can also easily occur. Boyd and Crowson (1985) demonstrate the relevance of Public Choice Theory for education administration and point out that schools operate very similarly to bureaucracies. Consequently many of the observed practices in schools such as principals spending more time on maintenance tasks rather than instructional ones, the reluctance of schools to adopt new innovations and the fact that private schools, which do have a larger degree of evaluation and accountability, can be explained within the framework of this theory.

Organizational analysts have also come up with a number of Models of Co-ordination in educational organizations. These models work from the premise that there is a basic contradiction of interest in all organisations and seek ways of dealing with these conflicting interests. The way in which the division of tasks and authority are co-ordinated will ensure that the organization functions as a unit. Kickert (1979) differentiates between structural and procedural co-ordination. The former refers to hierarchical relations and the latter lateral relations within the organisation. So for example in a school the principal might also act as junior member of one of the subject departments. The nature of the co-ordination in an educational organization is of particular importance to School Effectiveness research as the co-ordination structures in place go a long way to exposing the essential features of an organization. Improving or adjusting co-ordination structures within an organization is

often seen as a means of improving effectiveness.

Scheerens (1992. pg 18-22) identifies three Co-ordination Models which are of particular relevance to educational institutions. These are Organized Anarchies, Loosely Coupled Systems and Professional Bureaucracies. These models all deal with the nature of co-ordination of authority, tasks and technology within organizations and provide useful insight into the way in which educational institutions function. A study of these models makes one aware that because of the professional autonomy of teachers, co-ordination within educational institutions such as schools is a tricky business which cannot be imposed from above without involving teachers in decision making in areas for which they are responsible.

The most interesting co-ordination model with regard to School Effectiveness is the so-called 'Nested Layers Metaphor of School Organizations'. (see Scheerens, 1992. pg.23). This approach takes the view that existing knowledge regarding effective classroom management must be included in model building and School Effectiveness Theory Development even though this knowledge is not always reliable or predictable. In fact the feeling is that this knowledge should form the core of a more encompassing School Effectiveness Model. The basin idea is that conditions of effective instruction (micro level) are constrained or facilitated by organizational conditions (meso level) which, in turn, could be constrained or facilitated by

environmental conditions (macro level). (Scheerens, 1992. pg 23)

The most important aspect of a Theory on School Effectiveness would be a model of classroom practices that stimulate student learning. This fact has been recognized in the Netherlands by people such as Creemers who "... argues that school effectiveness research in his country and in others needs to pay attention to the instructional processes that go on in classrooms and to ways in which these interact with, are determined by and in turn determine factors at the level of the school. "(Reynolds and Cuttance, 1992. pg. ii) The Carroll model of instructional effectiveness and various elaborations on it are attempts to do just this. The Five Factor Model is a model which concentrates on classroom practice.

This model takes five classes of variables viz. aptitude, opportunity to learn, perseverance, quality of instruction and the ability to understand instruction and relates them to the time needed to achieve a particular learning task. The model serves as a causal link to educational achievement as all the variables are directly linked to classroom practices. Over the years various additions have been made to the model (Walberg added environmental factors in 1984) and some of the variables have developed somewhat differently from their original definitions, but the basic model has been proved valid in many studies of classroom practice and effective teaching and learning. As a result it might be possible that this model could

form the core of a larger, multi-level Theory of School Effectiveness in the future.

The History of School Effectiveness Research

It is a commonly held view that the origins of School Effectiveness Research can be traced back to 1966 when James Coleman and a group of fellow researchers published the Equality of Educational Opportunity Report. This report, along with other related research findings from the period (Jencks et al., 1972) claimed that school related variables such as class size, teacher qualifications and other material inputs had very little effect on students achievement. According to these reports family background and the socio-economic status of students were the determinants of student achievement. School Effectiveness Research basically came into being as a response to these findings.

These initial large-scale School Effectiveness studies focussed exclusively on the quantitative inputs of schools and tried to relate these to student achievement. The criticism leveled against this research was that it only measured the available resources without investigating the manner in which these resources were being utilized and that it measured average achievement level without taking cognizance of the fact that student achievement varies greatly from individual to individual.

By the end of the 1970's a vast amount of School Effectiveness

literature (mostly responsive to the findings of the initial studies) had been published, and the methodology and analysis of findings had also become more refined. This led to a research tradition identified as the research into education production functions. While these studies still tended to be large scale quantitative studies, the individual student was now the unit of analysis, and the progress of the individual student was measured as a determinant of effectiveness and not average achievement. The conclusion that can be drawn from the literature from this period published by people such as Armor et al. 1976, Murnane 1975 and 1981, and Clarke et al., 1984, was that, although there was no consensus regarding the role played by resources in the achievement of good results at school level, significantly different amounts of learning was occurring in different schools.

The literature from this period even showed that within a school different amounts of learning could occur in different classrooms, which could not be attributed to student ability or socio-economic background.

The late 1970's and early 1980's saw two new trends emerge in Effective Schools research. This first was for the researcher to investigate and search for a range of characteristics of effective schools. "Assuming that 'schools matter', this literature set out to describe the properties of 'unusually effective schools' often by comparing 'outlier schools'. The assumption was that by identifying the salient characteristics of

effective schools, these could be transferred or replicated to other contexts in a relatively unproblematic manner." (Jansen, 1994. pg. 6)

As a result various studies came up with so-called check-lists of characteristics of Effective Schools. The work by Ronald Edmonds (1979) Effective Schools for the Urban Poor which produced the following five factors of effective schools: strong administrative leadership, a climate in the school conducive to learning, high expectations for childrens's achievement, clear instructional objectives for monitoring student performance and the emphasis on basic skills instruction is often cited as the basic reference for 'check-list studies' What is interesting is that various other authors from the time (D'Amico 1982, Brookover & Lezotte 1979, Duckett et al., 1980 and Rutter et al. 1979) came up with their own check-lists which, although often identifying similar characteristics to those of Edmonds, sometimes also generated new and even contradicting characteristics identified with effective schooling. An example of a contradiction is the finding of Rutter (1979) that high staff turnover in secondary schooling is associated with effectiveness while most other studies identify this with ineffectiveness.

The second type of School Effectiveness study to emerge during this period was a series of case studies which, although they had many weaknesses, introduced a qualitative element into School Effectiveness studies for the first time as they produced an in-

depth profile of successful schools. People such as Ellis(1985) produced comparative case studies which compared successful schools to ones which were unsuccessful, while studies such as the Phi Delta Kappa (1980) study were simple case studies where an in-depth study was made of a successful school to find out what policies of practices adopted at that school were responsible for their success. Criticism of the case study method (Purkey and Smith 1983. pg 433 and Ralph and Fennessey (1983 pg. 691) centred around issues such as sampling, control variables, observer bias and the criteria used to identify so-called successful schools.

Since the mid-1980's researchers in the Effective Schooling paradigm have come to realize that, despite many studies, attempts to implement the findings of School Effectiveness research as School Improvement practice have to a large extent been unsuccessful. As a result the tendency has been to re-focus on past areas of study through using increasingly sophisticated methodologies and analysis. The tendency has been to use individual student level data rather than group data at both intake and outcome level (Aitken and Longford, 1986) and multi-level techniques of analysis which have previously been mentioned. Investigations have also tried to determine which characteristics are the most important and might determine other factors so as to narrow down the focus. As mentioned above classroom practice is seen as one of the core determinants of Effective Schooling.

The Types of School Effectiveness Research

Before going on to the findings of Effective Schooling research it will be useful to briefly describe the different types of School Effectiveness research that have been used. The four groups identified by Purkey and Smith (1983) will be used here, although there have been other categorizations by Ralph and Fennessey (1983) and Clark et al. (1984). It must be emphasized that the focus here is going to be on the types of research and not on the methods and models used to assess the effectiveness of schools which are of a technical nature. Cuttance (1991 pg 71-93) gives a very good overview of the major approaches to the assessment of the effectiveness of schools viz. Standards Models, School-level Intake-Adjusted Models and Pupil-level Intake-Adjusted Models.

The first type of research identified are the so-called outlier studies which distinguish between highly effective schools and highly ineffective schools (positive and negative outliers) after the necessary adjustments have been made to allow for the differences in the characteristics of the student population. Despite many variations, a common core of characteristic of Effective Schools did emerge. These were good discipline in all aspects of school life, a school leadership which is actively involved in educational leadership and not merely in maintenance tasks and a high standard of performance expected from students.

Purkey and Smith (1983) also identified case studies as another

type research. They included in this group some of the best known effective schools studies eg. Brookover et al. (1979) which was conducted in the USA and Rutter et al. (1979) which was CONDUCTED IN THE U.K.

These studies offer more detailed descriptions using smaller school samples or in some cases individual schools (comparative and individual case studies). Despite inconsistencies in the selection of effects criteria between these studies a large degree of consensus has emerged on the importance of certain school factors in effective schools. These were strong leadership, orderly climate, high expectations, achievement-oriented policy and the time on task. (Scheerens, 1992 pg. 49).

A third group of studies are programme evaluations which have tended to be the assessment of compensatory programmes. These types of programmes have been more evident in the USA and The Netherlands and as a result most of the literature in this group originates from these countries, but much of the literature emerging from the developing world also falls into this group. In such programmes, factors which, judging from earlier studies, appear to be positively related to effective schools are implemented in so-called negative outlier schools. The major problem with these evaluations is that they have tended to assess the effectiveness of the compensation programme as a whole and the effects on individual schools were not determined.

The final category is referred to as 'other studies'. These

studies do not fit into the three categories above and deal with other topics of interest to Effective Schooling e.g. why private schools outperform public schools and the role that safety at school plays in improving student performance. Once again a certain number of school level characteristics emerge to which the researchers attribute improved performance.

If one looks at the four types of effective schooling research that have been conducted, what clearly emerges is that across these groups a list of characteristics has emerged which, albeit in a casual manner and with a fair number of contradictions, can be linked to Effective Schooling. It must however be mentioned that much of this research was conducted in relative isolation in countries such as Britain, the USA, the Netherlands, Australia and the Scandinavian countries. As the School Effectiveness community has become increasingly internationalized the validity of some of the findings as general guide-lines for improved educational practice are increasingly being doubted. "as paradigms have been exposed to different educational policy climates, some of the basic tenants of the school effectiveness community of the 1980's have become increasingly redundant." (Reynolds and Cuttance, 1992. pg 1). Also see Carrim and Shalem (1993 pg. 6 & 17). It is however still useful to review these characteristics.

Many different authors have arranged and listed the effective school characteristics in different ways and probably the most

comprehensive summary of these is provided by Heneveld (1993 pp 44-68). While the following brief summary does not follow the same categorization as that of Heneveld, it covers most of the characteristics mentioned by him.

One of the most basic factors promoting effective schooling is adequate material support which includes things such as an adequate supply of textbooks, writing materials, buildings and the appropriate technology and teaching materials. Closely linked to material support is the issue of an appropriate and relevant curriculum which focuses on the acquisition of skills required by students. Teachers should be involved in curriculum planning and be free to introduce changes within their subject areas and adapt materials to local conditions.

As has already been mentioned above classroom practice is of vital importance and is seen by all research as being vital to increasing school effectiveness. Many effects criteria apply here, of which the most common are learner oriented teaching and environment, structured and tightly focussed sessions, frequent testing and good communication. In order to improve classroom practice teacher development is important. This begins with appropriate managerial training for principals, teachers as active participants in on-going research and being allowed decision-making powers within schools.

Effective leadership and management within the school is a commonly recognized factor. The importance of educational

leadership has already been mentioned, but other factors include the involvement of other senior staff, sound communication promoted by an effective information system, the promotion and recognition of professional standards and the acceptance of accountability. The above factors should ensure a positive school climate which is very much promoted by previously mentioned factors such as order and discipline, sound classroom practice, frequent assessment (class and school level) and an organized curriculum. Additional effects are ones which are difficult to identify as contributing to, or a result of, Effective Schooling viz. high expectations of students by teachers and positive teacher attitudes. A system of providing incentives and rewards for students for academic performance is also often seen as an important effect.

The environment within which a school operates is another commonly recognized factor promoting effective schooling. This includes the involvement of parents and the community in governance, students learning and financial backing. The role of the central educational authority in providing necessary support structures and services, but also allowing schools their autonomy is important. An important aspect about the research that does emerge is that schools are systems that are largely self contained and hence autonomous or semi-autonomous and need to be dealt with as such when trying to increase (or study for that matter) their effectiveness. Heneveld (1993 pg. 2) makes this point when he says: "Approaches to educational change that

focus on the school as a unit of change are needed."

Major criticism of Effective Schools Research

Although some of the criticisms of School Effectiveness research have been mentioned above, it will be useful to summarize all the main lines of criticism. One of the most common criticisms has been the lack of an encompassing Theory of School Effectiveness. The result is that we have a good idea of the characteristics of Effective Schools, but little insight into why these 'correlates' influence educational outcomes in the way do. Another criticism is the educational validity of certain of the measures by which schools are measured as being effective that are used in the research. The important point here is that different stakeholders have different views on the desired objectives in education, and thus the choice of measures by which effectiveness is judged and the interpretation of their effect on schooling can vary. Researcher bias is also a related criticism because most Effective Schooling researchers are educators themselves and often have very strongly held views of their own on what constitutes an Effective School into the research arena with them. This can also lead to a subjective interpretation of research data.

Other common criticisms are that many studies (especially the case studies) draw on very small and unrepresentative samples. Of special importance to developing countries is that most research has been conducted in urban environments. Closely

linked to the sample bias criticism is the fact that the focus of most research has been on either outstanding or very ineffective schools, with the average school being ignored, and that in many studies sufficient control has not been implemented for student background.

Finally, the methodology and analysis of the data in Effective Schools research has also often been criticized. Many studies especially those evaluating programme effectiveness) use average scores which are ignoring inter-school and intra-school variations. Methodology, especially in case studies which are investigating matters of quality, is often descriptive and has not taken the multi-level nature of schooling into consideration.

Effective Schooling Research in the Developing World

Research into education in the developing world has shown that in most countries education in general, and schooling in particular, is in crisis. (Levin and Lockheed, 1993; Fuller, 1991; Heneveld, 1993). Schools face problems of poor achievement, few resources, high drop-out rates and, in many cases, a drop in attendance rates. As a result there has been a great deal of interest in Effective Schooling in the developing world. To date (in the Third World) attempts to improve schools, based on the findings of School Effectiveness research, or the funding of research has been done through international funding agencies (World Bank, USAID), international research associations (IEA) or individual students who mainly come from the so-called

developed world. (Jansen, 1994. pg 21). It is therefore understandable that the areas of research and methodology followed similar lines to those found in the West.

Although only a limited amount of research has been conducted in the developing world, significant work has been done in this field which has the benefit of hindsight and not repeated many of the 'errors' made by School Effectiveness researchers in the past. Jansen,(1994, pp 22-25) identifies three major directions which have been followed in Third World Effective Schools research. The first group of studies mostly originated from the USA and were modeled on the Coleman Report methodologies. They used multi-statistical techniques which tried to link student achievements to certain 'determinants' such as qualified teachers, adequate buildings etc. and were wide ranging studies which concentrated on describing educational systems. The findings were consistent with those in the USA (Myers, 1981. pg 6; Heneveld, 1994. pg 7) in that students backgrounds did have a major influence on school achievement. What was however significant was that certain differences also emerged between First World and Third World research which suggested that certain school level effects were important in counterbalancing non-school effects on achievement.

The second group of studies was almost exclusively financed by the World Bank and made use of more sophisticated statistical techniques. Research conducted showed that schools played a far

greater role in student achievement in the developing countries as opposed to industrialized countries after adjusting for student background. The major focus of this group of researchers was to identify which factors were likely to make the biggest impact on student achievement. What emerged clearly was the importance of material inputs, and especially textbooks, on achievement. (Fuller, 1987; Riddell and Nyagura, 1991; Lockheed and Verspoor, 1991). In general, however, attempts to create effective schools by implementing the so-called 'check-list' approach have failed.

The third group of studies identified by Jansen (1994. pg 25) emerged at the end of the 1980's and criticized the statistical shortcomings of the single-level regression models which relied heavily on aggregated data. Instead they are adopting multi-level statistical techniques and are beginning to focus on the contexts and practices within the classroom, the school and the environment rather than only on the inputs and outputs in education. The school is therefore seen as a social system which contains many elements, and it is the interaction of these elements which determines the effectiveness of the school and not the individual inputs. (Heneveld, 1993; Ntshingila-Khosa, 1994; Carrim and Shalem, 1993; Levin and Lockheed, 1993).

Although there have been various Effective Schools studies done in Southern Africa (Kahn, 1978; Prophet and Rowell, 1991; Fuller and Snyder, 1991; Riddell and Nyagura, 1991) the South African

political context prevented much research at classroom or school level in the past 20 years (Chisholm, 1992). South Africa also found itself prevented from participating in international research initiatives due to academic isolation and was thus largely excluded from Coleman-type research. Most of the research that has been conducted in this country has tended to focus on macro-level policy issues such as equity and redistribution. (Walker, 1993).

Just recently an ideologically and methodologically diverse range of studies have been conducted on efficiency and School Effectiveness (Walker, 1993; Jansen, 1992; Ntshingala-Khosa, 1994; Carrim and Shalem, 1993). These studies are attempting to examine what exactly is occurring in our classrooms and schools within the context in which these schools find themselves. Serious efforts are also being made to provide a theoretical framework through which the creation of Effective Schools can occur (Jansen, 1994; Carrim and Shalem, 1993).

The Future of School Effectiveness Research and Practice

What clearly emerges from the School Effectiveness literature is that schools do have a substantial effect on students. "The findings of school effectiveness research consistently demonstrates that schools can make a difference to their students educational outcome, and that the difference can be substantial." (Ribbins and Burrridge, 1994. pg. 46). There is also a large degree agreement in the findings from research conducted across

the world as to what the most common characteristics of Effective Schools are. Yet, despite this, the inability to apply these characteristics in the practical situation and thereby improving schools has led to doubts about the validity of this research. The most common criticisms have been dealt with above and are succinctly dealt with by various researchers. (Ribbins and Burrige, 1994. pp.21-22; Jansen, 1994, p. 29).

Because of the problem in the application of School Effectiveness knowledge in schools many researchers are advocating the linking of the School Effectiveness paradigm and the School Improvement paradigm, although the latter has a very different set of core beliefs. (see Jansen, 1994. pg.28). The former is primarily concerned with student outcomes, often sees these in fairly unproblematic ways, eg. examination results and concerns itself mostly with analysing and describing the organization rather than the processes within that organization. The latter believes in 'bottom up' school improvement which is 'owned' by the school itself and driven from within the school and wishes to change educational processes rather than school management or organizational features. Despite these differences, there is evidence that where links are being made in an attempt to develop a knowledge base about practice, policy and research which is neither 'effective' or 'improvement' orientated, but a combination of both, some success is being achieved (see Hopkins, in Ribbins and Burrige, 1994. pp. 74-91).

Because of a lack of resources in the developing world, creating effective schools is much more difficult than in developed countries. Here the modern trend is also to link the two paradigms and conduct multi-level research which is aimed, not only at inputs, but also at context and practice and, ultimately, the quality of education. Heneveld (1993) is incorporating part of the improvement paradigm into his work when he calls for the school and the class to be dealt with as the basic unit of analysis in planning and intervening in education, and for the school to be seen as a rather complex social system. The rather successful attempts to improve educational practice in countries as diverse as Nepal, Thailand and Columbia, where much emphasis is placed on the context within which schooling is taking place, decentralized control and the development of a relevant curriculum, also bear testimony to the willingness to link effectiveness and improvement. (see Levin and Lockheed, 1993).

Both Levin and Lockheed (1993) and Heneveld (1993) argue along similar lines when they say that creating Effective Schools in the developing world requires certain basic elements that incorporates elements of both the effectiveness and the improvement paradigms. The former argue that basic inputs, facilitating conditions and the will to act are crucial elements (pp.10-16), while the latter argues that supporting inputs, enabling conditions, a positive school climate and effective teaching/learning practices, are important. (pg. 8).

In conclusion, it can thus be said that School Effectiveness Research has changed significantly since the late 1980's, when input-output models of effectiveness were advocated by the adherents to the School Effectiveness paradigm. The more recent trend has been to see the school as a unit of change on it's own and to conduct multi-level analyses of such schools, while always taking the context in which these schools operate into consideration. When conducting such research the issue of educational quality, as reflected by classroom practice, is considered as being of vital importance. This shift can be attributed to the fact that attempts to improve the quality of schooling by applying the findings of School Effectiveness research in the field have largely failed.

CHAPTER THREE

METHODOLOGY

The style that I adopt in this chapter is rather unusual for an academic work as it is an auto-biographical account of how my methodology developed during the year in which I conducted the study. Because the methodology I used evolved, rather than being planned in advance I feel that it is valid to recount the experience as it occurred despite my approach being somewhat unusual.

When I registered for my Masters degree my area of interest was 'effective schooling'. I however had not focussed on any specific topic to research had also had very little experience of doing educational research. Consequently I was delighted when I was offered the opportunity of participating in an Education Foundation Pilot survey in schools in the Western Cape. The intention of the survey was "the development of school profiles which can better inform initiatives, discussions and practical interventions around educational reconstruction." (EF/UCT Document) I felt that the survey would afford me the opportunity of gaining valuable practical experience in educational research and field work, but also help me to gain a better focus on a possible topic for my Masters dissertation.

The Education Foundation Survey

Because most of the other students who were going to assist in the pilot survey also lacked practical field work experience the university arranged for us to attend a five day workshop on educational research method in February, 1994 before the pilot survey started. Part of the workshop included a mini-pilot at a

local school where we were afforded the opportunity of testing the questionnaires we were going to use in the field. I became more involved in the planning of the survey because the Education Foundation organizers, who could speak very little Afrikaans, found that most of the staff and officials at the House of Representatives (HOR) schools we were intending to visit were Afrikaans speaking. As I am fluent in Afrikaans I was asked to assist in negotiating access to the HOR schools we intended to visit.

The sampling method used for the Education Foundation survey was that of stratified sampling which involved dividing the target population into homogeneous groups with each group containing subjects with similar characteristics. Thus the groups were divided according to gender, race etc, (see Cohen and Manion, 1980. pg 75) It was decided to limit the survey to most needy sections of the community in the area we had chosen to focus on in the pilot study i.e. the Cape Peninsula and surrounding areas within 100 km of Cape Town. We thus decided to limit our survey to schools which fell under the jurisdiction of the House of Representatives (HOR) and the Department of Education and Training (DET) which had a student-teacher ratio of more than 25 to 1 (HOR) and more than 30 to 1 (DET). A total of 10 schools in each department were selected and these were further divided into primary and secondary and rural and urban. In the case of the HOR schools we were scheduled to visit six secondary and four primary schools of which two primary and two

secondary schools were to be rural schools.

Because educational research success often depends heavily on the commitment of the principal and the principal's ability to interest the school staff in the research being conducted (see Maruyama and Deno, 1992. pg 17.) I decided to visit the targeted schools personally to explain to the principals, and the staff if necessary, the purpose of the survey was, what it would entail and the extent to which the school would be disrupted during the survey. When I visited Emil Weder High School I had already been to five other HOR schools to negotiate access. In each of these schools I had seen a relatively new school building, but badly neglected playing fields and school surrounds, litter, broken windows and graffiti. By contrast Emil Weder, which also had a relatively new building, was surrounded by neat, well kept gardens and there was no sign of any litter, broken windows or graffiti. This initial favourable impression was further enhanced when I met the principal and two of his senior assistants who came across as being knowledgeable, dedicated and experienced educationalists. Having gained permission to do the survey at Emil Weder, I left with the feeling that I could possibly make this school the focus of an 'effective schools' study at a later date.

With this in mind I did some further research about the school when I got back to Cape Town and discovered that for the last two years (1992 and 1993) it had achieved outstanding matric results

which were far above the average for the HOR. The fact that Emil Weder is a rural school made this all the more remarkable. This knowledge led me to the idea of possibly doing a comparative study of matric results between Emil Weder and other HOR schools for my dissertation. If I wanted to do this I realized that it would be of great assistance to me if I could form part of the Education Foundation research team that would be visiting HOR schools and in particular Emil Weder. This would afford me the opportunity of familiarizing myself with HOR schools, possibly finding schools with which I could compare Emil Weder's results and also possibly using some of the data gathered in the Education Foundation survey for my own study. I would also be gaining valuable practical field work experience which would help me later when doing my own project. With this in mind I approached the organizers of the Education Foundation survey, who agreed that I could form part of the HOR research team that would be visiting Emil Weder amongst other HOR schools.

Our team had to visit six HOR schools in the period from 21 February to 25 March 1994 and were due to visit Emil Weder last. (From 21 March to 25 March) The survey in which we were involved was the pilot stage of an intended nation-wide survey and took the form of a survey. A survey aims to obtain information from a representative selection of the population and from that sample to be able to present the finding as being representative of the population as a whole. Information can be gathered in a variety of ways which includes self-completion questionnaires,

or questionnaires, schedules or check-lists administered by an interviewer. (see Bell, 1993. pg 11) At each school we visited all staff were required to fill in a self-administered questionnaire. In addition fifteen staff, two students per standard (from std.2 to std.5 at primary level), a member of the governing body/PTSA and the principal were interviewed using an interviewer administered questionnaire. In addition one lesson observation per standard was completed by a member of the research team and a school observation schedule was filled in by the team as a whole. With regard to sampling, use was once again made of stratified sampling with staff and students first being divided along gender lines to ensure the correct proportion of males to females were selected.

Each research team consisted of three members and spent approximately five days at each school. From the above it can be seen that a fairly thorough study of the schools was done in a relatively short space of time. Having visited five schools prior to our arrival at Emil Weder, I had a fairly good idea of the typical day to day conditions at HOR schools and why it was difficult for these schools to achieve good results, but I still had no clearer idea of the exact topic I wanted to research. I intended to use my time at the school in a similar manner to the approach used by Stephens (Vulliamy et al, 1990. pg 70) viz. an "early period of settling in and identifying the problem and the narrowing down and focusing upon preliminary issues." Consequently I spent a lot of time observing daily

school procedures and conducting informal interviews, mostly with the people I had interviewed as part of the Education Foundation survey. These interviews were normally conducted immediately after I had completed the Education Foundation interviews or class observations and focused on the reason for Emil Weder achieving such good matric results. It was during an informal discussion with one of the senior staff members that I stumbled upon the fact that my assumption that Emil Weder had always been achieving good results was false, and that it was in fact a fairly recent phenomenon. (In 1990 only 48,8% of matriculants had passed)

Preparing for the Follow-up Study

Having made this discovery, I decided to do an in depth study of the reasons for the significant upswing in matric pass rates at Emil Weder. Choosing this topic had the advantage that I would be able to concentrate my research in one school where I was already known and accepted and I would also be able to use the data gathered during the Education Foundation survey. Further discussions with staff members revealed that there was an awareness amongst staff and students that conditions had changed at the school since the late 1980's, but that it was difficult to pin-point exactly when these changes had occurred and whether they were in fact responsible for the improved results. As a result of this information I formulated the hypothesis that during the late 1980's and early 1990's certain policy changes occurred at the school which resulted in improved matric

results.

Thus by the time our team had completed the Education Foundation survey I had identified the problem I intended to research. At this stage I realized that further visits to the school would be necessary if I was going to conduct such research and because I had gained access to the school to do the Education Foundation survey, I approached the principal and inquired whether he would have any objection to me doing a follow-up study at the school later in the year. He was most accommodating, and we made a provisional arrangement that I would re-visit the school late in the third term as this would be examination time which would allow me to interview staff more easily and by that stage I would have completed my coursework and be free to spend time away from Cape Town.

Having identified my area of study, formulated my hypothesis and gained permission to conduct my research the next problem I had to face was to choose the most appropriate methodology. In order to test my hypothesis, I realized I would have to gain information about the following: (i) What existing conditions at the school were. (ii) What conditions were like at the school during the period when poor results were being achieved. (iii) What school policies and procedures had changed, when this had occurred and to what extent, if any, these changes had contributed to the improved matric results. In order to gather this data it was clear to me that I would be required to use both

quantitative and qualitative research methods. Such an approach is entirely justifiable in terms of the literature. (see Bell, 1993. pg 6)

Some further reading on research method showed that the researcher can combine a wide range of methods to address the problem being investigated. (see Burgess, 1985. pg 4) Furthermore the issues that qualitative research raises need to be recognized and seen as being as important in the discussion as are measurement and analysis. (see Sherman and Webb, 1988. pg 11) Accordingly I decided to adopt a variety of different methods in order to gather the required data. The methodology required to gather the data on existing conditions in the school was basically that of a survey, and this data had already been gathered during the Education Foundation Survey which we had recently completed. I had received permission from the Education Foundation to use their data as part of my research, and as I had personally been on the team doing the research, felt that this aspect had been adequately dealt with.

The method I adopted to gather data on what conditions had been like at Emil Weder during the late 1980's and when these had changed was what Cohen and Manion (1980. pg 31) classify as historical research. This entailed me tracing as much historical evidence as I could about the town and community, evaluating this evidence objectively in order to establish facts and draw conclusions about past events. In order to obtain this data I had

to gain access to those items that had a direct physical relationship with the events of the late 1980's and early 1990's in Genadendal. Consequently I had to gain oral or written testimony from ex-students, parents and staff about conditions at the school during that period as well as gain access to as many records, documents, files etc. from that period.

Finding out what conditions were like at the school in the past, comparing them with present conditions and establishing when changes had occurred is a relatively straitforward task. Trying to determine which of these changes, if any, were responsible for improved matric results and how these changes helped improve results is much more complex. Realizing that I only had a limited amount of time available to do field work and would have to do it on my own I decided that the best way to acquire the information I needed was to use the case study method. Bell (1993. pg.8) suggests that the case study approach is of particular relevance for researchers facing such restraints. I also felt that I was justified in naming my study a case study because I was researching how certain factors and events interacted with one another to produce a culture of learning at Emil Weder. In order to determine these I would have to spend time at the school conducting interviews and observing behaviour in order to identify these interactive processes at work. Furthermore my study was a follow-up on the Education Foundation survey and the literature suggests that the case study approach is particularly suited when attempting to ^{add} more 'flesh on

the bones of a survey.' "The case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale" and "allows the researcher to concentrate on a specific instance or situation and to identify, or attempt to identify, the various interactive processes at work." (Bell, 1993. pg 8)

Although I am aware that authors such as Glaser and Straus (1967) Bogdan and Taylor (1975) and Agar (1980) advocate delaying reading other related research until fieldwork is well under way, or even finished. I decided to follow the approach suggested by Bell (1993. pg. 33) which suggests that most of your reading should be done early in the investigation. This was necessary because I realized that I had a considerable amount of time between the first phase of my investigation which I had completed by late March and the time I had set aside to do my fieldwork in September. Leaving the fieldwork so late also meant that I would only have a limited amount of time available after my fieldwork which would be needed to write up my findings etc. and not for reading. Therefore, after returning from Genadendal, I started doing as much reading on the subject of 'Effective Schooling' as I could find time for, which gave me a good theoretical background upon which I could base my study. When it came to planning my fieldwork and designing the questionnaire I used in the field the theoretical background I had on Effective Schooling proved invaluable. During this time I also did a lot of reading

about the history of Genadendal and more particularly the history of education at the town. This involved a number of visits to the museum at the town which also afforded me the opportunity of conducting an interview with the curator of the museum, who had been principal of Emil Weder during the early 1980's.

As mentioned above I intended spending two weeks doing my research in the field and the next problem I faced was choosing the most appropriate means of gathering the information I required. As a case study researcher I was expected to act as a non-participant observer studying the characteristics of an individual school, while trying to remain aloof from the group activities I was investigating. (see Cohen and Manion, 1980. pg 101) My problem was that the information I required could not all be gathered merely through observation and would require some form of interviewing as well. Thus I used an interview in conjunction with other methods such as observation, class visitation and historical research. The literature suggest that this is a fairly common approach and that "most of the data for case studies of schooling tend to come from a combination of observation and interviewing" (Vulliamy, 1990. pg 100)

My review of the literature on 'Effective Schooling' had led me to the conclusion that certain key factors have to be present in a school if it is to function effectively. The data that I had gathered during the Education Foundation survey showed that there were enough of these factors in operation at the school to

justify classifying Emil Weder as an 'Effective School'. The purpose of my interviews was therefore to find out when these factors had been introduced to the school and if they could explain the improvement in results. In order to achieve this end I decided to use a similar approach to that used by Vulliamy (1990. pg 116 to 142) in Malaysia and Sri Lanka where he used a semi-structured approach to interviews. As was the case with Vulliamy, my interviews were to be "based on agendas of issues identified by the research questions and enriched by data from previous interviews." (Pg 120) However where his interviews went from the specific to the general mine were planned the opposite way round.

My interviews therefore took the form of the focused interview which was intended to focus on the respondent's subjective responses to a known situation in which they been involved. On the basis of the information gathered during the Education Foundation survey I designed the interview document so that it would focus on the issues which had been identified as factors which made the school effective. In this way I intended to try and determine when these factors had been introduced to Emil Weder and whether they were responsible for the improvement of results. The interview document was to be administered by me during the interview which started with open ended questions about how the respondent had experienced conditions and what changes had occurred at Emil Weder during their association with the school. If the respondent had noticed any changes they were

asked when the change had occurred and what the reasons for the changes were.

After the general part of the interview was completed I needed to determine whether the respondent had overlooked any factors which might have contributed to more effective management and ultimately the better matric results. To do this I developed a number of specific questions, based on the literature, which focused on whether any changes had occurred in the following key areas: school inputs, enabling conditions, school climate, the teaching/learning process and student outcomes. These questions were especially important as the period under discussion during the interview went back as far as seven years and in many cases it was necessary for me to introduce explicit verbal cues to jog the respondent's memory. (see Cohen and Manion, 1980. pg 244). If a particular issue had already been dealt with in the 'general' part of the interview the questions dealing with this issue would merely be restated so as to confirm what had been said earlier. If a positive response was received to one of the cues the respondent would be asked to specify what change had occurred and how the change had helped in the more efficient running of the school. The final item on the interview document was a question asking the respondent to rate the three most important factors which were responsible for the introduction of a culture of learning at Emil Weder.

As far as an observation schedule was concerned I was sure that

the schedules we had used during the Education Foundation survey were adequate both in design and scope for the information I required which was basically to reconfirm that existing conditions at the school were consistent with the characteristics of an 'Effective School'. Thus I decided that I would re-use the same schedules again during my period of fieldwork as this would also serve to confirm what we had observed during our previous visit. A problem I however faced was that I was due to visit the school during exam time and would thus be unable to do any classroom observations. I therefore decided to visit the school one day before my intended stay in September to do my classroom observations. This I arranged in late August to co-incide with a visit to the school ,where I went to study old school registers with the intention of selecting ex-students to interview, and the museum. Because my focus was on matric results I limited my observations to Standards 8,9 and 10 the second time round.

The Follow-up Study

By late August I had thus completed most of my reading, designed my interview document and completed my classroom observations. The next step was to pilot my interview document. The literature suggests that pilot studies can be very helpful in order to get feedback about how the study actually worked and can be improved. (see Maruyama and Deno, 1992. pg 25) I was pretty confident that my interview document would work well when interviewing staff, but felt I needed to pilot it on ex-students. During my visit to Emil Weder in late August to select a sample

of respondents, I had acquired the names and telephone numbers of two ex-students (one left the school in 1993 and the other in 1989) who now live in Cape Town. I decided to try and use these two as a pilot study and was lucky enough to get them to agree to be interviewed. I conducted the interviews shortly before I was due to leave for Genadendal and did find that I not only had to make certain adjustments to my document, but also to the manner in which I conducted the interview. However my fear that ex-students would not remember what changes had occurred in areas such as management structure and teaching practice were unfounded.

The first thing I found was that the interview took a lot longer than I had anticipated. This was largely due to the language issue as the respondents were Afrikaans speaking and I found that I had to first translate the question into Afrikaans and then translate the response back into English when recording the answer. My second problem was to do with the use of a tape recorder which I originally intended to use to record certain particularly enlightening responses. I found that the respondents were reluctant to be recorded and I seemed to be experiencing similar problems to those mentioned by Vulliamy who says "it became apparent that some of the teachersappeared uncomfortable with the recording of interviews." (1990. pg 104) They were however quite happy to repeat their response while I laboriously wrote it down. Because of this, and because I also found the tape recorder cumbersome I decided to rely on the note

taking approach. In order to avoid another problem experienced by Vulliamy: "Language difficulties were part of the reason for the weakness of some of my student interview data. (1990. pg 166) I decided to translate all the questions in the interview document into Afrikaans and record all the responses in Afrikaans as well. After the interview had been completed I would then translate the responses into English.

Having made the necessary adjustments to my interview document and made the final confirmation about my accommodation and access to the school I was now ready to conduct my fieldwork. The 13th of September soon arrived and I arrived at the school armed with my interview documents and observation schedules. On my previous visit I had obtained a sample of staff, ex-students and parents of the period to interview. I had decided to interview two ex-students from the years 1988 to 1993, two 1994 matrics, four current teachers who were on the staff at the time, the principal and three parents who had children at the school during the period under discussion. Because the number of males and females in all the matric classes and on the staff had been more or less equal I interviewed equal numbers of males and females except for the parents where I interviewed two males and one female. The sampling method I had used can probably best be described as convenience sampling which involves choosing the individuals nearest to where the study is being conducted to serve as respondents and continuing that process until the required sample size has been obtained. (see Cohen and Manion, 1980. pg 76)

Because Emil Weder draws students from all over the country it would have been impractical both financially and time wise to use random sampling. I chose respondents who lived in Genadendal first and when unable to find someone in the town would then look in the surrounding areas. As it turned out this worked very well and the furthest I had to travel was Hawston which is 80 km. away.

I was very fortunate to have support and commitment for my project from the principal and his staff and was even allocated a room at the school in which I could conduct my interviews. While most of my interviews were conducted at the school a significant number were conducted at the respondents' homes or place of work. I found the rather time consuming task of translating the interview into English most rewarding as it gave me the opportunity to reflect on the interview and write additional comments. In addition I kept a journal in which I recorded my daily experiences and also any information I may have acquired during informal interviews or through observation. By the third day I started getting a feel for the study and tried to do a preliminary analysis of the data coming in and in so doing develop an argument that would sustain the thesis. (see Vulliamy, 1990. pg 144/5) This preliminary analysis also helped me to realize which data needed to be verified either by further open ended interviews, observation or documentary evidence and continually I found myself conducting follow up interviews or seeking documentary evidence which I could use as

evidence. In this regard I found old school registers, minute books, schedules and departmental circulars to be invaluable. What this amounted to was 'between method triangulation' which meant using different research methods to investigate and gain an understanding of a particular problem. (see Burgess, 1985. pg 168) Finding additional evidence to back my initial preliminary theories gave me a lot of confidence in my findings.

When I left Genadendal on the 25th of September I was pretty confident that, taking into consideration the restraints of time and money, I had done the best job possible of gathering the information I required. I felt this because at all times I had kept in mind and tried to overcome the weaknesses of qualitative research strategies. Vulliamy (1990. pg 21) identifies these as being problems of generalizability of data, researcher bias, the reliability and validity of data collection techniques, ethical considerations, and the difficulties of relating the findings to micro and macro theory.



CHAPTER FOUR

FINDINGS: INTIAL STUDY

As mentioned in the previous chapter, the investigation at Emil Weder was conducted in two main stages. The initial field work was conducted in March 1994 while I was part of the Education Foundation team, and the latter part of the study was conducted in September 1994. Because the focus in the two stages was different, I thought it better to report the findings in two sections. The first section (this chapter) is devoted to reporting the findings of the initial study, while the following chapter reports on the findings of the part of the study which I conducted on my own, using instruments etc. which I had developed. The conclusion will then provide a synthesis of the two stages, which will attempt to give a detailed account of the events that occurred at the school during the period 1988-1994 which were responsible for the re-establishment of a culture of learning at the school.

The Initial Study

The purpose of, method and instruments used in the Education Foundation Survey have been explained in the previous chapter. The reason for including some of the information gathered during the survey was because I could extract from the survey a very good idea of the material conditions at the school, as well as comprehensive information about the day to day running of the school. In addition it also provided very useful information about the attitudes of students and teachers to their school. Because the survey was intended to be a national one I found that a lot of the information gathered was not of specific relevance

to my topic of investigation. As I was interested in the school during the period 1988-1994, I only used the responses which referred directly to what occurred at the school and its immediate surrounds during the period under investigation, while responses which referred to macro-educational issues, information about family and personal background and views on the educational policies of major political parties etc. were discarded for the purposes of this study. The self-administered teacher questionnaire focussed almost exclusively on macro and personal issues and was almost totally ignored, but the teacher, student, parent and principal interviews provided much useful information, as did the school and classroom observation questionnaires.

Information gathered from the teacher interviews

During the survey the research team had interviewed fifteen of the twenty six teachers at the school using a questionnaire. My initial focus was on these teacher questionnaires as I was keen to gain a profile of the teachers who teach at the school and what their attitude to the school was. In order to obtain this I divided their responses up into two categories viz. (i) Those that shed light on, and could possibly influence, the manner in which they teach in class (classroom practice) and (ii) those that explain their attitude to their profession and the school.

Table 2Reported factors which would enhance teachers classroom practice

	<u>Performance enhancing factors</u>	<u>Response</u>	
		<u>Yes</u>	<u>No</u>
1.	Teachers adequately trained	15	0
2.	In-service training received	12	3
3.	Teaching subjects for which qualified	15	0
4.	School fully staffed	15	0
5.	Teaching experience		
	(i) Less 5 years	2	
	(ii) 5-10 years	5	
	(iii) More than 10 years	8	
6.	Enjoy teaching at Emil Weder	14	1
7.	Receive support from principal/senior management	15	0
8.	Timetable provide on time	15	0

9.	Syllabi supplied	15	0
10.	Additional teaching materials used in class	15	0
11.	Member of active subject department	15	0
12.	Teacher involved in other aspects of school management	15	0
13.	Teacher regularly sees students after hours about academic concerns	12	3
14.	Regular meetings with parents to discuss academic progress of students	15	0
15.	Supportive School Committee	11	4
16.	Regular contact with other teachers	14	1

Table 3Reported factors that could inhibit teachers classroom practice

	<u>Performance inhibiting factors</u>	<u>Response</u>	
		<u>Yes</u>	<u>No</u>
1.	Classes too large	9	6

2.	Shortage of materials/ equipment	15	
<hr/>			
3.	Poorly prepared junior students	8	
<hr/>			
4.	No representation of teachers on Governance structures	10	5
<hr/>			

When looking at Tables 2 and 3 it becomes obvious that despite the odd negative factor, conditions at the school generally encourage rather than inhibit good classroom practice from the teachers. This was confirmed by the observations of the research team who found the teachers at the school very positive about the school and seemingly enjoying teaching at Emil Weder.

There are however a few recorded responses from teachers that are difficult to report in tabular form and require further comment. One factor that did emerge was that Emil Weder has a very experienced staff and also a very low staff turnover. The 26 staff members had accumulated 355 years of teaching experience amongst them, and during the past five years only three new staff had been employed.

Although most of the respondents reported having regular contact with teachers from other schools it was mainly sporting contact and occasionally some academic contact. All the respondents felt that the existing contact at academic level was inadequate and

they would be better teachers if additional academic contact could be made. Only two teachers mentioned any contact of a cultural nature.

The reported negative factors also need a little further elaboration. The teachers generally felt that classes of more than 30 had a detrimental effect on their teaching. This occurred most often in the junior standards where they faced an additional problem with students who had been automatically promoted from the junior school and could not cope with high school work. The teachers also felt strongly that if Emil Weder had one weakness it was the lack of teacher representation on the school's Governance structures.

Reported factors which explain teacher attitudes to the school

What emerged very strongly from the interviews with the teachers was that the principal played a large part in creating a positive climate at the school and was held in high regard by the large majority of the staff. When the respondents were asked what his greatest contributions to the well-being of the school were, the responses fell into four broad categories. These were:

- (i) His ability to resolve conflicts within the school and with outside agencies that interact with the school.
- (ii) His ability to engender a team spirit amongst staff and students.
- (iii) The ability to instil a sense of pride in the the school.
- (iv) The way in which he created a climate within the school

which enabled teachers to teach effectively.

The most common responses were that he had re-established discipline amongst students and staff after the period of political upheaval during the 1980's , that he had built team spirit amongst the staff , and that he consulted broadly before making decisions .

When asked to list what they felt the major successes of the school were the influence of the above factors were also clearly evident in their responses.

Table 4

Major successes of the school as perceived by teachers

	High Matric Pass Rate	High School Level Discipline	Extra- Mural Success	Caring Attitude for Students	Staff/ Student Unity
Number of Responses	15	12	11	5	2

The views of the teachers on the shortcomings of the school were remarkably uniform. In fact most of the respondents could not think of more than one shortcoming, which was the lack of finances with which to purchase or pay for additional teaching materials or facilities. Closely related to this issue was the feeling of three respondents that the rationalization in 1993 (the school lost three posts) had resulted in the student-teacher ratios being too high. The only other response was the feeling

that because of distance, the school was too isolated. Once again this comes down to a lack of finances to pay for the students to go on outings etc.

Information gathered from the student interviews

When analysing the student interviews the responses were once again divided into categories. In this case there were two categories of responses viz. (i) Personal information. (ii) Factors which could affect their ability to achieve good academic results.

In the initial study eleven students were interviewed. Two each in standards 6 to 9 and three from standard 10. The first information gathered during the survey from students which I felt might be relevant to the study was their personal background.

Table 5.

Personal background of students interviewed

1. Parents Educational Background	<u>Primary</u>	<u>Secondary</u>	<u>Tertiary</u>	<u>Unknown</u>
Mother	1	4	-	6
Father	1	4	1	5
2. Parents Occupation	<u>Professional</u>	<u>Tradesman</u>	<u>Worker</u>	<u>Unemployed/ Housewife</u>
Mother	-	2	4	5
Father	1	5	3	

3. Students Intended Occupation	8	2		1 (undecided)
4. How student gets to school	Walk less 30 min	Walk more 30 min	Bus/ Walk More 30 min	Bus/ Walk less 30 min
Number	7	2	2	0
5. Last Medical	More 2 yrs ago	Between 1 and 2 years	Between 6 months/ 1 year	Last 6 Months
Number	2	4	2	3
6. Previous Failure	None	Once/ Junior School	Once/ High School	More than once
Number	4	3	3	1

Additional personal factors that did emerge were that most of the students interviewed reported that their parents found it difficult to keep them at school because of the cost of uniforms and stationery, but that they considered it a worthwhile investment. The general motivation of parents to keep their children at school was a desire to break out of the spiral of poverty that exists in Genadendal. The students interviewed believed that a matric was the passport to breaking the spiral.

Table 6Reported factors that could enhance student performance

<u>Performance Enhancing Factors</u>	<u>Response</u>	
	<u>Yes</u>	<u>No</u>
1. Availability of textbooks/ notes	11	0
2. Availability of other learning materials	10	1
3. Student reads books regularly	7	4
4. Student happy at school	10	1
5. Student feels schooling is important	11	0
6. Student intending to reach matric	11	0
7. Feeling that school has:		
(i) Competent Teachers	8	3
(ii) Good Facilities	7	1

(iii) Adequate Subject Choice	7	0
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(iv) Is providing students with social skills	5	1
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(for question 7 students had to give 3 reasons why they thought Emil Weder was a good school)

8. Feeling that conditions at school encourage learning	11	0
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9. Staff and Students Punctual for classes	11	0
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10. Homework set, checked and marked regularly	11	0
---	----	---

11. Students spending more than 8 hours a week on homework	9	2
---	---	---

12. Regular tests and exams set	11	0
------------------------------------	----	---

13. Feedback received after tests and exams	11	0
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14. Feeling that the principal is approachable and sympathetic to student's needs	11	0
<hr/>		
15. Students play an active role in school governance	9	0
<hr/>		
(2 standard 6 students did not respond ^{to} question 15)		
<hr/>		

Table 6

Reported factors that could inhibit students performance

1. Lack of adequate space	3
<hr/>	
2. High level of classroom noise	3
<hr/>	
3. Being taught by bad teachers	2
<hr/>	
4. Overcrowded conditions at home	5
<hr/>	

As was the case with the teacher's interviews, certain of the responses received from the students were of a qualitative nature and must be commented upon. Firstly it was interesting to see the reasons given by the students that had failed for having failed. Three cited not paying attention in class as the reason for their failing, one learning problems, one home problems and

one the wrong subject choice.

Secondly it was interesting to see the reasons given by the students for enjoying attending Emil Weder as this gives us a good idea of what these students expect of a school. Ten of the respondents reported that they enjoyed attending Emil Weder, while the eleventh gave a qualified answer saying that she mostly enjoyed the school ,but did not get on with a particular teacher. The reasons given for the above response are interesting (students could give two reasons). Seven students reported that the friendly atmosphere between staff and students was the major factor, while three said that it was because their friends attended the school. Four responses referred to the good standard of discipline at the school. One of the respondents had attended a school in Picketberg the year before and compared the discipline structure to his previous school. He reported that the students were much more disciplined at Emil Weder and that he really appreciated the fact that indiscriminate use of corporal punishment was not evident at Emil Weder. Two responses also indicated that they enjoyed school because of the sport.

Another aspect that should be elaborated on, is that of the perception amongst students that they are taught by competent teachers. When asked about the qualities of a competent teacher the following responses were received. Firstly factors outside the classroom were mentioned which included lesson preparation, the marking and returning of tests in a short space of time and

the ability of the teacher to act as a role model for their students. In-class factors included the ability to explain well, being friendly and approachable and the ability to maintain discipline amongst students.

When asked what qualities bad teachers had, it emerged that these qualities were mostly the exact reverse of those of a good teacher mentioned above. Two interesting additional factors that did emerge were that bad teachers were often out of class, or absent and too textbook bound. What was significant was that only three of the respondents felt that they had any bad teachers. Two felt that they had two bad teachers and one felt that she had three bad teachers. Interestingly the respondents did not only rate teachers as good or bad and felt that some teachers did not warrant either tag. For example the respondent who felt that she only had one good teacher, did not rate any of her teachers as bad. On further investigation it also emerged that two of the students who felt that they had bad teachers were in standard 7 and that they were talking about the same two teachers. From their assessment of the teachers it can therefore be concluded that the students at the school are mostly satisfied with the standard of teaching at the school.

The next issue I feel is worth commenting on is the student's perception of learning conditions at their homes. All the respondents felt that nothing more could be done at school level to improve learning conditions, but five students felt

improvements could be made at their homes. All five cited noise as a result of overcrowding as a hindrance to studying, and three said that having to do certain duties at home prevented them from working to their full potential. The three who mentioned this factor were all girls who were expected to look after younger siblings or do cooking or cleaning in the afternoons. Two other respondents mentioned that it was precisely because of such home conditions that they acquired state grants and now board at the hostel where conditions are more conducive to learning. The school is also aware that many students suffer from poor home conditions with some families not even having electricity, and therefore makes certain classrooms available in the afternoons and evenings where students can go to study.

A final aspect which is worth elaborating on is the student's perception of the principal. All the students felt that the current principal is a good one which probably is not all that surprising as most of the respondents had only ever experienced two principals during their school careers. When questioned about the qualities of a good principal all the respondents felt that the principal needs to be approachable for both staff and students. He must have the interest of the students at heart and be able to listen to and understand the students point of view. Three respondents felt that he needs to set an example to the students, while three also felt that the principal needs to be firm, but fair and two respondents mentioned that he must have high expectations. As mentioned, all respondents felt that the

current principal is a good principal and mentioned the above characteristics as the reasons for them saying so.

When asked to elaborate on the role played by the Student Council in school governance the students mainly saw it's role as assisting in maintaining discipline and standards of behaviour amongst students in the school. The other roles the Student Council play is as a link between students and staff, representing student interests and presenting student requests to the staff as well as settling conflicts which might arise within the student body. Those that knew of the Student Council were satisfied with the way in which it was elected and felt that they were better than satisfactory in meeting their responsibilities.

The interview with the principal

Because this interview was unique amongst the principal's interviews conducted during the Education Foundation pilot survey and contained a lot of qualitative answers I felt it appropriate to comment on this interview in more depth, and not merely by means of a table. What made the interview unique was that at the principal's request the interview was conducted with the whole senior management team and not just himself. He did this because he felt that all decisions made concerning the school were joint decisions and that accordingly he would like the interview to be a joint one as well.

Principal's background

The first factor to emerge was that the principal was adequately

qualified for the job and had the necessary experience when he was appointed. He had also received specific training to prepare him for principalship when doing his Bachelor of Education Degree and through various in-service training courses which he found very informative. The interviewees did however feel that more courses could be offered for principals which would keep them up to date with modern management techniques, as well as courses to inform principals of the latest developments on the national political front which effect education. The group said that when the school received invitations to attend seminars or courses, they always tried to send a representative.

Principal's most important tasks

The group felt that the principal had four important management tasks to perform. In order of importance these were:

- (i) Building a culture of cooperation and team-work amongst the staff as this would ensure the effective day to day running of the school.
- (ii) To deal with external forces which have an influence on the school of which the most important are the community and the educational authorities.
- (iii) To determine and implement the school's policies of which the striving for academic excellence is a major focus.
- (iv) The group also felt that because tradition played an important role in school life it was the principal's role to make all who are involved with the school aware and proud of that tradition, but at the same time allow for adaptations when the

situation warrants it.

Biggest perceived challenges facing the school

When asked what the biggest challenges facing the school are the responses were very similar to those given by the teachers. The biggest problems are:

- (i) A lack of funds and the poor socio-economic conditions which prevail in the community.
- (ii) The influence within the community of outside forces which are gradually eroding moral values within the community.
- (iii) Overcoming the top-down approach of the educational authorities, who do not take the context within which the school operates into consideration when doing their planning.
- (iv) The poor community and lack of adequate equipment and facilities.

Major perceived contribution made to the school by the principal

The principal stated that without the support that came from his staff, the community and his family he would not have accompanied anything at the school. The group's answer to the the above question corroborated what had been said by students and staff i.e. The principal has ensured that there is open communication within the school and that he only makes decisions after consulting all the relevant parties concerned and taking their views into consideration.

The interview with a School Committee member

Heneveld (1993), Carrim and Shalem (1993) and Jansen (1994) all

mention the importance of parent and community involvement in school governance in increasing School Effectiveness. What emerged from the interview with the chairperson of the School Committee was that this was the case in Genadendal.

Background

The school has a School Committee which has been operating for approximately thirty years. It is elected by the the parent body and only parents who currently have children at the school are allowed to vote and stand for election. A committee member may serve out their term of office even after their child has left the school, but cannot stand for re-election. The Committee has seven members (the principal is an ex officio member) and the respondent thought that the average level of formal education for the parent body, as well as the Committee was a secondary education. He did however mention that most of the Committee members had many years of experience of administrative and committee work. This was illustrated by the fact that the Chairperson is a past Chairman of the Postal Workers Association, the Secretary of the Church Council and a member of the Genadendal Management Council. Two other Committee members also serve on the Management Council.

Responsibilities

The formal responsibilities of the Committee were given as the following:

- (i) They must pressurize the education authorities to provide for

the needs of students and staff.

(ii)The Committee must ensure that the school's administration is kept on a healthy footing, that the school is on a sound financial footing and where possible they must assist the teaching staff to carry out their educational task.

(iii)The Committee is also responsible for the maintenance of discipline at the school and students and staff who break the school's code of conduct appear before the committee who are the the only body with the authority to expel a student from the school. (The Committee was also largely responsible for the removal of a teacher from the school about three years ago)

(iv) The Committee is also responsible for the appointment of staff.

Current activities and past successes

The respondent felt that the major current activities in which the School Committee are engaged involve putting pressure on the authorities to provide better inputs for the school and create conditions that will increase the effectiveness of the teaching provided at the school. They are currently involved in a campaign to have Music and German recognized as subjects at the school. A special Crisis Committee was established in 1993 specifically to deal with the authorities on behalf of the school, teachers or students in times of crisis. This will ensure that there is minimal disruption of the education process at the school as students and staff can continue with lessons knowing that their problems are being dealt with by the Crisis Committee.

The respondent felt the Committee had been successful in their work and cited the fact that they had pressurized the education authorities into eventually approving the building of the new school and hostel after a long battle as an example of their success. A more recent success was the matter of getting the authorities to finally approve the permanent appointment of the principal to his post. Up to 1993 the principal had been appointed in an acting capacity on a year to year basis (since 1986) ,but in 1993 a visit to the HOR Head Office in Cape Town by a delegation from the School Committee who demanded to know the reasons for not approving the permanent appointment had the desired effect and the appointment was made permanent. He also felt the Committee have played a major role in ensuring that order and discipline prevail at the school which has resulted in the school having a country wide reputation with parent from all over the country wanting to enroll their children at the school.

Relations with outside organizations

As regards the relationships the School Committee has with other institutions or groups in the community or which directly effect the school, the respondent felt that these were generally good. There has been some unhappiness on the staff about certain promotion appointments and within the community concerning certain decisions, but these were exceptions. The Committee does not have any contact with school governance structures from other schools except with the local primary school with whom they have friendly relations. He reported that relations with the education

authorities had been problematic. Because the community has a long history of resistance to the government the Committee has always been reluctant to cooperate with what they saw as an illegitimate education authority. Eventually they however realized that the community had certain educational needs which needed to be addressed and that these could only be realized if some form of co-operation was established with the HOR Education Department. He thus describes the relationship as one of guarded and reluctant co-operation.

When asked about what he saw as the important challenges facing the school the respondent said he felt the school could offer more of it's facilities to the community. He is also worried about the fact that many of the students who leave school before matric are not given any further educational opportunity and would like to see the introduction of a technical line of study at the school as well.

The school observation

The school observation schedule gave a very good idea of what facilities were available at the school, what the condition of these facilities were, how they were utilized and how the school functioned on a daily basis. It also served as a confirmation of what had been reported in the interviews by the respondents mentioned above. It must be emphasized that the school observation schedule is based on what the three researchers actually observed in their five day stay at the school and not on

the strength of any interviews they had conducted. What emerged was a school which has the basics, but very little in the way of additional facilities or equipment. It was however evident that facilities and equipment that do exist are very carefully looked after and well maintained.

Table 7

Observed school-level factors that could enhance student performance

Factor	Highly Visible	Visible	Some Evidence	No Evidence
School has a budget and plans expenditure	Yes			
School has an organized managerial procedure for the following managerial tasks:				
Teacher evaluation		Yes		
Staff promotions		Yes		
Grievance procedure			Yes	
School level planning	Yes			
Delegation of tasks	Yes			

Good system
of
communication

Yes

Teachers
show interest
in students

Yes

Structured
and planned
teaching
taking place

Yes

Students who
seem keen to
learn

Yes

Neat and well
disciplined
students

Yes

Approachable
principal

Yes

Students
and teachers
have high
regard for
teachers and
principal

Yes

Low levels
of student
and teacher
absenteeism

Yes

Active and
well supported
School Committee

Yes

Support from
the community

Yes

Contact with
other schools

Yes

Adequate and
well maintained
school facilities
and
equipment

Yes

Classrooms
with posters
diagrams etc.
on walls

Yes

Clean surrounds,
ablution
facilities
electricity
and drinking
water

Yes

Adequate and
well maintained
extra-mural
facilities

Yes

Classroom observations

It was interesting to note that there was a high degree of correlation between what the teachers and students reported in their respective interviews and what was observed in the classrooms by the observation team while conducting class observations.

Profile of the classes observed

<u>Standard</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Subject	Biology	Accounting	Agriculture	History	Bus.Econ + Afrikaans
Gender of teacher	F	M	M	M	M+F
Number of students	32	37	9	22	24+25
Students absent	1	1	0	1	1
Students with textbooks/ notes	32	36	9	21	24+25
Teacher's control of class	Good	Moderate	Good	Very good	Good
Degree to which the teacher engages students	Good deal	Fair	Good deal	Fair	Good deal
Lesson related to real life	Yes	Not really	Yes	A fair amount	Yes

Teacher has adequate knowledge of subject	Yes	Yes	Yes	Yes	Yes
Teachers responsive student's level of expertise	Yes	Yes	Yes	Yes	Yes
Time in class spent teaching	45%	60%	20%	65%	30+45%

From the class observations it emerged that the predominant teaching and learning methodology used was questioning and answering, but in two lessons student self inquiry also played a role. Interestingly, the one lesson was in a std.6 Biology class about which the observer had the following to say: "This lesson was entirely geared to student self-enquiry. The teacher acted as facilitator whilst the students did the work. This was an excellent lesson given by a progressive and enthusiastic teacher." The other such lesson was for a std.10 class which shows that progressive teaching and good teachers are not only limited to std 10 classes.

It is also interesting to note that from the schedules it would seem that the std.7 lesson was a poor one. Yet the teacher was introducing a new topic and spent virtually the whole lesson providing the students with the necessary background on a subject (how to go about listing a company on the stock exchange) about

which the students had absolutely no prior knowledge. As mentioned in the methodology chapter I did follow up class observations (stds.8 to 10 only) in late August and repeated the school observation during my second visit to the school in September and, although there were some differences in classroom practices observed I had no doubt that the observations made by the Education Foundation team were a reasonable account of the quality and type of teaching offered and the day to day practices at Emil Weder.

Conclusion

From the initial study a picture thus emerges of a school which is functioning very well and can thus be described as an effective school. The so-called 'check-list' studies of the late 1970's and 1980's conducted by people such as Edmonds (1979), D'Amico (1982), Brookover & Lezotte (1979), Rutter (1979), Mortimore et al (1988) and Purkey & Smith (1983) all reveal a list of characteristics which will be found in effective schools. In the earlier literature review a summary was produced of the major characteristics of effective schools based on the characteristics mentioned by the above authors and if one summarizes the findings of the initial study at Emil Weder it will reveal that most of those characteristics are operative at the school. One must also take into account that the school is in a poor rural community in which conditions are very much Third World and judge the material conditions of the school by Third World standards.

When one considers material support the school buildings are relatively new and well maintained while there is a reasonable, but by no means adequate supply of textbooks, equipment and writing materials. Although there is an acknowledged lack of skills teaching to equip certain categories of students with the necessary work skills, the school has made an effort to offer an appropriate and relevant curriculum to broaden its curriculum and offers a number of different options in this regard. Class observations reveal that teachers are making an attempt to adapt teaching materials to local conditions.

Classroom practice is widely regarded as a key indicator for effective schooling. Once again class observations, teacher and student interviews revealed frequent and effective testing, a learning oriented environment, good student-teacher communication, well structured lessons as well as evidence of learner-centred teaching in certain classes. An important factor at Emil Weder regarding teacher development is that the principal has received training for principalship. Through the subject departments and self study many of the teachers at the school have upgraded their qualifications or teaching skills and the teachers are actively involved in school management.

Probably the most significant factor to emerge from the initial study was that Emil Weder has effective leadership and management. The principal is a good communicator at all levels and has built up a spirit of collegiality and commitment amongst

the staff. He is democratic and fully involves staff, especially senior staff, in decision making, but also expects them to accept accountability for their actions. The school is also constantly evaluating their own performance.

A positive school climate was also revealed during the study. The school has high expectations of the students and is proud of its academic record. There is a high standard of discipline in the classroom and at school level and the teachers show a positive and caring attitude towards the students. The curriculum is highly organized and achievers are recognized. Finally the school is well recognized and supported within the community. Parents often see teachers about the academic progress of their children and play an important and recognized role in the school's governance. The one environmental factor which is a bit at odds with the literature is the support of the educational authorities which is seen as important in the literature. The school has however received considerable assistance with physical improvements in the recent past, and although not always acknowledged does provide infrastructural support services.

The picture that emerged from the initial study was very encouraging in that it revealed a school that showed a great deal of the characteristics of an effective school as mentioned in the earlier literature. All it however told me was how the school operates at this moment. I still needed to know why the school's results suddenly started improving. Were some of the features

which we had observed at the school introduced and thus responsible for the improvement or could other factors be identified which re-established the culture of learning? If the change was attributable to school level factors which we had observed I had to find out when and how they were introduced and even more importantly how they made a difference. This was to be the focus of my follow-up study.

CHAPTER FIVE

FINDINGS: FOLLOW-UP STUDY

As mentioned in the previous chapter the major purpose of the follow-up study was to find out if certain school-level factors, which had been observed at Emil Weder during my initial study had contributed to the introduction of a culture of learning at the school. It involved spending two weeks at the school conducting in-depth interviews about the 1988-1994 period at the school with twelve ex students, two current students, four teachers, the principal, a member of the non-academic staff, the current school superintendent and three parents.

Analysing the information gathered during the second visit to Emil Weder during September was slightly easier, because all the respondents had been asked the same question. The interviews I had conducted were also aimed specifically at the topic under investigation and less sifting through 'useless' information was required. Because the interviews I conducted were focussed interviews, a number of specific questions had been asked which made it easier to categorize the responses and even the open ended questions at the beginning of the interview allowed for only a limited number of responses.

When conducting my analyses I decided to divide the respondents into three distinct groups viz. the student group, the teachers (including the principal) and 'others', which included non-academic staff, the superintendent and parents. I decided on this grouping because each of these group's responses varied slightly and had a different emphasis, which I felt was important

to document. In this chapter I am going to discuss the responses of each of these groups separately, and then highlight the major differences and points of agreement between each group. In conclusion I will attempt to summarize the most common factors that emerge from both stages of the study and attempt to demonstrate that these were the factors that were most likely responsible for the the re-establishment of a culture of learning at Emil Weder. I will also demonstrate that the findings at Emil Weder show a remarkable similarity to the model for School Effectiveness suggested by Scheerens (1992. pp 79-96).

1. THE RESPONSES OF THE STUDENT GROUP

The student's responses were the most difficult to analyse ,because there was a noticeable difference in the response to certain questions between the older ex-students and the more recent graduates. Initially I thought it might be due to the fact that the older people had been out of school longer, but further probing proved this not to be the case as respondents reported that they remembered their school days very well.

How students experienced the school

When students were asked how they experienced conditions at the school during their period of association with Emil Weder the responses varied according to the period of their association. Those respondents who had experienced the old school remember it being cramped and hot in summer and cold in winter. They also recall that when the students moved over to the new school it

seemed as if the atmosphere in the school changed and became more formal and not relaxed (which they enjoyed) like the old school. Poor results were commonly remembered, and blamed on teaching not being exam oriented, limited subject choice and in the case of the 1989 matrics the disruption caused by the move to the new school. Those students who stayed in the old church hostels also recall poor conditions, a lack of stimulation and inadequate supervision, which resulted in students missing school and neglecting their studies.

The students from the pre-1991 era recall constant disruptions of schooling due to politically motivated action by students which received a significant amount of support from the student body. They ascribed the high level of action to the fact that the community has a history of political struggle which students felt they were obliged to continue. They all acknowledged that missing classes effected their academic achievement and the fact that no September Exam was written in 1988 and 1989 was remembered. One student reported that the cancellation of the matric farewell function demotivated many students in 1989.

By contrast those students that started their high school career in the new school, or only spent a short period in the old school, were scathing about the pre-1990 era. Seven of the respondents who graduated after 1990 claimed that they never supported the boycotts and only stayed away from school out of fear. Four reported that during their junior years there was a

gap between senior and junior students which did not exist in their senior years. One respondent called the 1980's the 'era of chaos' in the school's history. Many of the respondents reported that teachers no longer tolerated disruptions of classes after 1990, and while teachers seemed to react to student unrest in a reactive manner before, they were more pro-active after 1990 and tried to direct student unrest in such a manner that it did not disrupt schooling.

All the students who graduated after 1991 said that there was a much friendlier atmosphere after 1990 at the school, with better co-operation and communication between students themselves and between students and staff. This was ascribed to two major factors. i.e. The open communication between students and the principal and his concern for the students, and the more efficient functioning of the Student Council. One girl who had served on the SRC and then on the Student Council from 1990 to 1994 said that during 1990 the SRC was dominated by a few individuals, and was only active in times of crisis. By contrast the Student Council, which was established in 1991, was a formally constituted body with clearly defined goals and objectives and therefore was more active in everyday school affairs and a body with whom the larger student body could identify. (see appendix 1)

Many of the post-1990 students remembered both the academic and extra-mural achievements of the school during their time, with

the much more pleasant school surrounds being mentioned as a positive memory of school. All the respondents who were at the school at the time reported a change in the teacher's approach after 1990 with more pressure on the students to achieve, more individual attention being given to individual students and special afternoon lessons being arranged in their matric year. The termly meetings between parents, matric students and their teachers was remembered with mixed feelings, but acknowledged as being a useful motivating factor in improving student academic achievement.

Reported major changes experienced at the school from 1988-1994

When asked what major changes had occurred at the school during their stay the students responses once again varied according to the period during which they attended school. It was however possible to divide these responses into four groups. viz. material changes, improvement in the quality of teaching, re-establishment of discipline and the decline in the number of disruptions.

Table 8

Changes experienced by students in the period 1988-1994

<u>Type of change</u>	<u>Year first experienced</u>
1. Material changes.	
(i) New school building	1989
(ii) New hostel	1990
(iii) New school hall	1990

- | | |
|--|--------------|
| (iv) New Equipment | 1989 onwards |
| (v) New subjects | 1988 onwards |
| 2. Improvement in standard of teaching. | |
| (i) Teachers put more effort into teaching | 1991 |
| (ii) Competition between subject departments for good results. | 1991 |
| (iii) Class visits by subject advisers | 1989 |
| 3. Improvement in school-level discipline. | |
| (i) Greater co-operation between staff members | 1990 |
| (ii) Closer relations between teachers and students | 1991 |
| (iii) Std.10 students determined not to have their schooling disrupted | 1991 |
| (iv) Properly constituted Student Council | 1990 |
| (v) Greater involvement of parents in school matters | 1991 |
| 4. Decline in the number of school disruptions | |

(i) Principal and staff more active in trying to prevent disruptions	1990
(ii) Change in the student leadership	1990
(iii) Change in national politics	1990

Discussion of Table 8

The changes mentioned above gave me a very good idea of what changed at the school during this period and also that most of the changes that were mentioned had occurred during or after 1990. At this stage it is however also necessary to comment on how the students actually experienced these changes and whether the above changes were in fact responsible for improved results.

With regard to material changes, students felt that the hostel was a very important change as many students who come from poor homes were accommodated there and thus given a chance of better learning conditions, nutrition etc. Along with the new school building better equipment such as electric typewriters, better science laboratories and home economics stoves were also supplied while students mentioned that better care was taken in maintaining these facilities as well. The increase in the number of subjects offered started in 1988 with the re-introduction of Physical Science and was followed by other subjects such as Bible Studies and Business Economics. While some of the older students reported missing the old school they all agreed that the material

changes were advantageous to the school.

Students felt the improvement in the standard of teaching at the school resulted in better matric results. One significant change that was mentioned was the regular visits to the classes during and after 1989 of subject advisers from the HOR Head Office. Students who mentioned this change said that it helped them tremendously in those subjects which did have a visiting adviser, because the level of understanding of the content in these subjects was increased.

The re-establishment of discipline was ascribed to greater co-operation and communication between groups within the school. In this regard some comments passed by a 1988 matriculant, who went on to study teaching and returned to teach at the school for a term as a locum in 1994 were very enlightening. Her comment about teacher collegiality was: " The change was clearly noticeable. Especially for me who had been here before. I had not returned since my last day at school. The nicest was that everyone was so helpful towards me, but also towards each other. If you have a problem they help you." (my translation) She also remarked that the relations between staff and students were very different in her day when there was an 'us and them' feeling. Now she says: "If a teacher has a problem with a child, there are two sides to the story. You bring the child to the principal's office and both parties state their case. You as the teacher do not have all the power, yet the student has respect for you." (my

translation)

The decline in the number of disruptions after 1990 was ascribed to the three factors mentioned above in the table. One factor that does need further elaboration is the influence of the changing South African political scene after F.W de Klerk's February speech which gave the students more hope for the future and made the need for politically motivated action at school less urgent. As a consequence there was less disruption and more effective teaching could take place. It was interesting to note that the students felt that the better students did not suffer greatly because of disruptions, but the weaker ones (of which Emil Weder has many) who need constant supervision and encouragement do. One 1992 student said that if she had been at school in 1990 she would have failed.

All of the respondents who had noticed changes at the school attributed them to a change of attitude amongst the staff, but three felt that it was the principal who had been the initiator of changed attitudes which had rubbed off on the staff. Significantly the two 1991 respondents acknowledged the role played by the principal and his staff, but felt that change would not have occurred without the co-operation of the matric class of that year.

Responses to the specific questions

To a large extent the specific questions which were based on the factors that determine school effectiveness as identified by

Heneveld (1993. pp 44-68), i.e. inputs, enabling conditions, school climate, the teaching/learning process and outputs. The specific questions were asked after the general open-ended questions at the beginning of the interviews and rarely revealed any new information which had not been mentioned by at least two or three respondents in the open-ended section. They did however reveal in more depth how changes had effected the learning process at the school. It was also interesting to note that there was a high degree of uniformity in the responses. Once again the 1988 and 1989 respondents tended to be less informative than the later matriculants.

Table 9

Responses of students to the specific questions

<u>Factor</u>	<u>Pre-1990</u>	<u>Post-1990</u>
<u>1. Inputs</u>		
(i) Parent involvement	Limited	Active
(ii) Education authorities	Limited	Active
(iii) New buildings and equipment	Evident	Fully Utilized
<hr/>		
<u>2. Enabling Conditions</u>		
(i) Stable principalship	Not present	Present
(ii) Stable student leadership	Not present	Present
(iii) Educational leadership	Not present	Present
(iv) Principal approachable	Limited	Present

(v) Competent teachers	Evident	Common
(vi) Daily school routine	Often disrupted	Stable

3. School Climate

(i) High expectation of students	Evident	Highly emphasized
(ii) Work constantly monitored	Evident	Highly emphasized
(iii) Positive teacher attitude	Limited	Highly evident
(iv) Recognition of excellence	Limited	Highly emphasized

4. Teaching/Learning Process

(i) Maximization of teaching time	Limited	Highly evident
(ii) Students involved in learning process	Limited	Evident
(iii) Regular testing	Evident	Evident

5. Outcomes

(i) Regular attendance	Limited	Evident
(ii) Broad exposure to outside institutions	Limited	Highly Evident
(iii) Students acquire social skills	Evident	Evident

Discussion of Table 9

Further elaboration on the above table is required for a number of the responses.

Inputs

The respondents felt that prior to 1990 there was a split between the parents and the school community (teachers and students) because many parents felt that teachers were siding with students and encouraging school disruptions. After 1990 things improved and today regular meetings are held with parents and the school has an active and effective School Committee. This has helped the school and students as the parents are informed about school expectations and their interest in their children serves to motivate the students. The closer communication has also helped lesser educated parents understand what pressures their children are under at school.

When responding to the question about support received from the Education Authorities it again emerged that there was a distinct change after 1990. Before 1991 representatives from the authorities were hardly ever seen at the school because they were unwelcome on the school premises. Post 1990 matriculants report that they regularly received visits from Departmental subject advisers in the classroom who advised them and the teachers on subject content, learning strategies and techniques, as well as the requirements for external examinations.

The increased material support with the opening of the new school

has already been mentioned. One point that did emerge very strongly was the big role that the school hall played in school life. The old school had no hall and students used to gather in the quad. Students reported that the new school hall gave a new meaning to school gatherings and that the school operated more as a unit. Meetings were much easier to organize and control and the issuing of clear instructions to the whole school was made a lot easier. Evidently in the past rumours used to be spread amongst the students, and once a rumour had started it was almost impossible to stop.

Enabling conditions

It became clear that the problem mentioned previously about the uncertainty regarding the principalship also effected the students badly. However three additional changes regarding the leadership also emerged.

(a) Students reported that the standard of discipline in the school improved from 1990 onwards because clear written school rules along with the action which would be taken against offenders were issued to every student. (see appendix 2) Furthermore every student and their parents have to sign a declaration when enrolling at the school saying that they will abide by school rules. (see appendix 2)

(b) The principal started taking an interest in the academic progress of the students, constantly enquired about their progress, visited classes and handed out tests. Students also reported that the principal had clearly defined objectives (100%

matric pass rate) which gave the matrices something to aim for and made them take their work more seriously.

(c) The principal seemed to become more approachable. When he came back from study leave in 1991 he seemed to be more relaxed and confident and was much friendlier and approachable. He started adopting an open door policy and students were prepared to go to him if they were experiencing problems in the knowledge that he would try his best to help them.

The reasons students felt that teachers became more competent was because teachers were engaged in studies of their own and also had the assistance of subject advisers which made teachers more effective in the classroom. Students also reported the gradual moving away from the traditional teacher-centred method of teaching, which was accompanied by very little dialogue to a more open approach. Students were given the chance to question the teacher and discuss problems in class. Two students also reported that teachers seemed to have become more involved in school activities over the last few years.

As regards the daily school routine as an enabling condition the students merely confirmed what has been reported above. With the decline in class boycotts and stay-aways the school was able to settle into a consistent routine and students spent more time in class. With the new hostel control of absenteeism also improved. The above factors combined with the fact that teachers and students were always punctual enabled more effective teaching to

take place. As regards information systems as an enabling condition students did feel that the computerisation of the school administration did enable the school to process and distribute information (test results) quicker, which led to them feeling more pressure.

School climate

All students reported that there always had been an expectation of matrics to do well in their exams. However after 1990 measures were adopted at school-level to assist students in achieving this goal. While only maths afternoon classes were offered to students up to 1989, many other subjects followed from 1990 onwards. Students reported a much closer monitoring of their progress after 1990, and more personal interest from the principal as creating the right climate for learning.

Probably the biggest change came with the initiation of the termly student, parent, teacher's meeting since 1991, where the progress of each student was discussed in front of the meeting and certain undertakings are made by parent and student regarding the students work. This was reported to put tremendous pressure on the student to achieve so as not to 'let the side down'.

The perception that teacher attitudes did change has already been discussed above. As regards school climate it will therefore suffice to say that no new responses were recorded other than to say that the teachers confidence in their ability and care shown for their students created a more positive climate in the school

amongst the students. It was also interesting to note that once again the pre-1990 matriculants reported no change in teacher attitudes during their time at the school. Similarly no new information came to light regarding changes in order and discipline at the school, but the students did agree that the improved discipline after 1990 did contribute to a more positive climate in the school which made it easier for both teachers and students to perform their respective tasks better. With regard to discipline and order it was interesting to note that the same 1988 respondent who was mentioned earlier said: "In the time of the boycotts the authority of the teacher was undermined. I would never have been able to teach properly under those circumstances." (my translation)

The recognition given to academic achievers in the school was reported to have had a positive effect on the school climate. It is interesting to note that the school hall was again mentioned as having played an important role in helping create a positive school climate. Before 1989 no recognition was given to academic achievers other than having their names read out when students gathered in the old school quad. In 1989 a system of issuing diplomas was instituted, but because the hall had not yet been completed the achievements were not widely recognized. Once the hall was completed in 1990 the diplomas were handed out at a diploma ceremony to which parents and the community were invited, which gave formal recognition to academic and other achievers at the school. This was reported as being a tremendous motivation

for the top students, but also to others as a number of special diplomas that do not necessarily go to top achievers are also issued. A system of wider recognition has also been implemented at the school which gives a representative of any school group that has taken part in an activity to report back to the whole school at the next school assembly in the hall.

Teaching/learning process

The factors mentioned in the table have already been discussed in the previous chapter and need not be discussed again. What is however interesting to note is that most of the changes occurred after 1990.

Even students from the 1988 year reported being given regular homework, tests and writing three exams a year, but where the change is reported to have occurred is the follow up of these. Test and exam results are publicized or announced and homework is regularly checked. A test programme for each term is announced early in the term and strictly adhered to and feedback is given after tests. Students reported that the publishing of results on school notice boards inspired them to try harder, while the test timetable taught them to plan better. It is interesting that the importance that the school attaches to homework, tests and exams is demonstrated by the fact that the school, with the co-operation of the community has introduced a curfew system in Genadendal whereby no students are allowed to be on the streets after 9 pm. If seen on the streets they are reported to the school and dealt with in terms of the school rules. (see appendix

2.par 4)

Outputs

While examination or test results are often seen as the most important indicator of school effectiveness other student outcomes are also mentioned as key indicators of school effectiveness. In this regard students reported that regular attendance had never really been a problem at the school and there was little change in attendance other than students missing school because of boycotts which has already been mentioned. Students report that since moving into the new school the system to monitor attendance has been extremely efficient. One big change that has occurred regarding outcomes has been the exposure students to opportunities outside the community and the traditional career routes followed by Emil Weder students. i.e. teaching and nursing. While students from the late 1980's report feeling very isolated and ill informed about the life of work outside of school, those who matriculated later reported having contact with tertiary institutions and annual careers days where students are informed about the world of work. Students are also given the opportunity of going on leadership and adventure courses which equip them with life skills and the school's inhouse guidance programme gives advice on topics as varied as study methods and sexual education. Students also felt that the more varied curriculum offered them more opportunities after they left school whereas the curriculum in the past tended to force students into a particular direction of study if they did want to

attend a tertiary institution. It is also interesting to note that students felt that while prior to 1989 the school only prepared you for further study, it now gave those not wanting to study a vision as well.

Factors which students attribute the creation of a culture of learning to

The final question of the interview was what the students felt the three most important factors were that resulted in a culture of learning being established at Emil Weder during the period 1988-1994. It was interesting to note that forty two different answers were possible, but that only four respondents gave three factors while two felt that because no change occurred during their time they were not in a position to answer the question.

Table 10

Factors which led to the establishment of a culture of learning

<u>Factor</u>	<u>Number of responses</u>	<u>Year noticed</u>
1. Improved relationships between teachers, students and parents.	9	1991
2. Better school facilities	5	1989/90
3. Re-establishment of discipline amongst student body.	5	1991
4. Changed attitude among students.	4	1991

5. Improved standard of teaching.	4	1990/1
6. Awareness of school's traditions.	1	1989

When discussing the responses of the other two groups I am not going to repeat the responses if they are the same as those of the students, but merely acknowledge that the same factors were mentioned. Where there are differences in emphases or additional factors are mentioned this will be discussed as well as when a factor mentioned by students is not mentioned at all by the group under discussion.

2. THE RESPONSES OF THE TEACHER GROUP

How teachers experienced the school

When asked about how they had experienced conditions at Emil Weder most of the teacher's memories went back much further than those of the students. The reason for this is that the five teachers interviewed had accumulated 78 years of service at the school between them, with the shortest period of service being 7 years and the longest 26. Those who had been at the school before 1980 all mentioned the change in attitude of the students, and the gradual involvement of students and teachers in decision making as their most lasting memory. In the period prior to 1980 and to a lesser extent from 1981 to 1984 Emil Weder operated in a very traditional way with all the power and hence decision making in the hands of the principal. In 1980 there was an outbreak of

serious student unrest which was foreign to this traditional structure and which it therefore could not deal with effectively. The teacher's experiences of the school during the period under discussion fell into three broad categories.

The effects of student unrest

The 1980 unrest had three fairly long term effects. Firstly it saw the establishment of student structures (an SRC) over which the teachers had no say and many therefore regarded as a threat, especially seeing that the SRC started making demands on teachers which they were in no position to meet. The result of this was that a split developed within the student body between those who wanted to have uninterrupted schooling and those who supported the SRC in agitating for better conditions and political reform in the country. It also led to a rift between students and teachers because of mutual mistrust. Many teachers were faced with a serious dilemma, because they supported the ideals of the students, but were unsure of the form of action to take to demonstrate this support. The result was that the teachers did not act as a unified body and tended to stand back and let situations develop. Parents and the community also faced a similar dilemma and a serious rift developed between the teachers and sections of the community who accused the teachers of siding with the students and being responsible for the disruption of regular schooling.

The leadership crisis

Secondly the school was plunged into a leadership crisis during this period. The principal who had served for 18 years took early retirement at the end of 1980. His replacement was appointed and in the period 1981 to 1984 he gradually involved staff and students in decision-making and relative calm returned to the school. In 1985 the 'new' principal however went on study leave and a senior member of staff was appointed as acting principal. 1985 also saw the second wave of unrest sweeping through the school and a lot of security police activity in trying to curb the unrest. When the principal was seconded to another job indefinitely the acting principal was asked to continue in that capacity, but because of the tension associated with the job which even included security police intimidation, he declined. Thus in 1986 a second acting principal had to be appointed. The secondment of the permanent principal continued and from 1986 to 1989 the post of acting principal was given to the same person. In 1990 the second acting principal went on study leave and in the continued secondment of the permanent appointee a third acting principal had to be appointed. It is significant that in 1989 and 1990 the school experienced the worst student unrest it ever had. In 1991 the second acting principal returned (by this time it was obvious that the permanent principal was never going to return) and was re-appointed acting principal on a yearly basis until 1993 when he was eventually given a permanent appointment after much agitation from the School Committee to the HOR authorities. Thus in the ten years when the school was

experiencing the worst crisis in it's history it had 5 different principals. The staff interviewed reported that they found this most disruptive as they constantly had to adapt to the changing leadership styles. Those who were placed in the position of having to act as principal also reported that because the appointment was temporary they were reluctant to make large scale changes and viewed their task as having to keep the school running rather than trying to institute the type of measures the school obviously needed at the time.

More active role played by parents

During this period parents also started playing a more active role in the running of the school. This originally started as a reaction to what they perceived as the unnecessary disruption of school activities. Thus parents on their own initiative stood guard at the school in 1985 to prevent students who threatened to disrupt the final matric exam from doing so. By 1990 parents were being involved more and more at school and from 1991 onwards regular parent/teacher/student meetings were held to discuss the academic progress of the students. The degree to which parents and the community have been prepared to support the school is demonstrated by the curfew system which now operates in Genadendal. The students living in the town are not allowed out after 9.00 pm and any transgressors are reported to the school and dealt with in terms of the school rules. The School Committee has also actively become involved in the daily running of the school and deal with any serious disciplinary cases and are now

acknowledged as the highest authority in the school. (see appendix 2. par 5-10))

September 1989 is generally regarded as a vital period in the school's history. During September a meeting was held in the Vanguard Hall to discuss the disruption of the September exams and the formation of a PTSA, but the principal and School Committee were insulted and prevented from addressing the meeting. To many parents, teachers and students the lack of respect shown at this meeting came as a shock and the teachers interviewed said that they realized action had to be taken to re-establish a culture of learning at the school. In the beginning of 1990 a staff meeting was held and a decision was taken to re-establish the authority of, and respect for, the teacher. In order to do this a number of steps were taken.

Steps taken to establish a culture of learning at the school

(a) Teachers decided to become more effective in the classroom and greater emphasis was placed on aspects such as punctuality, lesson preparation and basic discipline in the classroom. Furthermore the help of the subject advisers was called in to assess how effective teachers were in their teaching.

(b) The rules of the school and a disciplinary code were formalized and written down. (see appendix 2) Furthermore each student attending the school and their parents were required to sign a declaration undertaking to abide by the school rules and the decisions of the staff and School Committee. A team was also

formed which visited all the feeder schools and explained to perspective students what the expectations were of them at the school. After 1990 an attempt was also made to screen students who were applying to enroll at the school as it was felt that many of those applying to enter the hostels were so-called 'problem children' who could not be controlled at home.

(c) Student participation in school management was also formalized. In 1989 and 1990 many of the student leaders either left the school or were expelled (they were expelled for the abuse of alcohol) and the SRC ceased to exist as an effective body. In the place of the SRC a Student Council was formed which was formally constituted and enjoyed the support of the whole student body as well as the staff. (see appendix 3) This body had clearly defined duties and because the staff also had some influence in it's election was recognized as the third highest authority in the school. The teachers interviewed felt that this body has largely been responsible for the re-establishment of the good relations between teachers and students at the school. It is however also interesting to note that because 1990 was once again a year of leadership disruption at the school many of these ideas only really started functioning effectively in 1991.

Reported major changes experienced during the period 1988-1994

When questioned about the major changes that had occurred at the school during their association with it many of the same answers came up as had been mentioned by the students. viz. material

changes, better teaching, an improvement in discipline and fewer disruptions. To a large extent the reasons for these changes occurring also co-incided with those given by the students. Two slight differences of emphasis were also noticed.

(a) Three of the teachers mentioned that since 1990 the internal promotion policy in the senior standards has become much stricter and the standard of work expected from std.8. on much higher. The reason for this was that subject advisers visiting the school felt that the standard of examining and marking was not up to the external matric standard.

(b) Another change noticed by teachers, but not specifically mentioned by students was the re-emergence of a pride in the school and its traditions after 1990. This was ascribed to the improvement in the results at matric level as Emil Weder was once again being seen as one of the leading educational institutions for so-called 'coloured people' in South Africa as the old Teachers Training Centre had been in the past.

There was no difference in the perception about where the changes had been directed from, with the staff being identified as the major initiators of change, but the principal and students also having played a roll.

Teachers responses to the specific questions

In the second part of the interview the responses of the teachers were remarkably similar to those of the students.

Table 11Additional responses to the specific questions

<u>Factor</u>	<u>Pre-1990</u>	<u>Post-1990</u>
<u>1. Inputs</u>		
(i) Crisis Committee	Not present	Active
<hr/>		
<u>2. Enabling Conditions</u>		
(i) Participative style of management of the principal	Limited	Highly evident
(ii) Clearly defined roles for students and teachers	Not present	Present
(iii) Greater degree of specialization amongst teachers	Not present	Present
(iv) Teachers involved in Departmental structures	Limited	More evident
<hr/>		
<u>3. School Climate</u>		
(i) High expectation of teachers to produce results	Limited	Highly evident
(ii) Public recognition of teacher's achievements	Not present	Present
(iii) Emphasizing recent good results	Not present	Present
<hr/>		
<u>4. Teaching/learning Process</u>		
No new responses		
<hr/>		

5. Outcomes

(i) Large numbers
of students
moving on to
tertiary
education

Limited

More
evident

Discussion of Table 11Inputs

The responses of the teachers regarding inputs were very similar to those of the students. A minor difference was that the teachers felt that the Crisis Committee was a major change in the involvement of parents in school activities, while this was not mentioned by the students. Both groups however reported that parent involvement in school matters had improved a great deal since 1989.

Enabling conditions.

Because teachers and students see key players in the educational process such as the principal and their teaching colleagues in a different light to the students this was the one area where the responses of teachers and students varied a bit. A significant addition was the reported change which the present principal's style underwent in the period 1989-1991. The principal reported that the Vanguard Hall meeting which took place shortly before he went on study leave had a profound effect on him.

During 1990 he reflected on what he could do to change the situation at Emil Weder and came to the conclusion that the only way to avoid, or at least contain conflict within the school was

through school-wide open communication and consultation. Thus when he returned from study leave in 1991 he followed a much more participative style of management than before, with responsibility and accountability for various tasks being spread throughout the school to both teachers and students. No important decisions were taken before all those who would be effected by such decisions had been consulted and the matter had been thoroughly discussed.

The interviews with the teachers also revealed that changes had occurred with regard to the competence of staff. The major changes that occurred were the upgrading of staff qualifications through part- or full-time study. Since 1988 eleven of the staff have upgraded their qualifications and of those staff that were interviewed three had done so. They reported that further study had certainly improved their performance as teachers. Another factor that influenced the quality of teaching in the school was that teachers started specializing in certain subjects which was not the case in the past. The best teachers were also given the senior classes which resulted in the standard of instruction in those classes being better. Another reported change which effected the standard of teaching was that four of the staff became departmental sub-examiners and were thus involved in the marking of the externally set HOR matric examinations. The respondents reported that this had a positive effect on the subject departments within the school as these teachers could report back about the expectations and requirements for their

subjects.

The teachers also reported that subject departments within the school started functioning more efficiently from 1990 onwards. Each department set themselves goals for the year, met regularly and kept records of their activities. An important factor was that decisions within these departments were also made jointly by all teachers within the subject department.

School climate

Very little was revealed that had not already been mentioned by the students. The one additional factor that was mentioned by the teachers was that it was not only that there were high expectations of students, but also of teachers to produce good academic results. Similarly public recognition is not only given to students who achieve well, but also to teachers. The teachers also placed more emphasis on the importance of the recent history of good results at the school. This is a source of immense pride to both the teachers and the students and has knock-on effect which permeates throughout all aspects of school life and plays a vital role in creating a positive school climate.

Teaching/learning process

The interviews conducted with the teachers largely confirmed what the students had reported and what had been observed in the classroom.

Student outcomes

The teachers interviewed confirmed that the major outcome by which the school judged itself was matric results, but also felt that the school placed sufficient emphasis on other outcomes as well. The teachers felt that since the re-introduction of physical science in the late 1980's and the subsequent extension of the number of subjects offered at the school students have been able to follow a wider range of careers after school. More students are now moving on to tertiary education than was the case five years ago. One respondent did however feel that the school could do more for those students who were not leaving the area to study further by equipping them with skills which would enable them to make a living in the area, as employment opportunities are very limited within the community.

Factors^{to} which teachers attributed the establishment of a culture of learning

It is very interesting to note that the teachers mentioned almost exactly the same factors that the students did when it came to the question of what was responsible for the establishment of the culture of learning at the school, but that once again the emphasis was slightly different.

Table 12

Factors which led to the establishment of a culture of learning

<u>Factor</u>	<u>Number of Responses</u>	<u>Year noticed</u>
1. Improved standard of teaching	5	1991

2. Re-establishment of discipline amongst student body	3	1990/91
3. Changed attitude amongst students	2	1991
4. Improved relations amongst teachers, students and parents	2	1990/91
5. Improvement in facilities	1	1989/90
6. Awareness of school's traditions	1	1989
7. Increased contact with outside institutions	1	1990

Discussion of Table 12

The only new factor to emerge was that one teacher felt that the increased contact with outside institutions made students realize that there were opportunities for them after school, and this motivated students to study harder. It was also interesting when comparing the responses of the teachers to those of the students, that the teacher's emphasis differed from that of the students.

3. THE RESPONSES OF THE PARENTS AND OTHER PARTIES

The interviews with the third group of respondents served mostly to confirm what had been reported by the students and teachers. The three parents I interviewed had a combined period of 54 years of association with the school and the member of the

administration staff had been associated with the school for 15 years. Unfortunately the school inspector had only been associated with the school for less than a year and could not respond to all the questions. Because the responses were so similar to those of the previous two groups I am only going to highlight certain points which throw further light on what has previously been mentioned.

This group felt that prior to 1980 the great strength of the school had been the respect for authority amongst the students. This had broken down in the 1980's largely because of the lack of control in the church hostels and because the teachers refused to take a strong stand against unruly students. This resulted in disunity between the students, teachers and the parents. The turning point came in 1989 at the meeting in the Vanguard Hall. One of the parents I interviewed was the Chairperson of that meeting and said: "That meeting was the turning point for me and many of the other parents as well. I think it also affected many of the teachers in a similar way. We were shocked by the behaviour of the students and lack of respect they showed for the principal. The freedom the students wanted was not the right kind of freedom. They wanted the freedom to do as they wished at school. It was a rebellion against all forms of authority; even that of their parents. Respect had always been the strength of our school and the whole community." (my translation)

After this incident there was more cooperation between teachers

and the community as the teachers and School Committee became more pro-active in trying to prevent disruptions at school and adopted measures to deal with those who caused disruptions. Structures were put in place for conflict resolution and parents started showing an interest in what was happening in the classroom. More meetings between students, their parents and the teachers were arranged after 1990. The respondents also emphasized that the new school building and the new hostel played a big role in the change that occurred after 1990. The students in the hostel were under proper school supervision while the new school was a source of pride for the whole community especially as the plans had been approved in 1954 and the school was only built after a long struggle against the Education authorities in which virtually the whole community had been involved in some way or another.

The respondents from this group were not able to answer questions regarding enabling conditions, school climate and the teaching/learning process in any detail and no new information emerged from these interviews. What did however emerge was that in their eyes the principal had played a major role in changing the attitudes of teachers to their daily task and that most of the changes that occurred had been as a result of the teachers performing their tasks better. The principal was also seen as the reason for parents feeling more at ease to visit the school and feel part of their children's education.

With regard to outcomes the respondents did feel that the school gave their children a good all round education which provided them with the necessary life skills, and not only good marks in an exam. An interesting response came from the school inspector that I interviewed. He said: " I don't think that Emil Weder's success lies in it's good results, but rather in the type of person the school produces. I can recognize a child from that school anywhere, because they have got manners. Those that go on to university usually do very well." (my translation) From this it would thus seem that in the eyes of the parents and outside community the school is not only producing excellent matric results, but also school leavers who are well balanced individuals. Interestingly enough one parent also expressed concern about those school leavers who stayed on in the community and felt the school should do something to help them cope with life after leaving school.

to

Factors that this group felt attributed the re-establishment of a culture of learning

Because the parents often experience a school from a different perspective it was surprising to see that this group were in considerable agreement with students and teachers about the factors which led to the establishment of a culture of learning at the school.

Table 13Factors which led to the establishment of a culture of learning

<u>Factor</u>	<u>Number of responses</u>	<u>Year noticed</u>
1. Strong leadership of the principal	5	1991
2. Changed attitude amongst students	4	1991
3. Improved relations amongst students, teachers and parents	4	1990
4. Better facilities	2	1989

Discussion of Table 13

The only new factor to emerge here was the strong leadership provided by the principal since 1991 which was seen as the major factor. The respondents felt that his drive and energy, the way that he tried to involve all interested parties in decision making and the interest he showed in the students were vital aspects in the school's success. This group felt that the change of attitude amongst the students was due to factors such as certain student leaders leaving the school, a stricter admission policy and a clearly stated code of conduct and school rules which governed student behaviour. The fact that the principal and School Committee strictly adhered to these and enforced them re-established discipline and respect for authority at the school.

4. COMMON FACTORS WHICH EMERGE FROM ALL THE GROUPS

When one considers the responses of the three groups of respondents a pretty clear picture emerges of how conditions changed at Emil Weder during the 1980's and early 1990's and what measures were adopted at the school to re-introduce a culture of learning at the school. It is interesting to note that despite the odd change in emphasis the responses of the three groups to the questions asked in the interviews were remarkably similar, which indicates that they all had similar experiences of the school during this period. What is also interesting to observe that it was not merely a re-introduction of a past culture, but in fact the establishment of a much better system than the one which existed prior to 1980. When one studies the matric pass rates over the last 25 years (see table 1) one will see that only in 1979 was a pass rate anything like those being achieved at present, achieved.

What emerges from the findings is that prior to 1980 the school was a pretty stable institution which was run along traditional ,top-down, authoritarian lines. Student unrest shattered this stability in 1980 and the following 10 years saw the various interest groups concerned with the school i.e. students, teachers, parents and the education authorities trying to come to terms with the new reality within the school and trying to define what role they should play in the education process. The turning point came in 1989 when the teachers, parents and a significant number of students realized that the situation that had existed

for the previous 9 years could not continue. Due to leadership crisis the situation did not improve much in 1990, other than that certain measures such as involving parents in decision-making, writing down the school rules and reorganizing the teaching strategies in the school were started on. When the principal returned from study leave in 1991 a concerted effort was launched under his leadership to inculcate a culture of learning at the school.

Relating the Emil Weder experience to the Literature

When it came to analysing the findings it emerged that what I had found at Emil Weder showed a remarkable similarity to the Model of School Effectiveness which is proposed by Scheerens (1992. pp 79-96). The basis of this model is that the school must be seen as a multi-level structure. Measures to promote School Effectiveness need to be adopted at various levels (classroom, school and school environment) and must be seen in relation to each other. Certain measures will be given priority and these high priority measures will automatically reinforce measures adopted at other levels. The classroom, and classroom practice are considered to be the most important aspect and should be the main focus of any efforts to improve the effectiveness of the school, while at the same time adopting measures at meso- and macro level which will further enhance what is being done in the classroom. The best way to describe the model is to see the school as a 'nested layer'. (Purkey and Smith, 1983)

Why a Culture of Learning Emerged at Emil Weder

The findings at Emil Weder indicate that conditions at the school improved because the level of instruction in the classrooms of the school improved (micro-level). This did however not occur in isolation as these micro-level changes were facilitated by changes in the school's organizational conditions (meso-level). In turn these micro- and meso-level changes were facilitated by changes in the school's environmental conditions (macro-level). The school must thus be seen as a multi-level structure and changes were introduced at more or less the same time at various levels which, in most cases, were facilitated by changes at other levels.

Scheerens (1992, pp 79 - 96) bases his model of school effectiveness largely on the ideas of Purkey and Smith (1983) and Carroll (1963 and 1989). Scheerens argues that three core factors have to be present for a school to operate effectively viz. the determination to achieve better results, the maximization of net learning time and structured teaching. Furthermore three supplementary factors also need to be present viz. school organization and management must be inwardly focused to create favourable preconditions for effective class instruction, while also focusing outwards to safeguard favourable preconditions for effective instruction. Environmental stimuli to motivate the school to be effective also need to be present.

The Core Factors

When considering the first three core factors as they apply at Emil Weder one can see that at the micro-, the meso- and the macro-level these factors apply.

The Desire to Achieve Better Results

At the micro-level there certainly is the desire to achieve good results as was reported by both students and teachers who are very aware of the schools recent history of good results and don't want to 'let the side down'. The fact that there is prestige attached to teaching a matric class certainly also adds to the desire of matric teachers to get results. At the meso-level there certainly is a desire to achieve good results as it adds to the prestige of the school. Consequently the best teachers are allocated to teach matric, students who have poor home circumstances, are accommodated in the hostel or given place to study in the school building after hours. The fact that the HOR were prepared to send subject advisers to the school on a regular basis showed that even at the macro-level there was a desire to achieve good results.

The Maximization of Net Learning Time

The measures adopted to ensure that second core factor occur at both micro- and meso-level and have been well documented in the interviews and also observed in the classroom. Whereas the pre-1990 period was characterized by frequent disruptions since 1991 attendance has been consistent. Students and teachers are punctual for classes and most of the time in class is spent on

either instructional time or time on task rather than on procedural time. Special afternoon classes are organized on a regular basis for senior students and regular homework and testing takes place. At the meso-level the school has developed a system which rewards and recognizes those who have done well. The strict control of access to the school, the standard of discipline required of students and the code of conduct ensure that learning time can be maximized. Students are also actively involved in decision making at the school through the Student Council and procedures exist for them to raise grievances when they arise. Teachers are also supplied with schemes of work and regular subject meetings take place to discuss matters such as testing and measures to make teaching in the class more effective.

Structured Teaching

At the micro-level evidence of structured teaching came from both the class observations as well as the student interviews. Observers reported that the level of instruction in the classes was appropriate to the level of the students and students reported that they were taught to think during lessons. At meso-level every effort is made to provide teachers and students with the necessary materials and equipment. A planned and well published test and exam timetable is followed and the computerisation of the school's information system has assisted teachers to interpret and use test results as well as monitor the progress of students.

The Supplementary Factors

Not only are Scheerens' core factors present at Emil Weder, but also the supplementary ones.

School Organization and Management

From the interviews, the information gathered during the survey and from observation it is clear that at meso-level school organization and management were inwardly focused on creating favourable preconditions for effective class instruction, while also focusing outward to safeguard these favourable preconditions for effective instruction. The interviews showed that this meso-level organization and management was lacking prior to 1990 and this clearly had a negative effect on the whole school.

What becomes clear is that from 1980 to 1990 the objective of the school management was to ensure some sort of stability which would ensure that the school could continue operating. Scheerens (1992, p 87) classifies such criteria as back-up criteria and states that for a school to be effective it must focus on productivity, which in the case of a school means results. Since 1991 there has been a change in the approach of school management which has not only addressed the back-up criteria such as securing and safeguarding resources, maintaining a large measure of cohesion and motivation among personnel, stability and continuity, but also a major focus on the main measure for effectiveness viz. matriculation results. This started in 1991 when it was made clear to students and teachers that the 1990

results were unacceptable and results were put on the agenda in all staff and subject department meetings. There was pressure for better results on both students and teachers from the principal who maintained a high profile around the school and often looked in on classes and even handed out tests personally on occasions.

By adopting this approach the principal had moved beyond the approach adopted by the principals of the school prior to 1991. During this period the type of leadership practiced at the school could be described as 'average school leadership' where the emphasis fell on administrative and management duties which strives to achieve the support criteria which have been identified above. After 1991 the type of leadership changed to what Scheerens (1992. p 89) describes as 'educational leadership' with the head taking an active interest in what is going on in the classroom and the progress of the students. The principal also set high expectations of both students and teachers which is shown by the fact that school management intervene to ensure that the best teachers teach the senior classes.

The focusing on results was not only focused inwards, but also outwards into the parent body, the community and the education authorities. By adopting an open door policy and making it clear to parents that they are welcome at the school, the principal was sending a signal to parents and the community to come to the school to discuss the results of their children. The increased attendance of parents at parent/student/teacher meetings since

1990 is proof that this strategy has worked. Because these meetings are conducted in an open way they also serve as a public evaluation forum for both students and teachers and thus increase the pressure for both groups to achieve good results and also adds to the evaluative potential of the school. The co-operation received from the community in helping enforce the town curfew is also proof that the community identifies with the goals of the school. By calling in the help of the departmental subject advisers and exposing students to educational and developmental experiences outside of the town the school management has shown it's willingness to focus outwards to ensure that it continues to achieve good results.

Environmental Stimuli

Finally Scheerens (1992. p 94) mentions that external stimuli also serve as criteria to make schools more effective. In this regard Emil Weder has received no financial incentive or other type of reward structure to achieve better results from either the educational authorities or any other organization such as an NGO. What has however acted as a very important external stimulus to the school is it's parent body. Since 1990 when the parents and the teachers found common understanding and started following similar goals the parents have played a vital role in determining school policy and helping implement such policies. The demands of the parents have basically centred around issues that directly influence the achievement of better results such as regular and uninterrupted teaching, the behaviour of teachers and the quality

of teaching in the classroom. The seriousness with which the parents take the latter is demonstrated by the steps taken by the School Committee to have a teacher who was not teaching effectively removed from his post in 1992. Another factor which does act as an external stimulus for Emil Weder is the history and traditions of the community of Genadendal. Students are made aware that they are members of a community which has a proud history which has been reported as being an important stimulus to students in the interviews.

An additional factor that also acted as an external stimulus to Emil Weder was the building of the new school building, the hostel and the school hall. While the link between effective schooling and physical and material school characteristics has been contradictory in the first world literature, it has been shown to be positive in most of the third world literature. This certainly seemed to be the case with Emil Weder as many students, teachers and parents reported that the facilities did make a difference. It is however significant that the new facilities on their own did not make a difference as they were taken into use in 1989. It was only when they were taken in conjunction with other factors that they became significant.

Conclusion

Thus the successful introduction of a culture of learning at Emil Weder must be ascribed to a multitude of factors which have occurred at various levels in the school. However the basis on which this success has been built was the conscious decision

taken by the school management in 1990 and supported by parents and students to improve the results of the school. All other measures adopted at the school can be seen as measures in support of this major goal. Scheerens (1992. p 88) mentions that focusing on results only is often criticized because other vital educational objectives such as cooperative behaviour, independence and tolerance are ignored. While this criticism is valid, the Emil Weder experience has shown that by focussing on results, many of these other objectives are achieved in any case, but must only be seen as support values to the main objective.



CHAPTER SIX

CONCLUSION

When considering the findings of the study, it is hoped that the experiences of those at Emil Weder can in some way help others who find themselves in a similar situation. Carrim and Shalem (1993) demonstrate quite clearly that in the South African context, the environment within which a school operates to a large extent determines how that school deals with the problems that it is facing. At the same time I feel that Emil Weder has successfully dealt with a problem which is facing a large majority of the schools which serve the disadvantaged communities in this country, i.e. low pass rates in the matriculation examinations. Thus, while not saying that other schools should follow the Emil Weder example exactly, it might be useful to look at the measures adopted at this school to establish a culture of learning and use these as a guide-line for measures of their own.

The most important lesson to emerge from the Emil Weder experience is that the desire to establish a culture of learning at a school must be generated from within the school itself. Inherent in this process was the realization that the situation that they found themselves in in 1990 was unacceptable and that it had to change. The desire to change was expressed by all the stakeholders in education in the Genadendal community. i.e. the community, parents, teachers and students. Under the leadership of principal and with the full support of the teachers, most of the students, the community and the parents a concerted effort was launched in 1991 to establish a culture of learning at Emil

Weder.

Measures adopted to establish a culture of learning.

What happened at Emil Weder was that a certain school-level issue was chosen as the major focus of the campaign to establish a culture of learning. In their case it was decided to focus on matric results. In terms of the Scheerens model this thus became the major focus in the school and all measures that were adopted at other levels within the school were merely seen as back-up factors to the major area of focus.

In order to improve matric results certain measures had to be adopted which would improve conditions within the classroom and ensure that efficient teaching and learning would take place. Firstly subject specialists were chosen to teach each subject and the best teachers were chosen to teach the senior classes. Teachers were encouraged to attend in-service courses about their subject and also to upgrade their qualifications. Many of the teachers also became involved in departmental subject structures by serving on subject committees or becoming sub-examiners or examiners. At school level the subject departments also started operating more efficiently. Regular meetings were held where planning and co-ordination of the term's work, as well as teaching strategies were discussed. Another factor which played an important role in improving the standard of teaching was the assistance received from the Education Department (HOR). This was in the form of class visits conducted by subject specialists who

attended classes with the intention of assessing the standard and quality of the teaching in that class. Teachers and students both reported that these visits were vital in improving the standard of teaching at the school.

In the classroom certain changes were also adopted. Firstly the teachers adjusted their method of teaching and moved away from the traditional top-down teacher centred approach to a more student oriented approach which required the students to think for themselves. Regular testing had been a feature at the school since before 1990 and continued to play a vital role in the teaching strategy at the school. What did change was the follow up, with the tests being quickly marked and areas of weakness followed up on by way of remedial classes which were held in the afternoons. One feature of testing which was very significant was the drive to get the standard of internal testing in line with the standard expected in the external examinations at the end of the student's matric year. The fact that teachers served on subject committees and were involved in examining was of great use in this regard as were the regular visits of the departmental subject advisers.

Measures adopted at the school which backed up the major focus

While classroom practice was the major focus at Emil Weder, success could not have been achieved without strategies being adopted at school (meso) level and the context of the school to act in support of these class level strategies.

An important factor supporting testing, as far as the students were concerned, was to provide them with an incentive to do well. In this regard three strategies were employed:

(i) The number of subjects offered at the school were extended considerably which resulted in the school being able to offer students an academic, practical, commercial and general direction of study. This ensured that students could now follow a course which catered for their interest and also accommodated students of differing ability successfully.

(ii) The school also made an effort to expose the students to as wide a range of tertiary institutions, places of work and careers evenings as possible during their last two years at school. This considerably broadened the student's horizons and helped them to see that there were a multitude of possibilities open to them. This served as a powerful incentive to successfully complete matric.

(iii) The final incentive to do well was provided by giving students who have performed well recognition within the school. Here the issuing of certificates to students who have performed well provide the incentive. It must be emphasized that not only the top academics can gain recognition in this way, as all forms of achievement are recognized at the school. The role that the school hall plays in enabling achievements to be recognized publically at a formal diploma ceremony has already been discussed.

Probably the most important school level strategy adopted in

support of the major focus was the re-establishment of discipline amongst the students and teachers at the school. This process began in 1990 with the writing of the school rules and formally constituting the student leadership structures. The fact that the school rules and penalties for transgressing them were clearly spelled out and the leadership demonstrated their determination to apply the penalties (the removal of certain student leaders in 1990) played a vital part in the re-establishment of discipline at the school. The fact that students and their parents had to sign a declaration to abide by the school rules ensured that all the participants in the education process supported what the school was trying to do. The creation of a disciplined atmosphere was helped further by the school starting to screen students before accepting them to the school after 1991.

The establishment of a transparently elected Student Council which had the support of the whole student body as well as the teachers also assisted in creating a disciplined school. The Council was recognized as the third highest authority in the school and not only served as a policing body, but also played a vital role in decision making and the day to day running of the school. The fact that the Council was active on a daily basis and not only in times of crisis, like the SRC before it, also ensured that student grievances were dealt with as they arose and were not allowed to simmer for a long period lessened the possibility of the disruption of classes.

The role that the principal played in the transformation cannot be underestimated. From 1991 onwards he changed from being a school leader intent on trying to ensure the smooth day to day running of his school to an educational leader. He became strongly focused on the primary function of educating; i.e. the achievement of good results by his students. He did this by taking an active interest in how the students were achieving academically and also creating the expectation that results at the school had to improve. He also took an active interest in what teachers were doing and in ensuring that the best teachers were teaching the senior classes. In order to achieve better results he also went out of his way to ensure that teachers and students had the necessary materials and equipment to be able to teach or learn effectively.

By adopting an open door policy and being friendly and approachable he also saw to it that the level of communication at the school remained good and that student, teacher and parent grievances were quickly dealt with. The policy of involving all staff in the management of the school and in decision making led to the staff seeing themselves as members of a team. Consequently the staff act with unity of purpose most of the time.

With regard to the context within which the school operates certain measures were also adopted which supported the primary focus of the school. Firstly the gap that existed between many of the parents and the teachers prior to 1990 was addressed. This

was done by making parents feel that they had joint responsibility for the education of their children. This was firstly done by asking parents to sign a declaration that they would ensure that their child would abide by the school rules. Secondly regular termly meetings were held with parents with the specific purpose of discussing with the parents in the presence of the students and their teachers the academic progress of the students. At these meetings all parties are given the opportunity to voice their opinions and joint decisions are made to address any academic problems.

The vital role played by the School Committee in dealing with many of the day to day problems which would otherwise have to be dealt with by teachers also ensures that teachers can spend more time teaching. In this regard the role of the Crisis Committee is very significant. However it is not only the parent body that assists the school to achieve it's primary goal but also the community at large. Here their assistance in implementing the curfew is worthy of note. It is also known that the community is very proud of the school and therefore has an interest in the school continuing to get good results.

No discussion on the context of the school will be complete without discussing the role played by the Education Authorities. As mentioned previously the decision to try and improve the school's results was school-based and was by no means a school-focused move directed from the Department. In fact the

Education Authorities were one of the factors blamed by the school for their poor results and as has been mentioned the local Superintendent of Education was not welcome at the school in 1990.

However the Department did play a vital role in two ways. Firstly they provided the school with the new school building and also with the hostel. The vital role that both of these played in helping to improve the effectiveness of teaching and learning at Emil Weder is well documented above. Yet we saw that these facilities on their own did not immediately change the ethos of the school and that unrest and disruptions continued even after the new building was being used. The other vital support the came from the Department was in the form of the subject advisers. They played a crucial role in the area of primary focus; i.e. the improvement of classroom practice.

Conclusion

In conclusion the following guide-lines which have emerged from the Emil Weder study can be used by schools or policy makers that wish to improve the effectiveness of their schools:

Firstly the decision to start a programme of improvement should originate from within the school and must have the support of all the stakeholders in education in the area.

Secondly the improvement process needs to be a multi-level one and must be operative at class, school and the broader community

level if it is to succeed.

Thirdly one particular issue needs to be adopted as the primary focus of the improvement programme and all other strategies adopted at the other levels must be seen as being in support of the primary focus.

Fourthly the process needs to be driven by dynamic leadership which goes beyond just maintenance management tasks and actively promotes and creates enthusiasm for the primary focus which has been decided upon. It is the duty of the leadership to involve all the stakeholders in decision making concerning the primary focus. In return the stakeholders must be prepared to make sacrifices and show the necessary commitment to the process.

Finally it is the responsibility of the Education Authorities to provide the necessary support services which might be required to enable the school to achieve it's goal.

APPENDIX 1

Declaration that must be signed by all students and their parents.

EMIL WEDER SEKONDER

GENADENDAL

TOELATING/HERTOELATING

Onderstaande vorm moet ten opsigte van elke ingeskrewe/Voornemende leerling ingevul word en met die skooljaar 1994 by die skool ingedien word.

A. ONDERNEMING VAN OUER/VOOG

Ek,, ouer/voog van
(VOORNAAM EN VAN)

.....,
(KIND - VOORNAAM EN VAN)

verklaar hiermee dat ek my deeglik van die skoolreels met inbegrip van implikasies/straf by oortreding daarvan vergewis het. Ek verklaar voorts dat ek tevrede is dat my kind/ers as leerling van EMIL WEDER SEKONDER hom/haar aan die gesag van die skool sal onderwerp en hom/haar by die skoolreels sal neerle.

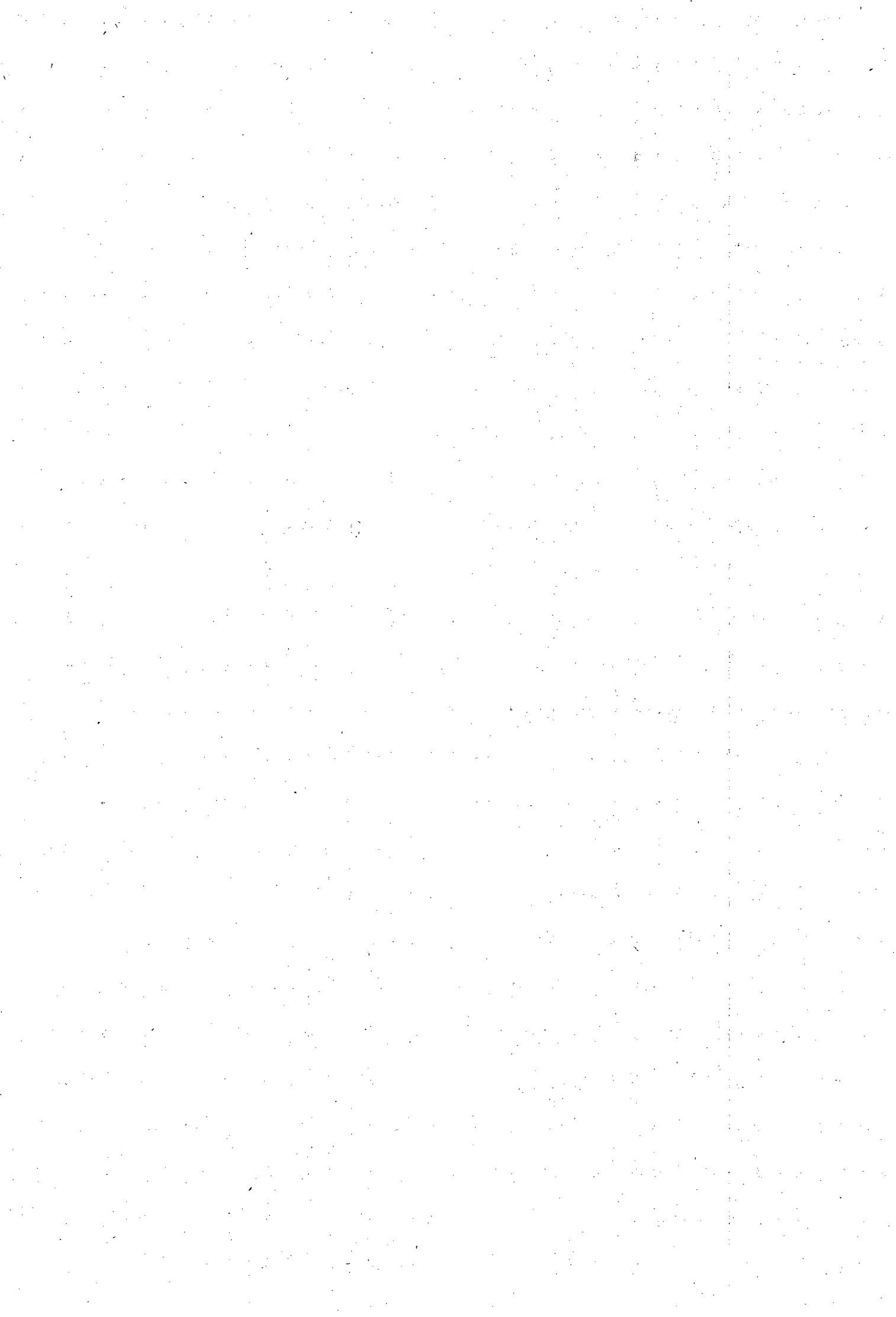
..... 19...
HANDTEKENING VAN OUER/VOOG DATUM

+++++
B. ONDERNEMING VAN LEERLING

Ek,, leerling aan
(VOORNAAM EN VAN)

EMIL WEDER SEKONDER, verklaar hiermee dat ek my deeglik van die skoolreels met inbegrip van die implikasies/straf by oortreding daarvan vergewis het en onderneem of my daarby neer te le en my aan die gesag van die skool te onderwerp.

..... 19...
HANDTEKENING VAN LEERLING DATUM



APPENDIX 2.

Copy of the School Rules.

SEKONDERE SKOOL EMIL WEDER.

SKOOLREELS

By inskrywing onderneem elke leerling om hom/haar aan die volgende reëls te onderwerp:

1. Elke leerling moet die skool gereeld bywoon. Die enigste aanvaarbare verskoning vir afwesigheid is siekte en/of sterfte. Na elke geval van afwesigheid moet 'n skriftelike verskoning, onderteken deur die ouer/voog, ingedien word.

2. STIPTELIKHEID.

Leerlinge moet altyd stiptelik wees. Skoolure word aan die begin van die jaar bekend gemaak. Herhaalde laatkommery sal toepaslik bestraf word.

3. NETHEID

3.1 Leerlinge moet te alle tye netjies en sindelik geklee wees. Dit word verkies en ook sterk aanbeveel dat leerlinge die voorgeskrewe skooldrag aanskaf.

3.2 Hare moet te alle tye netjies en natuurlik versorg wees. Dit word van seuns verwag om hulle hare kort te hou. Geen leerling word met naellak, juwele en grimering toegelaat nie. Oordadige oorkrabbetjies vir dogters is verbode. Oorkrabbetjies vir seuns is verbode. STRAF: Oortreders word toegang tot die skoolgrond geweier.

4. ALGEMENE GEDRAG.

Dit word van alle leerlinge verwag dat hulle gedrag binne en

buite die skool van so 'n aard sal wees dat daar nie aan die skool se goeie naam afbreuk gedoen word nie. Onnodige rondlopery na skool en veral na agtuur word ten strengste verbied. Onweloweglike gedrag o.a. vuiltaal word nie geduld nie. STRAF: Waarskuwing en/of toepaslike straf. By herhaling word aangeleentheid na die skoolkomitee verwys.

5. Benewens skooltuiswerkopdragte wat gereeld en stiplik uitgevoer moet word, moet leerlinge hul goeie samewerking aan ouers/losiesouers ook t.o.v. tuiswerkies en gedrag verleen. Klagtes van ouers/losiesouers sal ondersoek en oortreders dienoooreenkomstig gestraf word.
6. Behalwe oor afnaweke mag geen funksies saans (o.a danpartye, bioskoopvertonings ens.) sonder die skool se toestemming bygewoon word nie. STRAF: Waarskuwing en toepaslike straf. By herhaling word aangeleentheid na die skoolkomitee vir oorweging van skorsing verwys.

7. SOSIALE EUWELS.

- 7.1 Die gebruik van enige vorm van verdowings- en dwelmmiddels is verbode. STRAF: Onmiddellike verwysing na skoolkomitee vir oorweging van skorsing.

7.2 ALKHOLISES DRANK.

Die gebruik van sterke drank is verbode. Leerlinge moet hulle ook weerhou van openbare- en ander drinkplekke.

STRAF: Onmiddellike verwysing na skoolkomitee.

7.3 ROOK.

Rook is verbode.

STRAF: Waarskuwing en toepaslike straf.

7.4 DIEFSTAL.

Diefstal word in 'n ernstige lig beskou en oortreders sal toepaslik gestraf word. Ernstige gevalle word na die skoolkomitee verwys.

7.5 Die dra van skerp voorwerpe (bv. messe) word ten strengste verbied.

8. KWAADWILLIGE SAAKBESKADING bv. skryf op banke, mure en/of beskadiging van eiendom is streng verbode.

STRAF: Toepaslike straf na gelang van oortreding. Ernstige gevalle word na die skoolkomitee verwys.

9. KERKDIENSTE.

Dit word van leerlinge verwag om kerkdienste (verkieslik Sondagoggende) in een of ander kerkgenootskap by te woon.

10. Skoolreels kan te enige tyd na gelang van omstandighede en na goeë dunde van die personeel en/of skoolkomitee gewysig en/of aangepas word.

11. SKOOLDRAG.

Die skoolkleure is vlootblou (navy blue) en ligblou.

Die volgende skooldrag word aanbeveel:

SEUNS: Vaalbroek, vlootblou kleurbaadjie of trui, wit hemp, swart skoene, skooldas, sweetpak met skoolwapen, sportfrokke.

DOGTERS: Wit bloese, koningsblou romp, wit sokkies, swart skoene, skooldas, sweetpak met skoolwapen.

Die volgende items is by die skool verkrygbaar:

Skooldas, sportfrokke en sweetpakke.

Vir liggaamlike opvoeding moet alle leerlinge die volgende he:

SEUNS: Frokke, sportbroekie of sweetpak.

DOGTERS: Enige kortbroekie (shorts) of sweetpak, wit sokkies en seilskoene.

APPENDIX 3.Student Council ConstitutionEMIL WEDER SEKONDERGRONDWET VIR LEERLINGRAAD1. SAMESTELLING

1.1 Die L.R. sal soos volg saamgestel word:

uit st. 10 - 9 lede

" st. 9 - 7 lede

" st. 8 - 2 lede

Totaal: 18 lede

1.2 'n Hoofseun, onderhoofseun, hoofdogter en onderhoofdogter sal by wyse van stemming (deur L.R.) aangewys word.

2, KWALIFIKASIE

Leerlinge met die volgende kwalifikasie/eienskappe sal as geskik beskou word:

2.1 'n redelike tot goeie akademiese rekord (Geen druipelinge word tot die leerlingraad toegelaat nie).

2.2 goeie karaktereienskappe en algemeen voorbeeldige gedrag.

3. VERKIESING

3.1 Die L.R. ontbind in Oktober wanneer 'n nuwe L.R. gekies word.

Alle uittredende lede wat kwalifiseer is herkiesbaar.

3.2 Elke klas o.l.v. klasonderwyser nomineer die volgende:

2 kandidate uit st. 7 (st. 8 die daaropvolgende jaar)
 7 " " " 8 (st. 9 " " "
 9 " " " 9 (st.10 " " "

- 3.3 Nominasies word aan die personeel wat ook nominasies kan maak, voorgele. Lg. stel 'n lys van goedgekeurde kandidate op.
- 3.4 Gekeurde kandidate word aan die leerlinge voorgestel waarna die verkiesing plaasvind. Elke leerling wys 18 lede van sy keuse op 'n stembriefie aan: 9 uit.st. 10, 7 uit st. 9, 2 uit st. 8. (Stemme word deur personeel en (4) senior leerlinge getel).
- 3.5 Verkose L.R. sal so gou moontlik en in elk geval binne 7 dae bekend gemaak word.
- 3.6 Leerlingraad word amptelik deur 'n verteenwoordiger uit die skoolkomitee of ander gesaghebbende ingehuldig.
- 3.7 Leerlingraad wys eie voorsitter, sekretaris en kassier aan.
- 3.8 Druipelinge sal d.m.v. tussenverkiesings vervang word.
4. VERGADERINGS.
- 4.1 Een maal per maand na skool of soos die behoefte ontstaan ontstaan.
- 4.2 Agenda word eers aan skakeonderwyser en hoof voorgele.
- 4.3 'n Kworum is 10 lede. (Die getal een meer as die helfte).
- 4.4 Volledige notule word gehou en by die hoof ingedien.
- 4.5 Die skakelonderwyser of plaasvervanger, deur die personeel aangewys sal elke vergadering bywoon.

- 4.6 Afwesigheid van 3 agtereenvolgende vergaderings sonder verskoning, kan lei tot skorsing.

5. PLIGTE VAN LEERLINGRAAD.

- 5.1 Die L.R. is primer 'n liggaam wat hom ten doel stel om die personeel by te staan in die uitoefening van dissipline en handhawing van goeie orde sodat opvoeding ongehinderd en so bes moontlik tot sy reg kan kom.
- 5.2 Dien as skakel tussen leerlinge en personeel.
- 5.3 Moet behulpsaam wees met reel van ontspanning, asook uitvoering van take deur die hoof aan hulle opgedra.
- 5.4 Kan subkomitees vorm en koordineer.
- 5.5 Moet leiding neem in die afwesigheid van die betrokke verantwoordelike persoon.
- 5.6 Moet enige vorm van onwenslike gedrag bekamp, teewerk en betrokkenes tot verantwoording roep.
- 5.7 Elke lid van die L.R. moet deur sy navolgenswaardige voorbeeld daarna streef om te alle tye 'n waardige ambassadeur vir die skool te wees.
- 5.8 Enige vorm van onwenslike gedrag kan lei tot skorsing waarna sodanige persoon vervang kan word.



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TEACHER - INTERVIEW QUESTIONNAIRE

SCHOOL NAME: _____ TEACHING LEVEL: 1) Primary
 2) Secondary
 EDUCATION DEPARTMENT: 1) DET DATE: _____
 2) HoR
 3) OTHER (specify) _____

INTERVIEWER NAME: _____

Researcher: "This interview is a follow-up to the questionnaire you have already filled out. The interview questions will focus on teaching and learning issues and other areas of school life that impact the teaching and learning process. Once again, I would like to re-emphasize the confidentiality of your identity as a respondent. In other words, nothing out of this interview can come back to haunt you."

A. BACKGROUND

1. a) Did you have pre-service training? 1) YES 2) NO
 b) Did your pre-service training prepare you for effective teaching?
 1) YES 2) NO 3) SOMEWHAT
 c) Explain.

c) How can pre-service teacher training be improved?

2. a) Do you get any inservice training?
 1) NEVER 2) SELDOM 3) SOMETIMES 4) FREQUENTLY 5) A LOT
 b) If you do, what types of inservice training have you received, and who provided it (Department, NGO, etc...)?

Type of training	Trainer

- c) Have you found this training useful?
 1) YES 2) NO 3) NOT SURE

d) If not, what type of inservice training would help you to be a better teacher?

e) How do you feel about the importance of inservice training for accreditation as compared to inservice training for skills development?

3. a) Do you currently enjoy teaching at this school?

1) YES 2) NO

b) Explain.

4. a) Do you find class size a problem?

1) NEVER 2) SOMETIMES 3) OFTEN 4) VERY OFTEN 5) ALWAYS

b) If class size is a problem, in what way?

c) What class size would you be comfortable with?

.....students

5. a) Briefly share your thoughts on the causes of dropout and repetition.

b) What do you think can be done to address/reduce repetition and dropout?

B. TEACHING AND LEARNING

1. a) Describe the ideal classroom/learning environment.

b) What can be done to make teaching in your school more effective?

c) By whom?

d) What specific things can YOU do?

e) Does the principal/school management facilitate your being an effective teacher?

1) YES 2) NO

f) Explain.

g) Do you allow students to respond in the vernacular in class (as opposed to responses in the language of instruction)?

1) YES 2) NO

h) Explain.

i) Are syllabi, course outlines and/or teacher guidelines provided?

1) YES 2) NO

j) If yes, do these help you in structuring and pacing the subject material?

1) YES 2) NO

k) If no to j), explain.

l) What other teaching materials do you use other than the prescribed textbook and guides?

m) Do you ever see students on academic concerns outside of school hours?

1) YES 2) NO

n) If so, how often?

- o) i. Do you ever meet with pupils' parents to discuss the pupils' progress?
 1) YES 2) NO
- ii. If no, why not?
- iii. If yes, who initiates these meetings?
- iv. If yes, what types of issues are usually discussed at these meetings?
- v. If yes, in what form do these meetings occur (one on one, groups of parents, in the school, in the student's home, etc...)

2. a) Is there any procedure for grouping teachers by subject in this school?
 1) YES 2) NO
- b) If there are subject groupings:
 i) How often do they meet per term?
 1) ONCE 2) TWICE 3) THREE TIMES 4) FOUR TIMES
 5) over FOUR TIMES
- ii) How are they organized and what do they accomplish?

ORGANISATION	
ACCOMPLISHMENTS	1) 2) 3) 4) 5)

- iii) Do you feel that they currently serve your needs as a teacher?
 1) YES 2) NO
- iv) Explain.

c) If no subject groupings exist, do you feel that their introduction would be a useful idea?

1) YES 2) NO

d) Explain.

C. GOVERNANCE AND SCHOOL ORGANISATION

1. a) Which of the following governance structures does your school have?

- 1) PTSA 2) PTA 3) CTSA 4) SCHOOL COMMITTEE
5) OTHER (specify)

b) What are this body's/these bodies' current activities and how many teachers are executive members?

Governance Structure	#Teachers on executive	Activities

c) Has the relationship between the school and this/these structure(s) been positive, negative?

1) POSITIVE 2) NEGATIVE

d) Explain your answer to c).

e) Could an alternative governance structure improve the well-being of the school and the teaching and learning process?

1) YES 2) NO

f) If yes, describe this structure and explain why it would be preferable.

2. Which governance activities do YOU personally participate in and in what capacity?

Governance Structure	Role in/extent of participation

3. What other governance activities/structures do you feel would benefit from greater teacher involvement?

4. What other specific changes in school governance would you like to see that would improve student learning?

5. What would you consider as the biggest contributions that your current principal has made to the well-being of this school?

D. RELATIONS

1. a) Do you regularly interact with teachers from other schools?

1) YES 2) NO

b) If yes, describe the types of interaction that occur.

c) If no, why?

d) What other types of interaction would you like to see happen across schools?

2. Rate your relations with (1 - 5; 1 = Very poor, 5 = Very good)

Relations with-	Quality of relationship
teachers	
students	
parents and community	
education departments	
other schools	
non-governmental service organisations	

3. School history of relationship with NGOs, community groups and others.

a) What activities/initiatives have you undertaken with what groups?

Activities	Group involved

b) Have these relationships been positive, negative?

1) POSITIVE

2) NEGATIVE

c) Who initiated these relationships?

E. GENERAL

1. List the school's three greatest successes and three major shortcomings.

Successes	Shortcomings
1)	1)
2)	2)
3)	3)

2. a) Are you aware of any major policy proposals about a new education system for South Africa?

1) YES 2) NO

b) If yes, whose proposals are these?

c) What in these proposals do you like or dislike?

Proposal	Likes	Dislikes

3. What anxieties, if any, do you have about the future of education in this country?

4. What in your view needs to happen/be done to turn the system around and recultivate a vibrant culture of teaching and learning in our schools?

5. What other ideas would you like to share on how education could be improved in the new South Africa?

F. INTERVIEWER'S OBSERVATIONS

TEACHER - INTERVIEW QUESTIONNAIRE

STUDENT QUESTIONNAIRE

SCHOOL NAME:

DATE:

DEPARTMENT: 1) DET 2) HOR

INTERVIEWER NAME:

PHASE: 1) Primary 2) Secondary

QUESTIONNAIRE NUMBER:

1. BACKGROUND

a) Student Age

b) Student Standard

1) SSA 2) SSB 3) STD 1 4) STD 2 5) STD 3 6) STD 4 7) STD 5

8) STD 6 9) STD 7 10) STD 8 11) STD 9 12) STD 10

c) Gender

1) MALE 2) FEMALE

d) Parent/Guardian's education level.

1) FATHER _____

2) MOTHER _____

3) OTHER(specify)_____

e) Parent/Guardian's occupation.

1) FATHER_____

2) MOTHER_____

3) OTHER(specify)_____

Student Questionnaire

f) List number, age, and highest level of education of your brothers and sisters.

AGE	GENDER	EDUCATION LEVEL

g) How many class periods do you have per day?

- 1) 1-5 2) 6 3) 7 4) 8 5) 9 6) 10 7) > 10

h) How long is each class period?

- 1) < 15 2) 15-20 3) 20-25 4) 25-30 5) 30-35 6) 35-40
 7) 40-45 8) > 45

i) How many pupils are in your "register" class?

j) How long does it take you to get to school each morning?

 Minutes

k) How do you come to school?

l) How much school fees do you pay per year? R.....

2. REPETITION

a) Have you ever failed a standard? 1) YES 2) NO

b) If so, which standards have you failed?

- 1) SSA 2) SSB 3) STD 1 4) STD 2 5) STD 3 6) STD 4 7) STD 5
8) STD 6 9) STD 7 10) STD 8 11) STD 9 12) STD 10

c) If so, what caused you to fail?

d) If so, did you find repeating helpful?

- 1) YES 2) NO

e) Can you explain your response to d) above?

f) Did any of your brothers and sisters ever fail a standard?

- 1) YES 2) NO

g) In general, why do you think some students fail?

3. DROPOUT

a) Have you ever left school?

- 1) YES 2) NO

b) If yes, how many times have you left school and come back?

c) If yes, how long did you stay out of school each time you left?

Grade Dropped Out	Grade Dropped Into	Length of Time Out of School

d) Why did you have to leave school?

e) Why did you come back?

f) Why did you drop into the grade that you dropped into? (Ask question only if drop-in grade is different from drop-out grade)

g) What problems did you experience when you came back to school?

h) Has any of your brothers and sisters ever left school and come back?

1) YES 2) NO

i) In general, why do you think some students leave school?

4. TEXTBOOKS

a) Do you have all the books you need for each subject?

1) YES 2) NO

b) If no, what are the subjects where you lack books?

c) If no, why don't you have all the books you need?

d) Where do you get your books from?

1) School 2) Self-purchase 4) Other _____

e) Do you pay for some of your books?

1) NONE PAID FOR 2) SOME 3) MOST 4) ALL

f) Is it easy for you to get books from shops when you need them?

1) YES 2) NO

g) What language would you like your textbooks to be in?

1) ISIXHOSA 2) SESOTHO 3) SETSWANA 4) TSHIVHENDA

5) ISIZULU 6) XITSONGA 7) ENGLISH 8) AFRIKAANS

9) OTHER (specify) _____

5. LEARNING MATERIALS (other than textbooks)

a) Do you have enough learning materials? 1) YES 2) NO

b) Can you afford to buy whatever materials you need?
1) YES 2) NO

c) If you can afford, are they easy to get at shops? 1) YES 2) NO

d) Do you read newspapers, magazines and other non-school books?
(Identify) 1) YES 2) NO

6. SCHOOL ATTITUDES

a) Do you enjoy school? 1) YES 2) NO

b) Explain a)

c) Do you think that school is important? 1) YES 2) NO

d) Explain.

e) Describe what you would consider an ideal school.

7. **TEACHERS**

a) How many teachers do you have?

b) What type of teacher do you think makes a good teacher?

c) How many of your teachers are therefore **good** teachers?

d) What type of teacher do you think represents a bad teacher?

e) How many of your teachers are therefore **bad** teachers?

8. **PRINCIPAL**

a) What type of person do you think makes a good principal?

b) Do you think your principal is a good principal? 1) YES 2) NO

c) Explain

9. LEARNING CONDITIONS

a) What do you feel needs to happen in the classroom that would allow you to learn more?

b) What do you feel needs to happen in the school that would allow you to learn more?

c) What do you feel needs to happen in the home that would allow you to learn more?

10. PUNCTUALITY

a) Do students normally come to class on time?

1) NEVER 2) SELDOM 3) MOST OF THE TIME 4) ALWAYS

a) Do your teachers come to class on time?

1) NEVER 2) SELDOM 3) MOST OF THE TIME 4) ALWAYS

b) How often are your teachers absent from class?

1) NEVER 2) SELDOM 3) MOST OF THE TIME 4) ALWAYS

11. HOMEWORK

a) Do your teachers give you homework? 1) YES 2) NO

b) If yes, how often per subject on average?

1) Daily 2) Once a week 3) Twice a week 4) Three times a week

5) Four times a week 6) Every other week 7) Once a month 8) Almost never

c) Is it checked? 1) YES 2) NO

d) Do conditions at home allow you to do homework?
1) YES 2) NO

e) If no, explain

f) How much time do you spend doing homework per week (hours) ?

1) < 1 2) 1-3 3) 4-6 4) 7-9 5) 9-11 6) > 11

g) Besides homework, what other learning activities do you do outside of school?

12. EXAMS

a) How often do your teachers give you tests?

1) Weekly 2) Every other week 3) Monthly 4) Every other month

5) Once per term 6) Never

b) Do teachers discuss the test questions with the class afterwards?

1) YES 2) NO

c) If yes, do these discussions allow you to learn from your mistakes on a test?

1) YES 2) NO

d) If no to b), do you receive any feedback on your mistakes?

1) YES 2) NO

13. STUDY PERIODS

a) Is there time set aside during school for study periods?

1) YES 2) NO

b) If so, are these supervised or unsupervised?

1) SUPERVISED 2) UNSUPERVISED

c) If so, do you find that you learn a lot during these study periods?

1) YES 2) NO

d) If supervised, What role does the supervisor play?

14. LANGUAGE

a) What language do you speak at home?

1)ISIXHOSA 2)SESOTHO 3)SETSWANA 4)TSHIVHENDA

5)ISIZULU 6)XITSONGA 7)ENGLISH 8)AFRIKAANS

9)OTHER (specify)_____

b) What is the official language of instruction?

1)ISIXHOSA 2)SESOTHO 3)SETSWANA 4)TSHIVHENDA

5)ISIZULU 6)XITSONGA 7)ENGLISH 8)AFRIKAANS

9)OTHER (specify)_____

c) What language do your teachers actually use for instruction?

1)ISIXHOSA 2)SESOTHO 3)SETSWANA 4)TSHIVHENDA

5)ISIZULU 6)XITSONGA 7)ENGLISH 8)AFRIKAANS

9)OTHER (specify)_____

d) Rate your ability in the language of instruction?

1) VERY POOR 2) POOR 3) SATISFACTORY 4) GOOD 5) VERY GOOD

e) What language do your teachers use to explain/clarify difficult material?

1)ISIXHOSA 2)SESOTHO 3)SETSWANA 4)TSHIVHENDA

5)ISIZULU 6)XITSONGA 7)ENGLISH 8)AFRIKAANS

9)OTHER (specify)_____

f) What language would you most like to be instructed in?

1)ISIXHOSA 2)SESOTHO 3)SETSWANA 4)TSHIVHENDA

5)ISIZULU 6)XITSONGA 7)ENGLISH 8)AFRIKAANS

9)OTHER (specify)_____

15. UNIFORMS

a) Do you like the idea of school uniforms? 1) YES 2) NO

b) Does this school require students to wear uniforms?
1) YES 2) NO

c) If yes, do most students actually wear uniforms?
1) YES 2) NO

d) Does the need for uniforms cause hardship for your family?
1) YES 2) NO

e) If yes, how?

16. HEALTH AND NUTRITION

a) Do you ever have anything to eat during the school day?

1) YES

2) NO

b) If so, where do you get the food?

1) Buy it

2) Bring from home

3) Provided by school

4) Other (specify) _____

c) When did you last see a health professional (doctor, nurse, clinic)?

1) In the last month

2) In the last six months

3) In the last year

4) In the last two years

5) Other (specify) _____

d) Why?

1) Medical Problem

2) Regular Checkup

3) Other (specify) _____

17. STUDY GROUPS

a) Do you think self-organized study groups are useful for learning?

1) YES

2) NO

b) Do you participate in any self-organized study groups?

1) YES

2) NO

c) If you think study groups are a good idea, but you don't participate, why don't you?

d) If you participate, how often do you meet and for how long?

e) If you participate, rate the usefulness of these groups?

- 1) NOT AT ALL 2) SOMEWHAT 3) MODERATE 4) USEFUL
5) VERY USEFUL

f) Describe the activities that occur in your group.

g) Who initiated this group?

18. a) Does the school have a system for students helping each other with school work (e.g. older children tutoring younger ones)?

- 1) YES 2) NO

b) If yes, list the activities involved.

19. MATRIC

a) Do you plan to take the matric exams?

- 1) YES 2) NO 3) NOT SURE

b) Explain NO or NOT SURE in a).

c) If yes, have you chosen your matric subjects? 1) YES 2) NO

d) What were the reasons for your choice of subjects?

e) What are your plans after matric?

20. GOVERNANCE

a) Are students involved in running the school? 1) YES 2) NO

b) If yes, how are they involved?

c) Do you believe there is a need for Student Representative Councils (SRCs) in schools?

1) YES 2) NO

d) Why?

e) Do you have an SRC at this school? 1) YES 2) NO

f) If yes, how was it chosen (elected/appointed)?

1) ELECTED 2) APPOINTED 3) OTHER _____

g) If yes, are you satisfied with the way it was chosen?

1) YES 2) NO

h) If not satisfied, why?

i) What are the responsibilities of the SRC (if one exists)?

j) Is it meeting these responsibilities? How well?

1) VERY POOR 2) POOR 3) SATISFACTORY 4) GOOD 5) EXCELLENT

k) Explain j).

l) How can its effectiveness be enhanced?

l) Do you think getting together with other schools is a good idea?

1) YES 2) NO

m) Explain l).

n) Do students of this school get together with students from neighbouring schools?

1) YES 2) NO

o) If yes, what types of activities do they come together for?

p) What other activities do you think you could do with other schools?

21. GENERAL

Are there any other ideas you would like to share about your school and education in general?

22. INTERVIEWER'S OBSERVATIONS

PTSA QUESTIONNAIRE

SCHOOL NAME:

DATE:

DEPARTMENT: 1)DET
2)HoR

INTERVIEWER NAME:

PHASE: 1)Primary
2)Secondary)

Researcher: "Flowing from the belief that communities are an indispensable part of the collective energy that is needed to fuel the reconstruction process, we would like to get this particular school's community views on how it sees its future involvement in coming to terms with the education challenge it has to confront as a community".

A. Background

1. Identity of school governing body:

1)PTSA 2)PTA 3)SCHOOL COMMITTEE
4)CTSA 5)OTHER(specify).....

a) When was this body formed?

.....years ago months ago

b) Who initiated its founding?

c) Who qualifies to be its member(s)?

d) How are they chosen? (who is included/excluded? why?)

e) How many members does it have?

f) What is the average level of formal education of its general membership?

1)PRIMARY 2)SECONDARY 3)POST SECONDARY

g) What is the average level of formal education of its office bearers?

1)PRIMARY 2)SECONDARY 3)POST SECONDARY

h) Describe your background as chairperson of the governing body.
(i.e. occupation, history of community and school involvement, etc.)

B. Activities

1. a) What are the governing body's formal responsibilities?

b) What are its main current activities?

c) Would you see your body as having been successful in its work?

1)YES 2)Ø

d) Explain you answer to c).

e) If no to c), what would make your body more successful?

f) What are your primary responsibilities as chairperson?

g) Has this body's relationship with the school been positive, negative?

h) Explain. 1) POSITIVE 2) ~~NEGATIVE~~

i) Describe your body's relationship with other PTSA's, school(s) and community structures?

2. a) Does your body control any funds? 1) YES 2) ~~NO~~

b) If yes, what is the size of your annual budget? R.....

c) If yes, where do you get your funds from?

d) If yes, how are these funds administered?

C. Vision

1. Describe the ideal relationship you would like to see your body have with:
- a) other schools in the community

b) the community itself

c) the government or education department

d) others (specify)

2. a) How could the school be of better use to the community?

b) Who should be involved in initiatives of turning schools to be more useful centres of community development efforts and what roles should they play in such initiatives?

Participants	Role in school/community reconstruction

2. a) What in your view would be areas that require priority attention in the reconstruction of the education system?

b) What role do you see for your body in the reconstruction effort?

3. What other final thoughts would you like to share on where this country's education should go in the future?

D. INTERVIEWER'S OBSERVATIONS

OBSERVATION SCHEDULE - SCHOOL

SCHOOL NAME:

DATE:

DEPARTMENT: 1) DET
2) HoR

OBSERVER NAME:

PHASE: 1) Primary
2) Secondary

SCHEDULE NUMBER:

Directions: This schedule needs to be filled out by the research team as a whole, i.e. only one schedule per school. The investigation work can therefore be split mutually among members of the group, who should then come together to pool observations from various tasks. It is important also that the team reaches consensus when filling in the section on "School ethos and culture", as well as any other questions that require subjective judgment on observed material or behavioural conditions.

A. RESOURCE AVAILABILITY AND CONDITION

1. For the school as a whole, determine

a) The number of classrooms

b) The number of standards or grades

c) The number of students

2. How many classrooms

a) Lack chalkboards?

b) Lack posters, maps, wall decorations?

c) Have broken windows?

3. For the school as a whole, calculate the total need for the following.. Do this by splitting up during the homeroom period and quickly peering into classrooms and estimating the number of children lacking the following. Then, add up the estimate of each team member.

a) Chairs

b) Desks

4. a) How many science laboratories does the school have?

b) Ask the science teacher if he/she feels that the laboratories are adequately equipped. Summarize.

c) How frequently are the laboratories used per week?

1) ONCE 2) TWICE 3) THREE TIMES 4) FOUR TIMES
5) FIVE TIMES 6) MORE THAN FIVE TIMES

d) Total number (approximate) of different students that use the laboratories per week.

5. a) Does the school have a library? 1) YES 2) NO

b) Approximate number of books.

1) <100 2) 100-300 3) 300-500 4) >500

c) Who controls/runs it?

1) TEACHERS 2) LIBRARIAN 3) STUDENTS

4) TEACHERS AND STUDENTS 5) PARENTS

6) OTHER _____

d) Do students use the library?

1) NEVER 2) SOMETIMES 3) OFTEN

e) When is the library in use?

1) DURING SCHOOL 2) AFTER SCHOOL 3) BOTH

4) OTHER (specify) _____

j) In the table below, list audio/visual and other learning aids present in the school. Also indicate whether or not you saw them in use while in the school.

AUDIO/VISUAL or OTHER LEARNING AIDS	IN USE? (1=Yes or 2=No)

k) List facilities and equipment for extra-curricular activities and note their condition on a 1-5 scale, 1=very poor to 5=excellent (e.g. sports fields, sports equipment, etc...).

FACILITIES AND EQUIPMENT	CONDITION

B. SCHOOL ETHOS AND CULTURE

1. General appearance of teachers.

1)VERY CASUAL 2)CASUAL 3)AVERAGE 4)FORMAL 5)VERY FORMAL

2. General appearance of students.

1)VERY POOR 2)POOR 3)AVERAGE 4)GOOD 5)EXCELLENT

3. Principal's closeness to and concern for staff.

1)VERY DISTANT 2)DISTANT 3)AVERAGE 4)CLOSE 5)VERY CLOSE

4. Principal's closeness to and concern for students.

1)VERY DISTANT 2)DISTANT 3)AVERAGE 4)CLOSE 5)VERY CLOSE

5. Teachers' closeness to and concern for students.

1)VERY DISTANT 2)DISTANT 3)AVERAGE 4)CLOSE 5)VERY CLOSE

6. Teachers' general regard for principal.

1)VERY LOW 2)LOW 3)AVERAGE 4)HIGH 5)VERY HIGH

7. Students' general regard for principal.

1)VERY LOW 2)LOW 3)AVERAGE 4)HIGH 5)VERY HIGH

8. Students' general regard for teachers.

1)VERY LOW 2)LOW 3)AVERAGE 4)HIGH 5)VERY HIGH

9. a) Levels of absenteeism from classes among students.

1)VERY LOW 2)LOW 3)AVERAGE 4)HIGH 5)VERY HIGH

b) Approximate percent absent students.

10. Levels of absenteeism from classes among teachers.

1)VERY LOW 2)LOW 3)AVERAGE 4)HIGH 5)VERY HIGH

11. Punctuality in class among teachers.

1)VERY POOR 2)POOR 3)AVERAGE 4)GOOD 5)EXCELLENT

12. Punctuality in class among students.

1)VERY POOR 2)POOR 3)AVERAGE 4)GOOD 5)EXCELLENT

13. Level of school-wide discipline.

1)VERY LOW 2)LOW 3)AVERAGE 4)HIGH 5)VERY HIGH

14. Styles of maintaining discipline?

1)NONE VISIBLE 2)TOP-DOWN 3)DEMOCRATIC

15. Effectiveness of school-wide communication. (Are teachers and students aware of school-wide issues that they need to be aware of?)

1)NONE 2)NOT EFFECTIVE 3)SLIGHTLY EFFECTIVE
4)EFFECTIVE 5)VERY EFFECTIVE

C. SCHOOL-COMMUNITY RELATIONS

1. Is there a visible presence of parents and/or other community people within the school premises? 1)YES 2)NO

2. If yes, what is the purpose of their being around the school premises?

3. If no, what are the relations?

1)VERY POOR 2)POOR 3)AVERAGE 4)GOOD 5)EXCELLENT

D. GENERAL

What other general observations can be made about the school?

E. PUPIL/STAFF DETAILS

The following information is quite detailed. Speak with the school administration to see if they can prepare the following during your stay in their school. For each item, indicate the year that the data represents.

1. STUDENTS
 - a) Number of students by grade, gender.
 - b) Attendance rates by grade (gender if available).
 - c) Dropout rates by grade (gender if available).
 - d) Repeater rates by grade (gender if available).

2. TEACHERS
 - a) List number of teachers by gender.
 - b) List number of teachers by professional qualification. Use DNE classifications (e.g. a3, a2, a2m, a1, A, B, C, D, E, F, G).
 - c) List number of teachers by years of teaching experience.
 - d) List number of teachers by age.
 - e) List number of teachers by race.

3. OTHER STAFF
 - a) List Administrative staff (Principal, deputy principal, division heads, etc...) by race, gender, qualifications/education.
 - b) Non-teaching staff by race, gender, qualifications/education.
 - c) Service staff (Non-professional): Number, type, responsibilities

4. SECONDARY SCHOOLS ONLY
 - a) Subjects offered for matric purposes.
 - b) Matric candidates (wrote), total pass, exemptions, pass rates by subject.
 - c) What is the official number of books per student by grade, by subject, HG/SG?



OBSERVATION SCHEDULE - CLASS

SCHOOL NAME:

DATE:

DEPARTMENT: 1) DET 2) HOR OBSERVER NAME:

PHASE: 1) Primary 2) Secondary SCHEDULE NUMBER:

Directions: In order to fill out this observation schedule the researcher needs to sit in on a class. Where possible, it would be preferred that the researcher actually observe the same class (i.e. same teacher and students) at least twice before beginning to record observations.

A. BACKGROUND INFORMATION (on class observed)

1. a) Teacher's age:

1) 20-25 2) 26-30 3) 31-35 4) 36-40 5) 41-45 6) 46-50 7) 51-55

8) 56-60 9) 61-65 10) > 65

b) Total years of teaching service.

1) <1 2) 1-3 3) 4-6 4) 7-9 5) 10-12
6) 13-15 7) 16-18 8) 19-21 9) >21

c) Years of teaching service at this school.

1) <1 2) 1-3 3) 4-6 4) 7-9 5) 10-12
6) 13-15 7) 16-18 8) 19-21 9) >21

2. Teacher gender:

1) MALE 2) FEMALE

3. a) STANDARD/GRADE:

b) SUBJECT (specify): _____

OBSERVATION SCHEDULE - CLASS

4. Number of Students
5. Number of students lacking chairs
6. Number of students lacking desks
7. Number of students lacking textbooks (only if textbooks are used/needed for particular class observed)
8. Number of students lacking writing paper/exercise books, pens/pencils

B. TEACHING AND LEARNING

In the class observed, note

1. Degree of control the teacher has of the class. (Are the students paying attention, are they being disruptive, do they listen to the teacher).
 1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT
2. Regard the pupils seem to have for the teacher
 1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT
3. Degree to which the teacher is engaging the students
 1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT
4. Degree to which the teacher is facilitating the pupils' thinking/learning.
 1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT
5. To what extent was the lesson geared for rote memorization?

1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT

6. To what extent was the lesson geared for student self-inquiry?

1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT

7. If appropriate, degree to which the teacher attempts to relate the lesson to real life situations?

1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT

8. How responsive was the teacher to the pupils' learning or lack thereof?

1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT

9. How much command of the subject matter did the teacher appear to have?

1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT

10. How closely does the teacher stick to the textbook, if used?

1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT

11. Are there other instructional materials used besides the text?

1) YES 2) NO

12. Do the materials and text used seem to positively impact learning?

1) YES 2) NO

13. Is there any homework assigned to students? 1) YES 2) NO

14. If yes, how much is such homework based on the textbook or other accessible materials?

1) NONE 2) LITTLE 3) MODERATE 4) GOOD DEAL 5) A LOT

OBSERVATION SCHEDULE - CLASS

15. How well does the teacher appear to be prepared for this class?

1) NOT AT ALL 2) LITTLE 3) MODERATELY 4) WELL 5) VERY WELL

16. a) Indicate the approximate percent of class time spent on:

i) Teacher dictating notes

ii) Teacher talking other than dictating notes

iii) Students talking

iv) Other activities

(The above should add up to 100%)

v) Specify "other activities"

b) Of the time that students are talking, indicate the approximate percent of the time that students are

i) Repeating what the teacher told them

ii) Providing non-rote response

(The above should add up to 100%)

c) What percent of class time does the teacher spend

i) on his/her feet and/or moving around?

ii) sitting down?

(The above should add up to 100%)

17. What teaching and learning methodology seems to be followed in the classes observed?

18. Rate the teacher's relationship with students

1) VERY DISTANT 2) DISTANT 3) AVERAGE 4) CLOSE 5) VERY CLOSE

C. GENERAL

1. a) To what extent has your presence in class seemingly impacted upon class activity and behaviour?

1) NONE 2) A LITTLE 3) CONSIDERABLY

b) Explain.

Please note any other observations that you think might be important to giving this investigation valuable insights on the teaching and learning process.



.....

3. Were you aware of the change being directed from any quarter, and if so from whom did it come?

Now I would like to be a bit more specific and ask which changes, if any you noticed/ implemented in the following areas.

Inputs- Was there more/better:

(i) Parent and Community support?

Specify:.....
.....
.....

How did this help?.....
.....
.....

(ii) Support from the Education Authorities/NGO's?

Specify:

How did this help?

(iii)Material Support?

Specify:
.....
.....

How did this help?.....
.....
.....
.....

Enabling Conditions - Was there a change in/better:

(i) Leadership/Leadership Style in the school?

Specify:
.....
.....

How did this help?.....
.....
.....

(ii)The Teaching Staff/ Competence of the Staff?

Specify:.....
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.....

How did this help?

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.....

(iii) The daily school routine?

Specify:
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.....
.....

How did this help?
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.....
.....

(iv) The organization of the learning process?

Specify:
.....
.....

How did this help?.....
.....
.....

(v) The school's information systems?

Specify:
.....

How did this help?
.....

School Climate - Were there any changes in:

(i) The expectations put on students to achieve?

Specify:

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.....

How did this help?

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(ii) Teachers attitudes?

Specify:

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How did this help?

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(iii) Order and discipline in the school/boarding houses?

Specify:

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How did this help?

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.....

(iv) A system of recognizing and rewarding academic success?.....

Specify:

.....

How did this help?

.....
Teaching/Learning Process - Were changes made with regard to:

(i) The lengthening of the school/learning time?

Specify:

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.....

How did this help?

.....

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(ii) Changing of teaching strategies/methods?

Specify:

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How did this help?

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(iii) The approach to homework, testing and examinations?

Specify:

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How did this help?

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(iv) Students playing a more active role in the education process?

Specify:

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How did this help?
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Student Outcomes - Was an emphasis placed on :

(i) Regular attendance?
Specify:
.....
.....
How did this help?
.....
.....

(ii) Students acquiring life-skills and social skills?
Specify:
.....
How did this help?
.....
.....

(iii) Students being able to be successful after leaving school?..
Specify:
.....
How did this help?
.....
.....

Please rate what you think the three most important factors were that changed Emil Weder around.

1.
2.
3.