

# THE EFFECTS OF THE QUALITY SCHOOLS PROJECT ON LEARNER PERFORMANCE AND ENVIRONMENT

By



University of Fort Hare

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for the degree of Master of Education

In the Department of Curriculum Studies

of the Faculty of Education

of the University of Fort Hare

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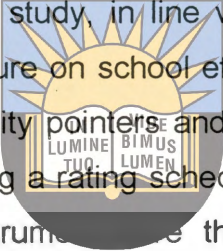
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## **ABSTRACT**

The South African Education system has been beset by problems emanating from the Apartheid system of government. As a result, programmes to improve the quality of schooling are being introduced at national, provincial and regional level. One such programme is the Quality Schools Project (QSP).

The success of the application of the QSP, although initially at primary school level, has ramifications on the totality of improvement on all of South Africa's schools.

The research carried out by the study, in line with the need to transform the education system, looks at literature on school effectiveness and the concept of whole-school development. Quality pointers and indicators are identified in the study and, in turn, used in framing a rating schedule, one of the instruments for collecting data. The other instruments are the literacy skills test and the numeracy skills test.



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The study examines the effects of the intervention (QSP) on the learning environment and the performance of the learners in a selected group of primary schools in the Eastern Cape Province. Two groups of schools, the experimental (QSP) and the control group (where the intervention is withheld) are compared to establish the effects of the programme. Two groups of schools consisting of 22 schools in total are selected using stratified random sampling. The schools in the control group are matched against the other group taking cognisance of demographic factors.

Analysis for the study uses descriptive statistics for the responses of parents and teachers. A t-test is applied to the variables so as to examine the variance. Finally, a multiple regression is applied to find the relationship between achievement in literacy skills and numeracy skills and indicators.

Results indicated that there are significant differences in some of the indicators in both the sample and the population. In achievement significant differences are noticed in different indicators for the numeracy and literacy skills test.

Recommendations for improvement: When planning an education project, it is important to have a long term planning and marketing strategy with the National Department of Education.

For further research, the researcher recommends that other researchers should look into the effects of the Quality Schools Project on rural schools.



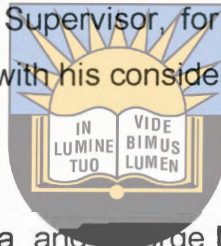
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Director of EPU-UFH, Dr C C Ota, and George Moyo for their invaluable advice, guidance and assistance, particularly in the preparation of research instruments and collecting of data.

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My profound gratitude goes to the typist and all those who acted as assistants in the administration of the instruments for the study.

Finally, my appreciation goes to all the members of the Library Staff of Fort Hare for their assistance in the search for literature.

## **DEDICATION**

This work is dedicated to my wife, Linda Sibindi, and son, Nkululeko Sibindi (Jnr), for the unwavering support and love they gave me while working on this study, more so far away from home.



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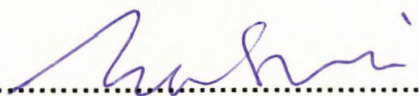
## DECLARATION

I, **Nkululeko Sibindi**, do hereby declare that the work contained in this thesis is entirely my own work with the exception of such quotations or reference which have been attributed to their authors or sources and that all photographs, sketches, maps, plans, overlays, graphs and pictograms were drawn by me save where I have acknowledged that another is the author.



Dated at **University of Fort Hare** this <sup>28<sup>th</sup></sup> day of OCTOBER 1999

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Signed: 

**Nkululeko Sibindi**

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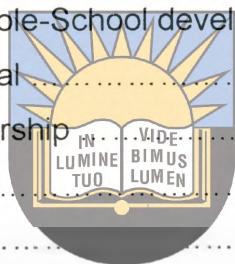
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# CHAPTER ONE



## 1.1 INTRODUCTION

Soon after independence in 1994, the South African Department of National Education radically shifted the direction and vision of the education system with a series of policies, initiatives and new legislation, namely the Education and Training White Paper of 1995, the South African Qualifications Authority Act of 1995 and the Hunter Review Committee's Report. All this emanated because of the education system that operated during Apartheid era. Some of the disadvantages of the previous education system are highlighted in the next paragraphs. To tackle the background, it would be of immense value to look at the history of the education system in South Africa in general and the Eastern Cape in particular. The history will enable the study to be brought into its context as well as highlighting the weaknesses of the past that need redress. Issues of importance and significance to the history of education in South African will be discussed as a way of moulding the study. This background will be presented in two parts, namely the South African situation dealing with the broader picture of the education system in the country and the Eastern Cape situation, looking at what is happening on the ground and what actually happened in the past.

## 1.2 STATEMENT OF THE PROBLEM

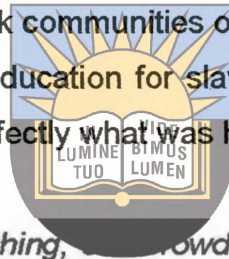
### 1.2.1 Background

The concern about the unequal provision of education in South Africa dates back to 1903 when the South African Native National Congress strongly protested against disparity in grants made to schools providing separately for White and Black pupils. This state of affairs was a recipe

for the 1976 student uprisings in Soweto, which led to the tiger-happy police killing 195 persons and injuring 410 according to Hirson (1979:184). In addressing the reasons which led to the uprisings acknowledges that the system of education played its role in this problem:

*The Soweto riots of 1976 in particular focussed attention on the education crisis in RSA and on the need for restructuring the whole education system.*

The protest, he goes on, was a direct result of an inferior and horrendous educational system, full of discrimination and lack of most basic resources in educational provision for Black communities over decades. The system was so bad that it resembled education for slavery. His observations in the following lines illuminate perfectly what was happening:



*Under-education, poor teaching, crowded classrooms, empty bellies, early dropouts, syllabi and textbooks projecting the white man's vision of the world.*

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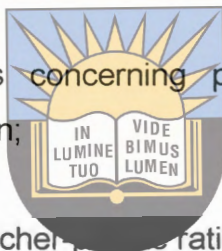
This was the system of education that prevailed in the past and was presented to the National Education Department at Independence in 1994. It goes without say that the said Department, faced with the enormous task, had no option but to vigorously find ways to rectifying the anomalies as a way forward. The way forward was therefore encompassed in the ANC Freedom Charter, which called for opening of doors of learning and culture to all.

In the Eastern Cape in the then Ciskei homeland, a study was made to determine the educational needs and problems in Ciskei in 1986 by Terblanche and Mostert. Their findings indicated that at the time of investigation, the provision of education was neither adequate nor of an acceptable standard. The following data highlight some of their findings:

Terblanche and Mostert (1986:8) observed the following :

Terblanche and Mostert (1986:8) observed the following :

1. Insufficient physical facilities such as efficient buildings, sports facilities, furniture and textbooks;
2. The low training level of teachers;
3. A shortage of supportive services such as food schemes and school medical services;
4. Limited provision for special and remedial education;
5. Insufficient choices concerning possibilities of study fields in secondary education;
6. An unaffordable teacher/pupil ratio;
7. Insufficient provision for pre-school and after school care for pupils whose parents both worked;
8. A limited range of study courses offered at tertiary institutions; and
9. An almost total lack of facilities for part-time formal and non-formal education.



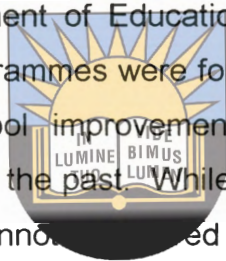
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Many of these problems are still prevalent in the Eastern Cape schools. Hence, the National Department of Education has a mammoth task in changing or improving the conditions that would enable the child to learn in a reasonable environment. There are 6 000 schools in the Eastern Cape Province and more than two thirds are in the former homelands of Transkei and Ciskei. Pupil enrolment in these schools is around 2 million or 20 % of the total population of the whole country. In some schools,

classes have a very high pupil-teacher ratio of 48:1. This problem of a high pupil-teacher ratio is compounded by shortages of classrooms, and the absence or inadequate supply of electricity, sanitation, water, communication and other infrastructure. Teachers, school managers and governing bodies often have limited capacities to solve the problem of poor educational outcomes resulting in a combination of poor conditions of learning and teaching.

A lot of energy is needed in turning these schools around to become viable organisations so as to benefit the child. Programmes involved with improvement in education are called for, like those which were advocated by the National Department of Education and which will be discussed later. Most of these programmes were formulated in such a way that they used literature on school improvement and school effectiveness to address the anomalies of the past. While looking at these, the role of the principal is central and cannot be underestimated as this person has to be seen as directing and co-ordinating activities in the setting, including linking them to them to the outside world and the stakeholders.



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An interesting observation was made recently by Davidoff (1997:4), when he said:

*Decades of unequal provision of resources have left most schools in South Africa seriously under-resourced. The effect that this has had on the morale of teachers cannot be underestimated. Teaching up to 90 to 100 students in a crowded classroom where there is not room for any one to move, teaching in schools which operate on the platoon type (which means that in the morning one school occupies the premises, in the afternoon an entirely different set of teachers and students occupy the building), teaching at schools which have insufficient textbooks, no photocopiers, little equipment, and not sport facilities. These have been the realities that our teachers and learners have lived with on a daily basis.*

This has been the state of affairs of most of the schools in South Africa and a cause for concern to the National Department of Education. It is out of this background that the said Department had to aggressively attend to the problems of the South African schools.

The national policy frameworks developed by the Department of Education, contain clear implications for planning, effective management and enhancing participation of stakeholders and citizens in the process of formulating policy and building a democratic society.

Sayed, et al., (1997:92) assesses some of the policy documents, bills and acts that were produced soon after the 1994 elections and marked a shift in policy development:



- the Educators Employment Act (1994) which impacts on the powers of governing bodies *ad-vis* employment;
- the draft Education and Training White Paper (September 1994) which outlines the macro principles for education;
- the Education and Training White Paper (March 1995) which outlines the macro principles for education;
- the National Policy Bill which outlines the competencies of the Minister and by implication the powers of provinces;
- the South African Qualifications Authority Act (September 1995);
- the Hunter Review Committee's Report (August 1995);
- the Organisation, Governance and Financing of Education discussion document, White Paper 2 (February 1996);

- the South African Schools Bill (SASB) which directly addresses school governance (April 1996), which later became the South African Schools Act (SASA) in November 1996, outlines the political arrangements within which school governance structures are located (1996);
- the National Task Team on Education Management Development (NTTEMMD) which surveyed existing needs in the area of educational management development; and
- the National Task Team Report on Education of learners with Special Education Needs.

All in all, much of the policy development work is geared towards enhancing the participation of stakeholders and citizens in processes of formulating policy.

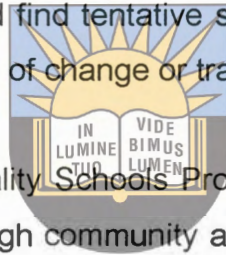


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Among the programmes that emanated from the new legislation was the Quality Schools Project. It was based on the following premises:

1. That schooling is influenced by, and operates within, a specific social context. Thus, special attention should be paid to developing a vision of integration and coherence in all aspects of the school as an organisation.
2. That schools are communities consisting of, or influenced by, a number of difference groups of people, namely teachers, parents, communities, governing bodies, parent teacher associations, education planners, non-governmental organisations and children.

3. That pupil's learning is at the heart of the purposes of every school. The quality of such learning is affected by the ways in which schools organise themselves. Thus, the success of any school depends crucially upon its human resources.
4. That interdependence of activities, behaviour and attitudes are produced and reinforced by various participants that make up the patterns of the organisational life of the school (i.e. the school culture).
5. That such an interdependence can enable schools to diagnose their problems and find tentative solutions – if all stakeholders are part of the process of change or transformation in schools.



The overall vision of Quality Schools Project was aimed at improving the quality of schooling through community and school-based approach. The following objectives were uppermost in the vision

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1. Ensure that it contributes to the government's reconstruction and development process.
2. Empower communities to fully participate in the governance of their schools.
3. Employ a holistic approach to school development.

In light of South Africa's much needed educational reform and the desperate need for effective schooling in all corners of the country, one of the major South African funders, the Independent Development Trust (IDT) utilized this research to initiate discussions in 1993 around the establishment of a national development project which came to be known as "The Thousand Schools Project". Its purpose was to ensure a

coordinated approach by funders, government departments, communities and NGOs to work towards the development of effective schooling in South Africa by focussing on “Whole-School Development” in a significant number of schools in order to make a realistic difference. The process was to be consultative, community-driven and school-based. IDT funding was provided for 6 major focus areas, which, according to international research, are key factors in the development of effective schooling.

1. Governance;
2. Management;
3. Resource provision;
4. Language;
5. Science; and
6. Mathematics



The Thousand Schools Project was on the name and theme of “Quality Schools Project”, with consultations starting in 1994 through to the status in 1996. This began in 1994 with consultations and was only commissioned in 1996.

This project was administered in all the provinces in South Africa and cost a huge sum of sixty million rands. The total number of schools exposed to this project was one thousand. In the Eastern Cape Province, two hundred schools underwent the intervention programme. Basically, the intervention was to train parents, teachers, principals and governing bodies how to run schools effectively and, at the same time, working as a group in harmony. It is in light of the above, that the researcher shall attempt to determine the effectiveness of principals in schools that are in the Quality Schools Project (QSP) and those that are not in the project, with special reference to the process of managing these schools which is core in the implementation of the project.

### 1.2.2 Research Problem

In formulating the research problem, the researcher has been motivated by the number of programmes administered by the South African education system as a way of transforming the schools, which lagged behind in development. The amount of money put in the QSP alone, is so huge that evaluation of the project would be of significant gain to the development of schools and invaluable information would become available to policy makers.

The intervention programmes were introduced and their evaluation cannot be overstressed as a pointer to the way forward. One may say QSP has brought ameliorative changes within those schools that are part of the programme in comparison to those outside. Overall, its effects can only be assessed after an evaluation study has been carried out. However, of more interest to the researcher, the reason for this study, is whether the intervention of the QSP has made an impact at the grassroots level in terms of the learning environment and learner performance. The single critical question to be addressed by this study is: *What are effects of QSP on the learning environment and learner performance?*

In order to carry out the evaluation, the effectiveness of principals was assessed by means of a rating instrument and learning performance was assessed by using two tests that would be given to learners in primary schools in the Eastern Cape Province. The following questions were be addressed in the study of the schools:

- A. What are the effects of QSP on the management of quality?
- B. How effective are principals according to quality pointers?
- C. What is the relationship between achievements of learners and indicators of quality?
- D. What are the problems faced by schools in the selected sample?

### 1.3 PURPOSE OF THE STUDY

The study aims to investigate management of quality in the primary schools in the Eastern Cape Province.

Secondly, the study aims to evaluate the effectiveness of the principal by using the perception of the stakeholders as yardstick and also the achievement of the learners in that particular school. This will be determined using the literacy skills test, the numeracy skills test and the rating schedule.

Finally, the study aims to find the relationship between achievement of learners and the rating by stakeholders by comparing the data to be collected in the study.



### 1.4 SIGNIFICANCE OF THE STUDY

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First and foremost the effects of Quality Schools Project on management of quality will enable the National Department of Education to assess and evaluate the Quality Schools Project. This will enable policy makers to implement forthcoming projects on quality education like Imbewu (funded by the British) and Northern Region Primary Schools Improvement Project (funded by the Swedish Government) having observed the strengths and weaknesses of the previous project. The Imbewu project covers 500 schools, while the latter looks at 60 schools.

Secondly, this research may provide principals with a unique opportunity of finding out how their role or effectiveness is perceived by stakeholders, namely, learners, teachers and parents. This opportunity will provide clear background for self-evaluation by the principals for further growth.

Thirdly, since monitoring has a dual function – diagnostic as well as therapeutic – it is not enough to just point at the flaws in the system, however, this must ultimately lead to an improvement in the management of the schools.

Finally, the study will enable the education departments , both at national and provincial level, to identify some indicators of quality which need close monitoring at schools.

## 1.5 SCOPE AND LIMITATION OF THE RESEARCH

In school effectiveness there are quite a number of pointers for school quality, however, this study will concentrate on the ten quality pointers advocated by MacBeath (1996) and piloted in schools in Scotland. They were <sup>chosen</sup> as they seem to describe activities carried out in a school easily.

The research on the topic was done within a period of eight months from April 1998 to October 1998. <sup>Together it was hoped that</sup> this period of time would enable the researcher to collect data, analyse and conclude before the end of the University's 1998 academic year. The study began by piloting the rating instrument and the two tests to be given to learners (Literacy and Numeracy tests) to be used for collecting data. The data was from primary schools in Alice, Middledrift and Fort Beaufort Circuits as they are closer to the University of Fort Hare. The exercise started at the end of May while the main study commenced in August 1998 soon after schools opened for the third term.

The study presents limitations in the form of different researchers administering the instruments and the tests to the stakeholders. However, the discussion exercise with the other researchers from the EPU at Fort Hare was to enable researchers to avoid distorting the instruments.

Dlamini (1997:23) enlightens us on the weakness of the implementation of the project saying there was frequent change of staff at management level retarding the growth of the project. They also observed that there was lack of common framework, guidelines and quality control systems.

This was aggravated by the fact that there was no long term planning, no marketing strategy of the project by the National Education Department. The other problems that was encountered is that of not controlling for other variables like teacher qualifications, type of school setting, background and parental background, pupil motivation and pupil intelligence. However, in this study this has been taken care of in the major study undertaken by Education Policy Unit – Fort Hare. Another problem envisaged is that of having different people administering the instrument to twenty-two schools in the Eastern Cape Province. This was taken care of by discussing the methods of presenting the instrument before actually going to the schools. This enabled the researchers to use the same format when interviewing the people in the field. In collecting data a manual for the process of collecting was used in the field to explain some questions which researchers might have. This has also been enhanced by the fact that the people to be used in collecting data are seasoned researchers from the EPU at Fort Hare. The pilot study, though dealing with five schools enabled the researchers to get a feel of what they were going to encounter in the project.

## 1.6 **DEFINITION OF TERMS**

It is necessary for the study to explain some of the terms that will feature prominently. These explanations will attempt to bring the study into context by clarifying a few terms, which may be easy to define at face value though meaning something different in the study presented. Behr, A.L. (1983:33) considers an operational definition as a working definition, enabling the study to move ahead. It represents by words, tests, scores,

or a combination of the two, the meaning that is perceived by the investigator. The definition is arbitrary in the sense that others may define the term differently. Hence definition is arbitrary in the sense that others may define the term differently. Hence definitions will help the readers to get explicit meanings put across by the researcher. This will discourage the readers to interpret these according to their understanding of the terms.

**Principal:** The principal's job is to co-ordinate, direct and support the work of others by defining objectives, evaluating performance, providing organisational resources, building a supportive psychological climate, running interference with parents, planning, scheduling, book-keeping, resolving teacher conflicts, defusing student insurrections, placating the central office, and otherwise helping to make things go in a school. In achieving this, the principal should interact with stakeholders in solving school problems and communicate with the outside world, and also bring about that atmosphere of participation and empowerment.

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In this study, the principal is defined as having the characteristics mentioned above.

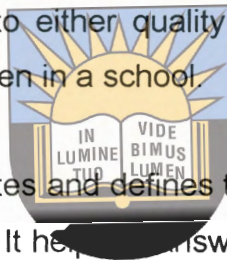
**National Department of Education:** The National Department of Education will be referred to as the Department.

**Learner:** This is a person attending a primary or secondary school and is at times given the title 'pupil' or 'student'. According to the Longman dictionary of contemporary English (New Edition) "anyone studying at a college or university is a student". In the USA, this word is used for younger people in schools, but in Britain these are usually pupils.

In this study, a learner is considered to be anyone studying at a primary school.

**Effectiveness:** This is a term which is difficult to define, however, an attempt will be made with reference to other scholars. According to Scheerens (1989:3) effectiveness can be described as the extent to which the desired output is achieved. Efficiency can be defined as the maximum output for the lowest possible cost. In other words, efficiency is effectiveness with additional requirements that is achieved in the cheapest possible manner.

One would further define it as the extent to which the set goals or objectives of a school programme are accomplished. Such effectiveness can be seen in relation to either quality, quantity, equity or equality of educational instruction given in a school.



**Vision:** This articulates and defines the values of the school, making them real and attainable. It helps answer the questions why something is done. What should be done? Leadership with a clear vision is characterised by clarity of the main purpose, frequent recognition of future challenges, openness to ideas and celebration of strengths and successes.

**Leadership:** This is purposefulness aimed at the achievement of group objectives and efficiency aimed at the satisfaction of personal striving for achievement of objectives. Encompassed in this transformational leadership which has to do with leaders and followers in pursuit of higher level goals common to both. Both want to become the best. Both want to shape the school in a new direction as formulated (Sergiovanni, 1990:24).

**Monitoring:** This can be defined as collecting information at regular intervals about ongoing projects or programmes within the school system, concerning the nature and level of their performance. Regular monitoring provides baselines against which to judge the impact of inputs.

**Learning Environment:** The term environment has to do with conditions or circumstances affecting a person. In the study, the phrase will stand for the conditions affecting a learner in the school, for example, teachers, pupils, parents and resources.

**School climate:** This is the manifestation of a well-managed school in which there is clear structure, clear procedures and people with confidence to know what to do and who to go to for help or advice.

**Classroom climate:** This has to be specifically with what pupils/ learners do and what teachers do to create and inhibit a purposeful and enjoyable environment to teaching and learning. It also encompasses what actually happens in the classroom that is worthy of noting by the learner and by a visitor if given the opportunity to assess.

**Literacy skills:** These are items concerned with reading skills and falls in two main categories, mainly reading comprehension and writing/ written expression. In the study, the term would be used to refer to the Literacy test to be given to the learners so as to measure their achievement.

**Numeracy skills:** This domain examines the child's ability to perform simple arithmetic as well as solve exercises. It is important because it reflects his/her capacity for logical thinking and abstraction, which is vital for everyday life. The term would refer to the test for Numeracy skills to be given to learners so as to test their achievement.

## 1.7 OVERVIEW OF STUDY

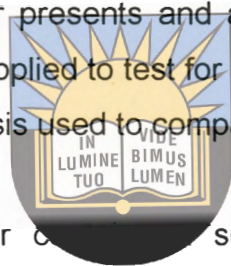
The dissertation is presented in the following manner:

**Chapter 2:** This chapter presents a literature review and provides theoretical framework for the study. A number of theories are discussed in the chapter, namely Whole-School Development, Organisational Development and Total Quality Management in relation to the key research questions.

**Chapter 3:** This chapter describes the methodology of the study incorporating ways of gathering data and data analysis tools. The sampling method will also be looked at including the instruments used in the collecting of the required data.

**Chapter 4:** The chapter presents and analyses data using descriptive statistics. The T-test is applied to test for significance of differences and a multiple regression analysis is used to compare the different variables.

**Chapter 5:** The chapter contains a summary of main findings and conclusions concerning the Quality Schools Programme including some factors related to effective school management and the researcher's recommendations for improvement. The findings also present the state of schools in the three regions of the Eastern Cape Province.



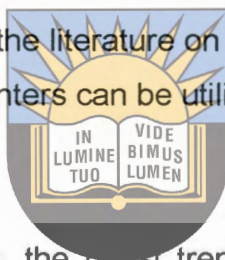
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## CHAPTER TWO

### 2.1 INTRODUCTION

A vast amount of research has been conducted in the USA, Britain, the Netherlands and Canada on school effectiveness and school improvement. In the first part of this chapter, literature on these topics will be surveyed.

Not much research in South African has been carried out on total quality management as applied to the school situation. In the second part of this chapter, special attention is focussed on the literature on total quality management and how quality indicators and quality pointers can be utilised to determine the effectiveness of the school principal.



In the third part of the chapter, the latest trends in organisational development theory is investigated, and special attention has been given to the concept of whole-school development. *Together in Excellence*

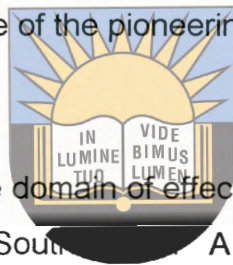
In the fourth part, the role of the school principal is investigated taking cognisance of indicators for quality.

Finally, the same indicators have been highlighted as lessons for South Africa in this period of transformation.

Hence, in reviewing the literature for the study, an attempt to cut across all stages has been adopted in the sense the researcher starts with the domain of effectiveness which encompasses all the theories mentioned above down to the indicators. Recent studies have concentrated on indicators in education in the quest for quality. These indicators are going to be discussed later and also used in framing the rating schedule for collecting data.

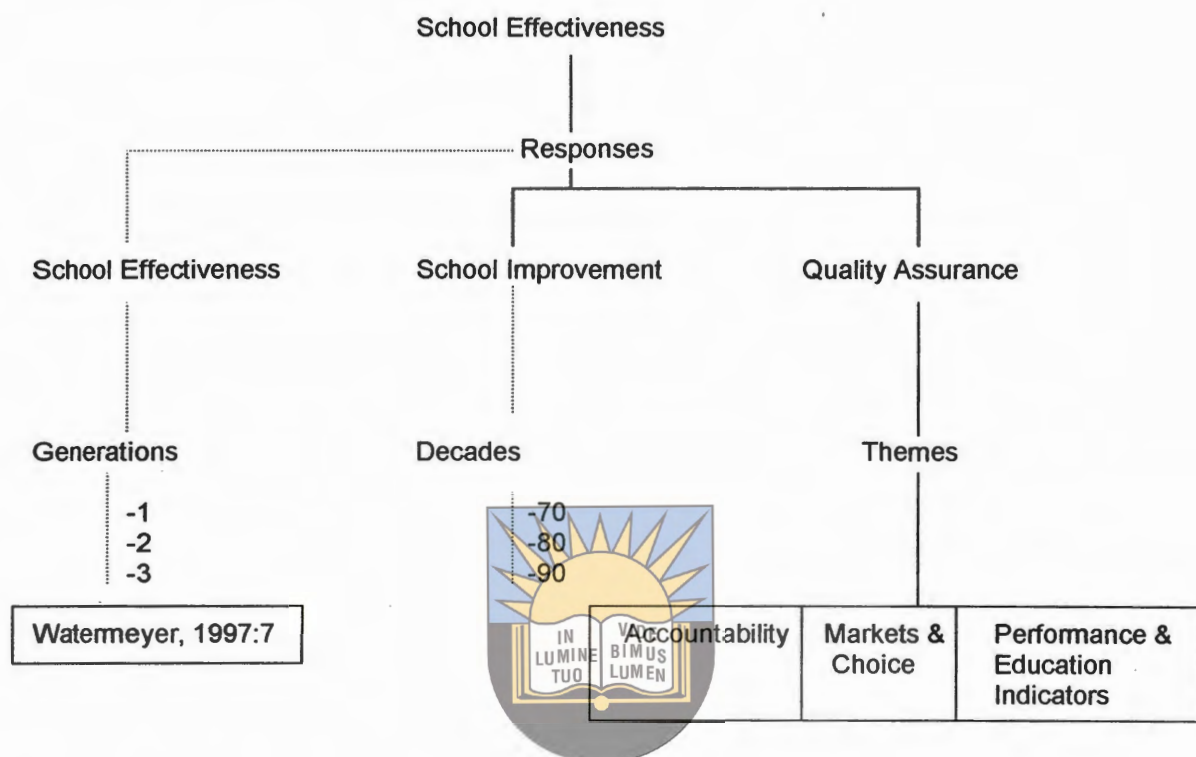
## 2.2 SCHOOL EFFECTIVENESS AND IMPROVEMENT

In the USA effective school programmes began in the 1980s with Federal funding to implement school effectiveness factors. Reynolds, et.al. (1993 : 154) put the studies into perspective by this observation: "It is, after all, only twenty years since Weber published his seminal work and, by doing so, invited us to ask the simple question of whether some schools were more effective than others". Committed researchers like Coleman (1966), Mortimore (1988) have come from the United States, Canada, Australia, the United Kingdom and an increasing number of the European countries led by the Netherlands. In American work, most of the studies on school effectiveness centred on English and Maths tests. In UK, focus has been broader and, in fact, some of the pioneering work was devoted to the study of measures of delinquency.



A brief look at the origins of the domain of effectiveness unraveled some indicators for what is needed in a new South Africa. A considerable number of concepts come into play when one talks about effectiveness, and this will be highlighted in this review. The link between School Improvement (SI) and School Effectiveness (SE) will also clearly be addressed, as there appears to be some confusion about the two terms in studies related to this. The best way of understanding school effectiveness is to look at the domain of school effectiveness below as observed by Watermeyer (1997: 7) who represents his work in the form of a diagram, while also trying to separate most of the terms which seem to be related.

**Figure 2.1: The Domain of Effectiveness**



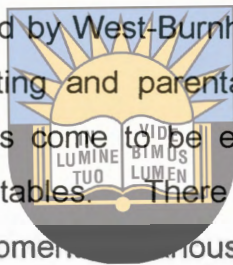
The origins of the effective school movement began with concerns in the United States to demonstrate that schools did make a difference. The first generation of research was concerned with the influence of socio-economic factors on educational outcomes. The results of Coleman's (1966) work which showed that home background was more powerful than school as an explanation of outcome, was widely interpreted to mean that schools did not make a difference. The second generation as indicated in the diagram demonstrated schools were important and how schooling could be changed by following examples of schools that had succeeded despite the apparent disadvantage of their intake.

The availability of more powerful statistical techniques such as multi-level analysis and enhanced computing power has permitted the development of the third generation which allows for smaller units of analysis, and a consequent ability to separate out effects more fine-grainedly. The latter generation which associated

with standardised pre-testing has enabled researchers to develop “value-added” means assessment.

The School Improvement (SI) paradigm in large part represents a response to School Effectiveness (SE) research: firstly, it is a paradigmatic difference that favoured qualitative rather than quantitative methodologies and, secondly, it is a field that illustrates a shift from the equity ideal which dominated school for all regardless of background.

The quality assurance field has developed as a response to the demands for accountability in education from parents and politicians. This coins well with Total Quality Management advocated by West-Burnham (1994) which links quality and leadership. With public auditing and parental choice being the frame of the nineties, quality assurance has come to be exemplified by the development of performance indicators and tables. There are of course many levels of accountability, and the development of various measures will depend to a large extent on the political and economic frame with which such measures are enacted (Gilmour, 1997:7).



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### 2.2.1 School and Community Effects

According to Gilmour (1997: 8) current research shows that early beliefs that school influence might be as large as family or community influences were misplaced, since a very large number of studies in the last five years show that only 8 – 15% of the variation in pupil outcomes is due to school and classroom differences. This suggests that an over reliance on the impact of schools to change pupil's performance may be delusory. Nonetheless, it would also be a mistake to retreat to the pessimism of the interpreters of Coleman and others and others in 1966 and conclude that this level of influence of schools was minimal. Watermeyer (1997: 16) says that the evidence suggests that the influence of school, particularly if portioned on a subject by subject basis over time, can be considerable. For example, in the United Kingdom, Mortimore et.al (1988) in the

case of mathematics found the influence of the school to be 10 times more important than the home.

### 2.2.2 School and Classroom Effects

Looking at the causes of school effects themselves, early techniques that suggested that “school influences were distinct from teacher or classroom influences” were not true. According to Reynolds, et.al. (1994 : 42)

*Recent research using multi-level modelling shows that the great proportion of variation between schools is due to classroom influence and that the unique variance due to the influence of the school shrinks to very small levels. Hence the importance of a department in a school becomes important of which the principal becomes the driving force. This person has to make sure that the departments are effective in giving their learners the right resources and activities geared towards quality education.*

### 2.2.3 Academic and Social Outcomes

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Effective schools have been considered those that produce results across a range of both academic and social outcomes. Evidence now suggests that there may be virtually complete independence of schools on different outcome measures, suggesting strongly that academic effectiveness is not necessarily associated with social outcomes. Silver (1994: 76) observes: “This again raises the key definite issue of what constitute effectiveness.” There are a number of answers to this question, however effectiveness depends on the individual, and organisations.

### 2.2.4 Effective Factors

Reynolds (1994:43) points out that what is effective may vary by student intake, the stage of development of the school itself and with the outcome being measured. Significantly, Reynolds notes further, that even if the characteristics of effective schools are found to be similar across contexts, the actual generation of

these characteristics at the level of day-to-day school management may be different.

Watermeyer (1997:8) says that there is room for some scepticism regarding universal truths about schooling effects. Given the nature of the educational enterprise this is not surprising. However, what this review does illustrate is that with increasingly sophisticated techniques becoming available, the ability to work with fine grain of education is increasing such that the crude sledge hammer policies should become redundant. To some degree, this latter aspect is evidenced in research in developing countries.

### 2.2.5 **Effective Schooling in Developing Countries**

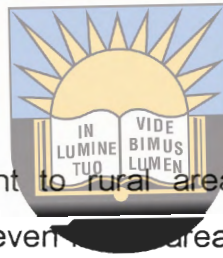
Lockheed and Verspoor (1991:14) observed that the important aspects in sustaining change seem to be that successful schools had clear philosophies (missions) and strategies for carrying them out within a positive framework of taking responsibility for actions. This implies a degree of decentralisation as they conclude that effective schools are tailored to the specific needs and strengths of children and their communities. Using the work of Fuller and Clarke (1994:73) the World Bank 1995 review of "Priorities and Strategies for Education" notes that quality is positively associated with:

- setting clear learning objectives and high performance standards for core subjects;
- learner readiness – the importance of nutritional and pre-school programmes;
- teacher's subject knowledge;
- time spent on learning; and
- instructional materials – textbooks and supporting materials including libraries.

Factors that were found to have less significance included class size, teacher salaries and teacher experience. The conclusions are more or less echoed or taken for granted in various regional and country specific studies. For example,

Wright (1994:71) reporting on Education for All (EFA) in the East and Southern Africa region accept that quality is a function of factors referred to above and see progress in those terms. Studies in the Middle East and North Africa have similar results according to Lorfing, et.al. (1995:69) and concur with the works of Govinda, et.al. (1993:286) when looking at the situation in India. Of interest in this latter study, as well as the case of Mexico is the addition of variables related to:

- strengthening external supervision – the role of the inspectorate;
- teacher development – rural and marginalised areas tend to get the worst teachers;
- strengthening learner evaluation – reliable and credible assessment procedures; and
- regional variation.



The question of teachers sent to rural areas being marginalised cannot be questioned, this is happening even in an area where the researcher is teaching. There are no incentives given to those teaching in the rural areas, hence getting good teachers is very difficult. This, therefore, opens a gap between the teaching in remote schools and that experienced in urban schools, with troublesome teachers being discarded to the former schools.

### **Limitations of School Effectiveness and School Improvement**

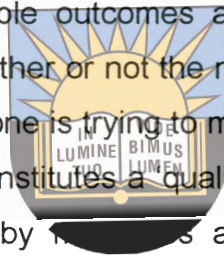
The field of SE has shifted through various generations seeking over greater refinement. Within the frame of believing that all learners can learn, accepting that quality in education is best dealt with in reference to all pupils and focussing of outcomes, SE has moved through the stages of identification of effective schools, description of what effective schools look like, the development of guidelines and approaches to increase the effectiveness of schools and the location of effective schools within the larger organisational context of school system or district (West and Hopkins, 1996:3). Despite these advances including the ones to be looked at next, there are considerable difficulties associated with SE.

### 2.2.6 The Correlation Problem

Reynolds (1994:4) notes that there is frequently little recognition particularly in the face of an often high degree of overlap between the correlates and that correlates by themselves do not indicate any direction of cause and effect. West and Hopkins (1996:4) also note that the very existence of such lists of characteristics of effective schools may encourage policy makers to believe that there are quick fix universal solutions to school problems.

### 2.2.7 The Measurement Problem

With a key focus on measurable outcomes and in particular pupil attainment, doubts may be raised as to whether or not the measures used adequately capture the construct (effective school) one is trying to measure. One consequence of this is that the perception of what constitutes a 'quality' or an 'effective' school tends to become tautologically defined by the results available to define it. West and Hopkins (1996:6) observes that the results achieved with a particular school reflect the differences in prior attainment, social and cultural factors.



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### 2.2.8 School-related vs Teacher-related Focus

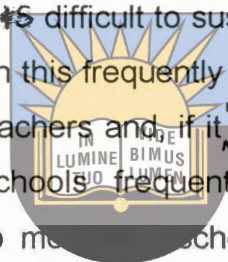
With the focus on school and school organisation, unsurprisingly "effective management" appears as key correlations of effective schools. The school improvers fare better and a critique of this field is discussed below. The commitment of the SI practitioners is to work with the process of schools in the belief that change from within is both possible and desirable. This process, with the school rather than the individual pupil at the centre, has generated a focus on such activities as staff development, collaborative planning and implementation strategies. These particularly qualitative agendas have obviously yielded insights unavailable by and large to SE practitioners, but as with SE there are serious deficiencies which West and Hopkins (1996:6) clearly elaborate.

### 2.2.9 Staff Development Focus

This is a key focus area for SI, but it has often been carried out at the expense of the pupil, so that very rarely is there monitoring of student outcomes, and little effort to examine the impact on student learning. This is considered as a weakness since the learner is the most important person in education and hence cannot be ignored.

### 2.2.10 Implementation Strategy Weaknesses

One of the common weaknesses related to a technical rational approach to implementation strategies that is difficult to sustain beyond the intervention point. Firstly, if the planing is top-down this frequently is done with little reference to day-to-day lives and concerns of teachers and, if it bottoms-up in the sense of self or collaborative management, schools frequently have neither the structures, expertise or strategic ability to move school forward even if goals can be agreed upon.



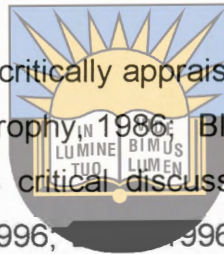
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### 2.2.11 Value Focus

Research has attempted to investigate the factors which are displayed in schools which are found to be effective. The neutral word 'effective' conceals the value-based outcome measure which determines effectiveness in most studies on pupils' test scores in basic skills which are greater than would be expected in view of their prior attainment or other background variables.

Office for Standards in Education (OFSTED) (1995) in the United Kingdom commissioned a report to synthesise the findings from the Banking Information Service, and a copy was sent to every governing body of a state school. The 11 factors associated with an effective school which the leaflet included are:

- professional leadership;
- shared vision and goals;
- a learning environment;
- concentration on teaching and learning;
- explicit high expectations;
- positive reinforcement;
- monitoring progress;
- pupil rights and responsibilities;
- purposeful teaching;
- a learning organisation; and
- home-school partnership.



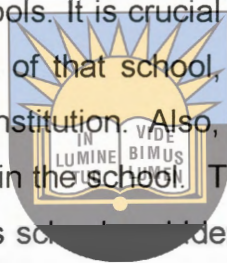
In the USA extensive literature critically appraised this work and its results (Purkey and Smith, 1983; Good and Brophy, 1986; Bliss, Firestone and Richards, 1991). There has been a rather less critical discussion in the UK until fairly recently (Ouston, 1996; Fidler, et.al., 1996; Reynolds, 1996). Reynolds (1993) has been one writer in the UK who has consistently drawn attention to a number of limitations of this work, in particular whether

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- a) the factors would be the same for a school with more diverse aims than results in tests of basic skills'
- b) an effective school remain so year after year; and
- c) effective schools have the same effect on all pupils.

West and Hopkins (1996:9) note, because of the time that school improvers spend with teachers, they are susceptible in their theorising to teacher value orientation to a degree that tend to exclude other interest groups such as pupils or parents. In this sense it is all too easy to move beyond critical collaboration into the pooling of rationalisations. The process of socialisation takes place when researchers work with teachers thereby developing relationships that would discourage criticism.

West and Hopkins (1996:22) do not however suggest abandoning the legacy of the past research, but rather recommend building on it and addressing the methodological problems. Research also indicates that there are differential effects on pupils; that school and classroom effects may differ; that academic and social effects may separate, and that the stability of effects may change. Riddel (1997:23) suggests that a particular set of factors like climate, performance and calibre of student makes for effective schools. The initial stage would be produce a rich, multilevel baseline study that identifies the factors, contexts and processes that contribute to effective learner outcomes. While the two domains SI and SE have limitations there are some aspects which can be combined so as to build an effective organisation. The characteristics of effective schools cannot be picked and implemented in all the schools. It is crucial for the management to look at the situations and even the setting of that school, then introduce the characteristics which really suit that particular institution. Also, the question of quality needs to be appreciated by all stakeholders in the school. This means that the principal has to group all the stakeholders in his school to identify the characteristics which they feel make their school prosper. In this way, the quest for quality in the organisation can be attained.



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Having reviewed the literature on the origins of the domain of effectiveness one should proceed to look at Total Quality Management and the concept of Whole-School Development which comes under the umbrella of the theory, and is part of the process of quality assurance. It is important to appreciate the fact that this concept of whole-school development originates from the theory of Organisational Development (OD) which will be discussed later.

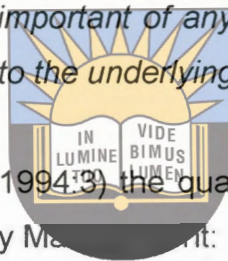
### 2.3 TOTAL QUALITY MANAGEMENT

Another theory worth looking at is Total Quality Management (TQM) which may involve quality assurance as a process. According to Walters(1996:222) TQM has certain essential features that distinguish it from other forms of quality systems and make it a management philosophy, namely that TQM is being used when:

- there is customer focus (focus on student needs, not teaching outcomes);
- a focus on processes not people (under TQM it is assumed that every teacher wants to do a good job, but that processes can sometimes stand in their way);
- continuous improvement (do not rely solely on large planned changes, but constantly seeking small improvements in process); and
- participation on total employee involvement (the people who do the job, know best how to improve it).

Some people are cautious about this approach in education as Walter (1996:224) observes:

*“Certainly, the unconsidered important of any approach designed for business is unwise without a commitment to the underlying philosophy of TQM”.*



According to West-Burnham (1994:3) the quality gurus advocate the following as basic principles of Total Quality Management:

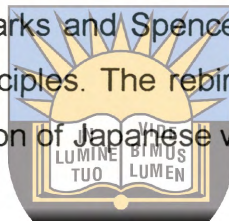
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- quality is defined as responsiveness to customer needs; customers are internal and external;
- leadership is concerned with vision and values which are communicated and then translated into strategic planning;
- management is based on prevention rather than detection, aspiring to get it right the first time;
- quality is managed through measurement; the only way to improve is to understand what is actually happening;
- the management of staff is based on empowerment and the release of creativity rather than control;
- teams are axiomatic to quality organisation; and
- continuous improvement is central to the management of every process and improvement is based on measurement.

West-Burnham (1994:4) has summed up what a company might look like in the future that has absorbed the TQM approach:

- commit to transcendent visions, missions and goals;
- follow learners rather than knowers; reward learners instead of knowers;
- continuously translate values into action;
- give earned praise freely; and
- train, train, train.

There is abundant evidence that these principles work in the commercial sector. The success of German and Japanese industry, and the market domination of British companies such as Marks and Spencer and Sainsbury's can be traced to some or all of the above principles. The rebirth of Rover cars and ICL has been largely attributed to the adoption of Japanese working practices.



The recognition of excellence in the management to quality management was set up in 1991, by the European Quality Management Forum. It is awarded to the single most successful practitioner of TQM principles in Western Europe. The award is made on the basis of the most successful organisation judged against eight criteria.

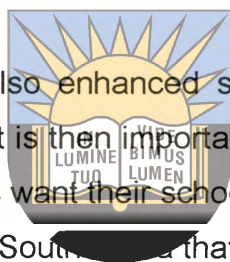
- customer satisfaction;
- employee satisfaction;
- planned and actual performance;
- valued-added processes;
- leadership;
- resource management;
- policy and strategy; and
- community and environmental awareness.

According to Walter (1996:11) TQM is a holistic approach to management which integrates values and effective practice in order to meet customer requirement.

Equally, many organisations have difficulty in accepting the central concept of TQM that quality is not what they think it is but what the customer says it is.

The TQM concept of “fitness for purpose” is applied where the manufacturer has researched very carefully what that particular group of customers requires, and then matches their requirements with a consistent, zero-defects product and thereby coming up with a “quality product”.

TQM theorists also say that the organisation exists only to provide a service to the customer, and without customers these organisations would cease to exist as many British commercial enterprises have experienced.



Advance in technology has also enhanced some organisations and institutions making them more effective. It is then important for the principal to research what a particular group of customers want their school to look like – so as to get the best learners. It has been noted in South Africa that some learners travel from the high density suburbs to low density suburbs in search of good schools. This state of affairs can be avoided if principals can take advantage of TQM.

### 2.3.1 What is School Quality?

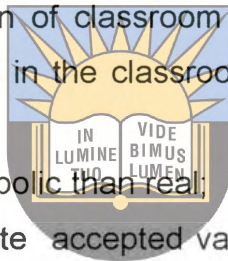
School effectiveness cannot be complete without discussing the concept of quality. Quality is very difficult to define explicitly, especially when one looks at organisations. This term is used extensively in the literature on effective schools. However, the literature on school effectiveness is an attempt to explain this concept.

According to Contreras (1988:399) there are likely to be as many answers to the question (what is school quality?) as there are respondents. In part it has to do with what students learn in school, that is, acquiring useable knowledge, developing problem solving skills, inquiry skills, perseverance, an appreciation of the arts and developing personal and social responsibility, self respect for other.

All too often educators have equated quality education with covering all the pages of a textbook by the end of a semester or year and getting correct answers to a given number of factual tests. It is also important to consider quality as a product of the energies of the leadership team of whom the principal plays a pivotal role.

Fuller (1986:12) some distinct views on schooling which are important for the running of a school:

1. The essence of school quality lies in the relationship between the teacher and the student supported by a positive school climate, and the normative beliefs and atmosphere of the school.
2. School quality is a function of classroom and school organisation, can only manifests in what happens in the classroom and school and a well-managed school structure.
3. School quality is more symbolic than real; thus the signals emanating from the school, that schools promote accepted values such as moral virtue and hard work are more important than substantive results or conditions.



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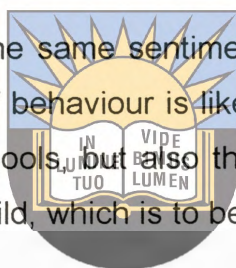
From these observations it seems that quality depends on the school that an individual or learner is exposed to or attends. It is important that the climate of the school is conducive to learning so that the learners can feel welcome and be able to grasp all that is being taught without fearing the teachers and their peers. Some leaders need to create a climate in which the expertise and enthusiasm of staff and others in the wider school community can be used to help the school achieve their aims of which most of them are associated with the improvement of quality of pupil learning.

Also for the school to attract learners, resources are needed which are able to boost learning. This can be realised in the form of having libraries including textbooks and supplementary texts which are crucial in the learning process. The management of the school should also be able to market the school to the outside

world and this could be attained through speech days or functions which expose the school to the outside world.

The observations above have implications for the teacher, who is called upon to be well versed in the psychology of learning. The understanding of children's behaviour is of paramount importance in that in schools one is encountered with disruptive pupils, delinquents, those who play truant, and laziness, to mention a few. These behaviours have negative consequences and severe academic under-achievement. If the teacher fails to understand the learners, then the process of imparting knowledge fails dismally.

Cameron (1998:12) echoes the same sentiments about behaviour when he says improving the management of behaviour is likely to have widespread benefits not only for mini-systems like schools, but also the society at large. This coins well with the aim of educating a child, which is to be able to relate to one's environment and the world at large.



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### 2.3.2 Indicators and quality pointers for school quality

Questions which are asked relating to quality have given rise to the use of indicators for performance to assess the degree to which a school or system is performing high in relation to various notions and standards of quality. Indicators are meant to tell us something useful about a school's performance whether it is quantitative or qualitative or how well the school is doing. In the education setting these allow teachers, parents, school governing bodies and education authorities to evaluate them.

Travers (1996:13) in developing school based indicators of performance for English Language Schools in Quebec, proceeded to develop a castellation of themes that were both grounded in the literature and based on schools' perception of what aspects of schooling mattered. The pointers were piloted in schools in

Britain and can be used by schools to conduct their own assessment of their current levels of performance.

John MacBeath worked on school indicators for performance along similar lines. In identifying the pointers and indicators MacBeath (1996:27) used stakeholders in establishing a framework for self-evaluation and assessment of schools. Ten pointers were developed in consultation with stakeholders to identify what mattered most in the school environment. The stakeholders included parents, teachers and learners as these were the closest to the school. They identified the following quality pointers which subdivides into quality indicators.

1. School climate;
2. Relationships;
3. Classroom climate;
4. Support for learning;
5. Support for teaching;
6. Use of time and resources;
7. Organisation and communication;
8. Equity;
9. Recognition of achievement; and
10. Home-school links.



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To determine “effectiveness” a number of terms and concepts will constantly crop-up, including efficient, improvement, quality, development, evaluation, monitoring, reviewing, professional, appropriateness, accountability and performance. This shows us that the concept of effectiveness is very broad, ranging over purpose, effort and accomplishment. Measurement may be used but it also involves judgement. The determinants are manifold and complex. What is also interesting is that parents consider the effectiveness of schools through different perspectives, that is, Parent A views an effective schools as one that produces good passes at public examination while to Parent B, it may be calibre of teachers in the school which counts. It is in light of the above that the concept of indicator has to be

investigated, which is quite crucial in assessing different schools. Hence, by considering the whole school one can come up with an effective school in terms of the total number of quality pointers.

Thus, the head may perceive the school's effectiveness as the pupil's performance in public examinations. The parents may look at the school's effectiveness in a way the pupils behave at home, and perform at national examinations. The government may use a combination of indicators, for example, the Federal Government of Nigeria's Policy on Education focuses on the following indicators of the school setting:

### Internal Performance Indicators

- Averaged length of study;
- Success rate : graduation rates;
- Distribution of pupils;
- Market share of applicants;
- Teaching performance;
- Pupil learning outcomes



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### Operating Indicators

- Class sizes;
- Staff/Pupil ratios;
- Pupil workloads;
- Resource usage;
- Space usage; and
- Assets and equipment.

### External Performance Indicators

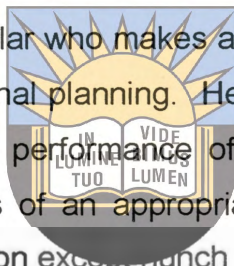
- Acceptability of graduates;
- Destination of graduates;

- Employer/community feedback; and
- Awards and honours.

### Staff Productivity Indicators

- Publications;
- Contracts;
- Invitations;
- Citations and qualifications; and
- Membership in professional bodies.

Coombs (1969:33) is one scholar who makes a very strong demand that indicators be an integral part of educational planning. He also observes that they are better instruments for assessing the performance of school. He goes on to say that without a battery of indicators of an appropriate sort, educational planners and policy makers have little to go on except hunch and prejudice.



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Fidler, et.al. (1997:60) acknowledges this point by saying:

*“The concept good has two implications, firstly, that the concept of good might be different in particular schools, and secondly, that what processes are associated with any particular good school are likely to be contingent. In other words, the factors and their magnitude are highly likely to depend on the prior history of the school and its current circumstances. Circumstances will include the nature of the pupils and the nature of the parent body. More than one person needs to be committed and a driver of the change”.*

For effectiveness to be well measured in a school setting, it is important to analyse the indicators at play which result in the quality or improvement of that particular place. This is so, because there are a number of indicators in a school of which curriculum, public examination results (these can be ‘O’ level or ‘A’ level examination results), the tone of the school, success in extra curricular activities,

human resource management and physical management, to mention a few, can point to the effectiveness of any particular school.

## 2.4 ORGANISATIONAL DEVELOPMENT

The modern approach to management of change and the development of human resources is called Organisational Development (OD). OD practitioners (internal or external consultants) may counsel decision makers on an individual basis, work to improve working relationships among members of a work group or team (often including top management); work to improve relationships among interacting and interdependent organisational groups and gather attitudinal data throughout the organisation and feed this back to selected individuals and groups, who use this information as a basis for planning and making needed improvements.



The following make up the modern OD approach to the management of change:

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1. The OD approach to change is planned.
2. It is system-wide or at least takes a system perspective
3. It is designed to improve the organisation in both the short and long terms.
4. The OD approach to change is primarily an organisational process rather than substantive contact.
5. It is designed to solve problems.
6. It is primarily focused on human and social relationships.

One would conclude that organisational outcomes of OD efforts are effectiveness, problem solving adaptability, awareness, participation and influence with the overall goal being to integrate individual and organisational objectives.

Bennies (1969:2) share the same views with Davidoff (1997) mentioned above and defines OD this way:

*“Organisation Development is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structures of organisations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself”.*

Schools are organisations with particular ways of pursuing their goals, and they have features, which are common to all kinds of organisations. Davidoff (1997:17) says *in every organisation there are particular aspects or elements which make up that organisation, and each of these needs to be functioning healthily for the whole to be healthy. We cannot adequately understand the problems that arise or the solutions that should be pursued without considering the different elements of the school system.*



*In order to understand school, various role-players need to be taken into account at various moments in the life of school. This includes the academic members of staff, the principal. Students, parents, various community leaders and groupings, and educational support personnel.*

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Understanding the school as organisation rests on a belief that development of the organisation is not only possible, but is a necessary aspect of integrated school life. The importance of schools engaging in organisation development processes is underlined by an understanding of processes of change. Very often educational change comes in the form of teachers using new materials, developing new teaching techniques. It is important that these changes need to be placed within the context of the whole school. There is need to build a school environment which is supportive to change for individual teachers, as well as for the school as an organisational whole. An organisation cannot be developed without developing the people who work in the school, thus professional (human resources) development. Bennis (1969:2) puts it in the following way as quoted by Davidoff (1997:35).

*“Organisation Development is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structures of organisations so that they can better adapt*

*to new technologies, markets, and challenges, and the dizzying rate of change itself. Organisational development can be described as a 'normative re-educative strategy for managing change, which is aimed at facilitating development of people and the organisation as a whole for purposes of optimising human fulfillment and increasing organisational capacity. It has its origins in the business world. More recently, however, organisation development has become an important strategy for building organisational capacity in many different kinds of organisations, including schools. It is an important strategy for school development and, indeed is often used synonymously with the term "whole-school development" .*

### 2.4.1 School as an Organisation

When one looks at school organisation development, one needs to take into account the particular and central purpose of the school. Davidoff (1997:36) acknowledges that it is about learning and all strategies used to facilitate learning. Listed below are some of the strategies used in organisational development.



- *person-centred strategies which take the form of educational intervention, included among which are staff, student and parent development, and*
- *Structural change strategies which tend to concentrate on changing structural aspects of the school itself – for example, management structures and processes, regulation and policy, codes of conduct; also included here would be structural aspects relating to the environment within which the school operates (the broader context).*

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Engaging in an organisation development process means deciding to choose a conscious direction for your organisation (or school), one that will most likely enable the school to become more effective in its focus, orientation and purpose. In directing an organisation to accomplish its goals, Davidoff (1997:39) puts down some broad principles relating to ways of addressing organisational issues in schools:

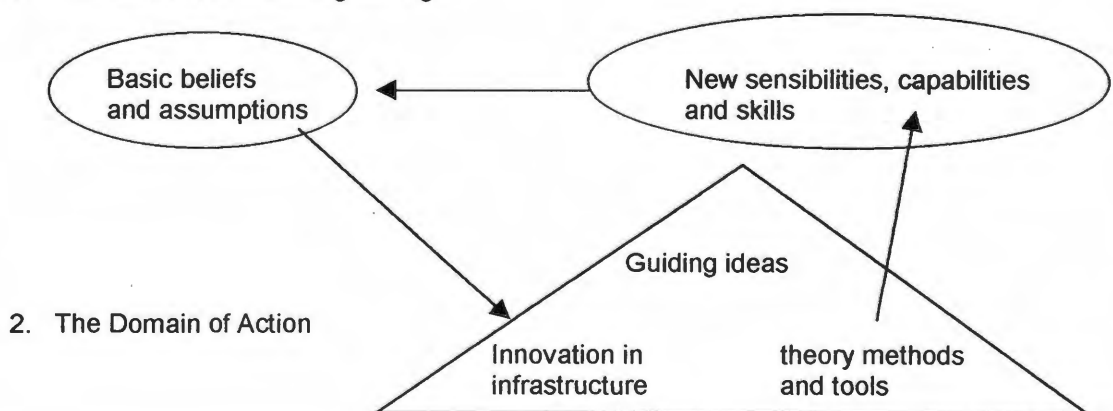
1. Finding out what the various role-players in the school consider to be strengths and weaknesses of their school, is an important first step. Because organisation development facilitates and develops self-understanding and self-renewal, it is crucial that the issues are identified by the relevant role-players in the school itself, and not by the principal or organisation development consultant.
2. One way in which this could be done is to ask all role-players, through workshops and/or interviews or questionnaires, to write down their views of issues facing the school, or strengths and weaknesses of the school. These could then be shared in a workshop format, or compiled on paper.

#### 2.4.2 The Concept of Whole-School Development

The conceptual framework underpinning the Quality School Project (discussed in Chapter 1) is Whole-School Development (WSD). WSD posits two dimensions of change, the domain of enduring change and that of action. The University of Fort Hare concept is set out in the diagram below. *Together in Excellence*

**Figure 2.2.**

1. The Domain of Enduring Change

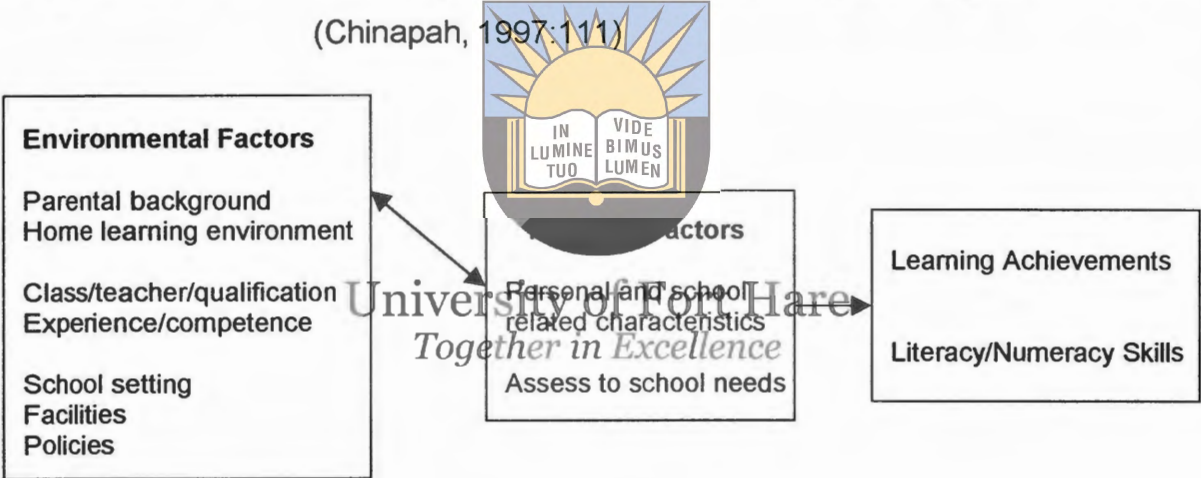


Eastern Cape Department of Education Proposal (1998:3) and Education Policy Unit – University of Fort Hare.

Enduring change is characterised by organisations starting as groups of individuals who over time, develop the capacity to create what they truly desire. Team members develop new skills and capabilities start to see and experience the world differently, begin to form new beliefs and assumptions, which facilitate the further development of skills and capabilities.

The domain of action consists of intervention made up of guiding ideas, innovations in infrastructure and theory methods and tools. The intervention hypothesis of WSD is set out in the diagram below.

**Figure 2.3 : A conceptual model for monitoring learning achievement**  
(Chinapah, 1997:111)



WSD implies intervening to modify the environmental and personal dimension factors in order to effect improvement and change in basic learning competencies. The guiding ideas include systematic reform and focus on classroom interactions. The two domains are interrelated. Theory, methods and tools contribute to developing skills and capabilities. The latter leads to the emergence of new awareness and sensibilities. This may contribute to changes in basic attitudes and beliefs. Basic attitudes and beliefs impact on guiding ideas and innovations in infrastructure.

The theory of learning organisations suggests that there are observable differences between schools that have undergone the WSD process and those that

have not, particularly in terms of guiding ideas, theory, methods, tools, skills and capabilities.

Reynolds, et..al. (1993:42) says the concept of WSD is a multi-level perspective approach to school improvement and also acknowledge that:

*“Although the school is the centre of change it does not act alone. The school is embodied in an educational system that has to work collaboratively or symbiotically if the highest degrees of quality are to be achieved. This means that the roles of teachers, heads, governors, parents, support people (advisers, higher education consultants, etc.) and local authorities should be harnessed and committed to the process of school improvement”.*

In essence WSD propounds the transformation of the school through integration and coherence of all aspects of the school as an organisation. This is so because schools are communities consisting of, or influenced by, a number of different groups of people, namely, teachers, parents, communities, governing bodies, parent-teacher-associations, educational planners and non-governmental organisations. Such interdependence can enable schools to diagnose their problems and find tentative solutions if stakeholders are part of the process of change or transformation in schools.

While the notion of WSD had been eagerly accepted at the national planning level of the Quality Schools Project, however, in the Eastern Cape there were complex socio-economic factors that influenced either directly or indirectly the progressive rhetorics embraced within the WSD.

Such complexities were:

- the intense rural/semi-rural nature of the province;
- high rates of illiteracy (vary within regions);
- high poverty rates;
- high unemployment rates;

- poor infrastructure (i.e. making certain areas almost inaccessible for the adoption of the WSD notion);
- vast geographic distances between schools and District Education Resource Centres (DERCs) and resource centres;
- lack of resources like electricity, water, physical buildings;
- influence of natural phenomena like rain, harvesting, topography has on school attendance and sustained culture of learning;
- under-prepared and unqualified teachers (varies within regions);
- lack of learning space.

The above socio-economic factors that characterise the Eastern Cape Region have become not only a threat to the WSD notion but also a major challenge to the “partnering” model envisaged by the Quality School Project in promoting a vibrant learning culture in schools. The same sentiments were expressed by parents in response to quality of schooling and schools they desired for their communities and their children.



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While communities in the Eastern Cape expressed a deep desire to forge closer links with schools (like all other communities/societies) who have at heart the welfare of the children, as true clients of the school, sadly enough, their hopes and aspirations invariably ran up against the almost insurmountable socio-economic barriers, mentioned above.

It was out of this that a number of policy frameworks were implemented in South Africa to help address the problems affecting the schools. To mention a few, the Education White Papers (one and two), the report of the Review Committee on Teaching Project (COLT) in the Eastern Cape, including the focus on quality development programmes, bears testimony to a situation which called for change immediately after independence.

## 2.5 THE SCHOOL PRINCIPAL

One should not lose sight of the fact that the principal plays a pivotal role in the school setting and hence it is incumbent upon him to manage change with the help of subordinates. The principal features most prominently in the Quality Schools Programme, making sure quality is attained in the respective schools. It is imperative that they (schools) have to be evaluated one way or another to check effectiveness, which is crucial in any educational institution for achieving laid down goals.

According to Van der Westhuizen (1991:648) the principal plays a strategic role in initiating change. The staff of a school is inclined to accept programmes of change more readily if the school principal actively supports them in implementing the changes.



Swanepoel (1997:4) views the role of the principal as one to do with decision making, helping teachers to become empowered. He further states that this person should understand that one cannot successfully address every issue in the school and it is important that delegation is considered. This way one strikes a balance between the subordinates, resulting in an enabling environment conducive to teaching on the part of the teachers who could, in turn, feel they have a say in the management of the school.

Fullan (1993:30) adds,

“The dynamic systems perspective thus leads managers to think in terms, not of the prior intention represented by objectives and visions, but of continuously developing agendas, issues, aspirations, challenges and individual intentions. The key to emerging strategy is the effectiveness with which managers in an organisation build and deal with such agendas”.

*Sergiovanni, cited by Rossow (1990:11) defines the school leader as the individual charged with the task of directing and coordinating the group activities necessary to achieve or change goals. Early studies of leadership focussed on personal attributes. There was belief that if traits of successful leaders could be identified, the selection of persons with those traits would ensure goal achievement. However, Stogdill found that it is not traits by themselves that make leadership, but leadership behaviours in relation to the nature of the group to be led. He emphasized behaviour theory where approaches to the study of leadership focuses on the behaviour of the leader in interaction with the followers. He goes on to say that behaviour of leaders and the effect it has on followers was developed by Lipitt and White who classified leadership behaviour by three styles; autocratic, democratic and laissez-faire.*



Bacon, et.al. (1991:83) lays down some of the main functions of a principal, which he says are:

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1. Organisation of the school;
  2. Resource and logistical management;
  3. Staff supervision;
  4. Staff evaluation
  5. Staff development;
  6. Student discipline and safety;
  7. Instruction and improvement; and
  8. Curriculum innovation.

From the observations presented by the schools one can conclude that for a principal to be effective, he/she should be able to support his/her subordinates in implementing changes in a particular institution. The support would enable the co-workers to gain confidence and be part of the establishment, resulting in a conducive working environment. The concept of empowerment is also promoted especially in these years when schools are crying for democracy on the part of management. What is also important about the role of the principal, is that he/she

is tasked with directing and coordinating group activities. Hence, it is vital that the group to be led, works in a welcoming environment to achieve maximum returns.

A number of components need to be discussed on the part of the principal to enable him/her to carry out the school activities laid down. Some of these components will be discussed in the following passages as a way of linking the principal to his/her duties. These components will come in the form of some indicators or pointers for school effectiveness in this study, of which a number of them are advocated by John MacBeath (1996:27). The discussion that follows tries to address the link between the principal and the components and how this person can manage his/her environment in terms of the indicators, and also achieve the school goals.

### 2.5.1 Principal and Leadership



Educational Management theories present a number of leadership styles which can be used by principals in dealing with their educational settings. Among the styles are Democratic, Laissez faire, Autocratic, Johari Grid, the Management Grid of Blake and Mouton and the Management Grid of Hersey and Blanchard. However, the most striking is Sergiovanni's latest leadership approach as advocated by Caldwell, et.al. (1992:53) which combines well with the thinking of the 90's. Sergiovanni suggests that the technical and human facets of leadership, by themselves, may simply ensure that the school will not be ineffective. He also says that to ensure the highest level of achievement over time, an important aspect of excellence, there must be symbolic and cultural leadership. To illustrate the symbolic leadership, he refers to leadership which calls for communicating vision in a way that ensures commitment among all in the school community. Symbolic leadership includes the words which are, of course, symbols for the meanings and value we wish to communicate.

But symbols also include action and rewards, which leaders can employ to communicate matters of value.

Caldwell, et.al. (1992:53) cites some of the metaphors that are employed by the leadership style:

*“...these include military (troops, parade, battle);  
business (bottom line, clients, managers, shop front);  
industrial (productivity); sport (team, coach, game, plan, players)”.*

Metaphors in relation to the processes of self-management will probably reflect the notion of team or family or community: those related to the outcomes of schooling or the students themselves will tend to reflect a focus on individuals and their empowerment through learning rather than a competitive situation where success is enjoyed by a few.



Actions are powerful symbols for communicating values. Important messages are sent, for example, by what activities a leader chooses to participate in or what events a leader chooses to attend or how a leader conducts a meeting or other ceremony.

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Rewards, defined broadly, are also very powerful symbols for values. Leaving aside rewards for students which should, of course, provide recognition in matters related to a particular view of excellence which is embraced at the school, we would highlight those for teachers and others in the school community. The principal will wish to reward other leaders and others who accept responsibility in different school programmes or who encourage the involvement of parents and the wider community in decision-making and other aspects of school operations. Rewards can come in the form of words of praises, further empowerment and recommendation for promotion.

Finally, Sergiovanni, quoted by Caldwell, et.al. (1992:57) advocates “valued-added leadership” which calls for empowerment, ennoblement and enhancement. In summary, this calls for empowerment in four major respects: empowerment of other leaders, empowerment in decision-making, empowerment through professional development and training programs so that all in the school

community have the necessary knowledge and skills to participate in a self managing school.

In discussing leadership, another term comes into play, that is managing. To distinguish between managing and leading: managing has to do with implementation, operational issues, transaction, means, system and doing things right. On the other hand, leading involves vision, strategic issues, transformation, ends, people and doing the right things.

Leadership is one crucial determinant of an effective school. It is important to note that when this concept of leadership is discussed, the principal within the school environment cannot be left out, as she/he is the person seen to play a pivotal role. Leadership revolves around the principal with him/her making sure that subordinates are doing the right things at all times.



West-Burnham (1997:116) acknowledges that all schools that are perceived as being effective are probably being managed, more or less successfully, rather than led. Management is a crucial determinant of organisational success and operates within a context and criteria. Management works as a team (e.g. principal, senior staff members and governing body) responsible for helping others to fulfil the central purpose of the school. This exercise can only be fruitful if the leadership has some of the essential components which are mentioned by West-Burnham (1997:117). There are four components which are not hierarchical but interdependent with each being fully effective, namely, vision, creativity, sensitivity and subsidiarity.

The components which should be found in a person leading the school setting like the principal, are prerequisites for him/her that enable the school to change and adapt through the process of continuous improvement. Hence, it is important that the principal plays around with these components in order to see the school improving and providing the learners with quality education. His/her leadership

quality should exhibit anything close to the components and this should also reflect in the action of his/her co-workers as they pursue theirs towards quality education.

Another component which is central in leadership in managing change because over years education has had to change. So to be able to manage change is a component of effectiveness in the school's leadership, but that in improving, change should not be seen as a distinct thing to be managed because there are time when it is not necessary to change but it is a central abiding process. This process should be monitored by the principal who is at the apex or crest of the leadership team to enable the system to operate well. The concept of leadership being very diverse coins with vision which shall be discussed fully at a later stage. However, there are components which need analysis and clarification before moving forward. These are – creativity, sensitivity and subsidiarity.



### 2.5.2 Creativity

According to West-Burnham (1997:121) in solving unique problems, the principal requires unique solutions. He sees creativity, the generation of imaginative and radical solutions to apparently intractable problems, as an essential component of leadership. The concept of “team work” is propounded by West-Burnham who stresses that no amount of dedicated reading of management “self management” manuals will bring about flashes of creativity – working in teams can release creative power.

It would logically follow then that for creativity to be attained, the principal needs all the stakeholders to participate in building the organisation, so as to achieve the objectives set by the school. He/she cannot run the school alone as some of the members will feel isolated and hence fail to help the principal who seem to know everything and dismally fail to consult the other members in solving problems which could be easily solved through consultation and team work. Below are characteristics of the creative thinker as seen by West-Burnham (1997:121).

1. Being at ease with complexity;
2. Being relaxed with abstract concepts;
3. Using a variety of problem-solving approaches;
4. Synthesising rather than describing data;
5. Persisting with an apparently intractable issue;
6. Not being afraid of being wrong;
7. Displaying naivete in questioning;
8. Accepting all possible solutions, no matter how apparently ridiculous;
9. Accepting possible solutions from any source;
10. Visualising all possible viewpoints;
11. Organising data in a variety of permutations; and
12. Being aware of a range of sources for solutions through reading and networking.



These characteristics give the leadership team a method of finding solutions to unique problems, of which the concept of consultation is brought into play including analysing situations, visualising possible viewpoints, reading and using a variety of problem-solving approaches. These then present a framework of operations for the principal who may find himself sinking in a sea of problems. On the other hand, Robbins (1987:298) says that the key to the success of this creative process must initially be in the hands of the head teacher who is in a unique position to initiate a programme of staff development within the school, to motivate teachers through the sharing of meaningful responsibility, and to seek persistently for means to increase levels of job satisfaction for everyone.

### 2.5.3 Sensitivity

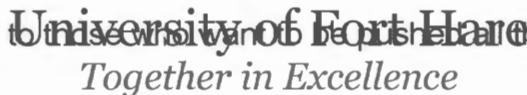
In schools where social relationships are the fundamental and most significant process, it is difficult to over-emphasize the centrality of high level personal skills. What is key to a leader is motivation which is considered vital in creating a culture and forming a conducive atmosphere for those with whom the principal come into

contact. An inventory of characteristics that are needed for sensitivity are proposed by West-Burnham (1997:124), namely:

1. Listening;
2. Giving feedback;
3. Negotiating;
4. Giving praise;
5. Managing conflict;
6. Networking; and
7. Empathising.

According to Robbins (1987:295) sensitivity by the leader to situational differences and their implications for leadership style is of course helpful.

Through negotiation it enables the principal to solve complex problems as the members of staff will be intrinsically motivated to see the organisation moving forward as opposed to those who want to be pushed all the time.



#### 2.5.4 Subsidiarity

West-Burnham (1997:128) defines the concept in this manner:

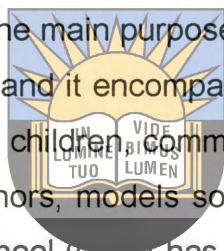
*"This concept has to do with empowerment and delegation and is best manifested through the concept of the autonomous or self-managing team, where the team has the responsibility, authority, control over resources and the ability to make real decisions without reference. Given the skill and ability of teachers and managers in education, there is no reason why they should not be trusted in the same way as workers in many business arenas".*

With this in mind, the principal should have a challenge of moulding his/her teachers into able bodies that can make decisions and be able to help him or her in planning the activities in a particular school. If teachers are empowered they feel trusted to be part of the management team and hence work even harder to fulfil

school goals. On the other hand, the teachers who are not empowered tend to look upon themselves as isolated from the leadership team and thereby creating divisions not conducive to growth.

### 2.5.5 Principal and Vision

The concept of vision cannot be wholly divorced from leadership but should be seen as embracing it in the management of organisations. Leaders have a responsibility of generating and driving a school's vision. What is important is that this has to be a shared vision between head and teacher including school leadership. To achieve good vision involves consultation and communication with all stakeholders in the school. The main purpose of this is to help the school move from the known to the unknown and it encompasses school values, set out hopes and aspirations of the school for children, community and staff. The vision has to be expressed in images, metaphors, models so that it becomes meaningful to all involved in the working of the school (e.g. it has to answer questions as to why we are doing this? What should we be going? Hence, the leadership team should be able to answer the questions. Also decisions made by the leadership, of which the principal is the key player, will make a great impact in the school's standing in the community. This process can enable the school to market itself to the outer world and this will in turn build confidence on the part of the parents who have children in that establishment. Researchers have observed that effective educational organisations have active parent bodies that help in the running of the schools. Some characteristics of leadership with vision include the following, as advocated by West-Burnham (1997:118).



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1. Clarity of morale purpose;
2. Constant reference to the vision in action;
3. Frequent recognition of future challenges;
4. Constant contact with all members of the school community;
5. Openness of ideas; and
6. Recognition and celebration of strengths and successes.

In contrast to this, leadership without vision exhibits the following concerns:

1. Routine leadership decision-making and problem-solving;
2. Bureaucratic relationships;
3. Constant stress on failure and weakness;
4. Reinforcing the status quo; and
5. 'Distant' personal relationships.

To acquire a vision requires a high level of reflection and introspection and afterwards share, test, refine and finally listen to responses.

#### 2.5.6 Principal and Communication Strategies



Management cannot take place without communication and organisations cannot exist without it. According to Bush, et al. (1994:246) communication is viewed as an activity which takes place when a message is transferred satisfactorily from one party to another so that it can be understood and acted upon if necessary. The fact that within an organisation all the members are sending and receiving signals simultaneously in a dynamic interaction with one another, need to be monitored by the leadership team. It is important that the right messages are committed to the stakeholders, using the proper means. Because of the large number of persons found in a school environment, it is highly likely that bad elements can be found in the establishment who will be bent on tarnishing the image of the school. To deal with these elements, needs tact on the part of the manager including communicating to them that you expect to maintain order and the right values in the schools.

Effective management has to start from understanding of the details of how the communication process impacts on every management activity and be as precise as possible on the way that communication theory can be translated into effective practice. Schools would find value in examining the stages, content and processes

of communication discussed above in relation to their own internal and external patterns of communication. For effective communications, whether written, oral or non-verbal, managers in schools would benefit from an audit of formal and informal procedures, and any barriers they engender.

In communicating issues, it is important that the leader should achieve more empathy. For example, the principal should avoid relaying verbal messages to the parents using learners as these can be misinterpreted. It is important that all messages to the parents should be put in writing to avoid distorting issues. Also policy issues cannot be transmitted by learners to other learners. They have to be relayed by the principal for effective communication.



Effective communication is an essential tool for the principal in managing the school and ensuring that staff are aware of the pupils' needs at the right time. It is important that the principal makes clear policies which preferably all staff have an opportunity of formulating and reviewing. All members of staff should be given a role to play in the affairs of the schools as this makes them feel part of the organisation. Also, effective communication can be struck by using the School Governing Body as the voice of the parents.

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### 2.5.7 **Principal and Mission**

West-Burnham (1997:78) views a mission statement as an analysis of a school's aims usually revealing an entirely proper, appropriate and valid sentiment. However, in the context of quality management, a number of questions have to be asked about the traditional approach to aims and their relationship to planning.

1. Who wrote the aims?
2. When were they written?
3. When were they last revised?
4. Do all those affected know and accept them?
5. Are they used as criteria for evaluation?

6. Do they inform all management processes?
7. Are they written in meaningful language?
8. Is any attempt made to measure the extent to which they are achieved?

West-Burnham also observes that successful schools have explicit values shared by all the members of the school community, explained to all those who come into contact with the school, and used as a basis for all aspects of the life of the school. The concept of sharing is very important in these mission statements, since they serve to sell the school to the outside world. A number of practical purposes of the mission are outlined below by West-Burnham (1997:79) who considers a mission in this form:

- ❖ It characterises the school to its community,
- ❖ It provides a sense of direction and purpose,
- ❖ It serves as a criterion for policy-planning,
- ❖ It generates consistency of action,
- ❖ It identifies clients, and
- ❖ It serves to motivate and challenge.



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West-Burnham (1997:80) also says that the mission statement creates a sense of uniqueness and identification which serves as a platform for action. Whatever a school identifies as its core purpose, the central element is likely to focus in some way on the learning process. It may well be that one of the most important outcomes of reviewing a school's mission is a debate about the nature and purpose will create the axioms that will inform every subsequent decision and also create the 'mindscapes' that are fundamental to leadership behaviour and the creation of an organisational culture.

Harris (1995:287) in research on effective secondary schools in Britain observed the following:

*“By and large, these were taking departments, that is, department that were marked by constant interchange of professional information at both formal and informal level. Departmental meetings tended to be frequent, often in addition to those scheduled for all departments in the school, with clear purposes”.*

One may conclude that the mission is important since it gives the establishment the direction of movement. The activities to be carried out in any school have their objectives encompassed in the mission, which should be shared by all stakeholders. It is also crucial that the people in the organisation have to interact regularly as they map the way forward and to maintain continuity in their objectives. The mission statement indicates what a school wants to succeed in and what it does and does not do and crucially how it seeks to do it. It makes explicit the value of a school and thereby indicates the expectation as to what the culture of the school should be.



### 2.5.8 Principal and Policy

An organisation, be it a school or business undertaking, is established and operated with a specific objective in mind. One of the basic requirements of public administration is that each and every activity should be directed specifically at achieving a set of goals. Policies are often a translation of the objectives of an organisation in behavioural terms.

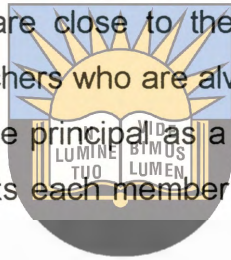
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Badenhorst (1987:10) points out the following as characteristics of policy:

1. Policy gives direction to the management of an organisation;
2. Policy is a guide for action;
3. Policy is usually summarised concisely;
4. Policy can be directed at the short or long term; and
5. Policy can either be of an overall nature (broad main policy) or it can involve a subordinate part of the organisation.

With all this in mind, it is important that the principal should be aware of all the school policies that govern his/her school, taking into consideration that policy has to guide action. The principal has to interpret the education circulars, ordinances and regulations so that they are reflected in the school policy. The other thing is that the principal should seek help when drawing policies for the school as he works with a number of stakeholders in the management team.

Musaazi (1982:60) sees the board of governors, the head teacher, the deputy head teacher and the senior master as people responsible for making up policies relevant to the internal functioning of the school. These people should work together because at the end of the day the policies have to be implemented, that is, they are the people who are close to the learners. Learners need to be monitored and it is only the teachers who are always with them who need to see to it that they follow the rules. The principal as a leader has to define as clearly as possible the role he/she expects each member of the school to play in satisfying his/her leadership aspirations.



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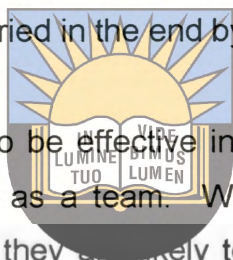
### 2.5.9 Principal and Evaluation *Together in Excellence*

Evaluation in education is to help the educational process better relate to the client's needs. This process does not stop at the point of inspecting to see if something occurred or did not. It is a continuous process focussed upon improving the effectiveness of reaching the school goals and objectives. Evaluation process is linked to decision making, for improvement cannot result from evaluation unless changes are implemented. This process should not be seen as a fearsome oppressive checking to see if goals have been efficiently met, but rather as the clarification of purpose, generation of data, and analysis of meaningful information to determine next steps toward improving current practice. Evaluation then implies that people like the principal will make judgements, which should be seen as ways of remedying situations undesirable and also as methods of improving the organisation. All these processes should be discussed to allow input from all those who are involved, this way transparency can be promoted on the part of

management and thereby avoiding witch hunting in the eyes of those who are being evaluated (that is, some members of staff can perceive the process of evaluation as a witch-hunting mission).

The evaluation process inherently has many possibilities of relative goodness or badness, appropriateness or inappropriateness. Important consideration for the principal is that the relativity of these evaluation techniques or treatment applies to programmes, data and instruments used. This then calls for the principal to clearly define objectives and even go to pains of informing the staff what is to be evaluated at the end of the year. If the objectives are developed at teacher level then the principal could continuously aid faculty and staff to develop clear aims and objectives, which cannot be queried in the end by role-players.

For an evaluation programme to be effective in the school, the principal and the staff must cooperate and work as a team. When the staff are consulted in all aspects of the school matters, they are likely to feel committed and to carry out assignments given by the principal.



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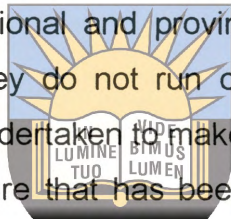
Discussions made above synthesize the importance of the principal and indicators in an educational setting. The concept discussed above mean a lot to the activities of the school principal who should be viewed in the following manner according to my own point of view:

1. S/he should be able to evaluate as a way of supporting learning and teaching.
2. S/he should have a clean policy on school climate and classroom.
3. His/her communication with outside world and stakeholders is vital.
4. Recognition of the services of teachers and achievement of learners should be encompassed in his vision.

## 2.6 LESSONS FOR SOUTH AFRICA'S EDUCATION REFORM PROGRAMMES

The literature review on school effectiveness has revealed quite much about its origins and its use in other countries like United Kingdom, United States of America and the Netherlands. In the literature review, the school principal has been discussed as one who can bring about a difference in the school environment. It is, therefore, important for the search to look at the lessons that could be learnt by this country in realising the goal to change for better and quality education.

The macro policy context needs to be reviewed in the South African education system. This means that national and provincial policies have to be critically analysed making sure that they do not run counter to school improvement. A cautious approach has to be undertaken to make sure that programmes introduced are not misinformed by literature that has been disproved by some scholars on effectiveness since much research has been done on this subject. Gilmour (1997:21) suggest some guidelines which are important in the construction period for governments pressed for time and resources



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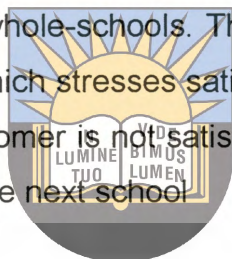
*“The role of the administration somewhat neglected in the pursuit of indicators has been the task of education authorities in facilitating change. As the Stratchclyde experience in Scotland showed, to succeed in the face of a severely constrained educational environment required an administration that was able to:*

- *respond to local needs;*
- *match resources to policies and needs;*
- *promote greater accountability;*
- *increase efficiency and cost-effectiveness; and*
- *allow schools to develop their own provision.”*

The observation of the above scholar is striking in that it points out that, as schools reform, there is need for the administration to follow suit. The importance of administration cannot be underestimated in a school situation as it is the parliament of the institution, if put crudely. This is so because it constitutes the

body that drafts the policies and rules of the establishment. Without a strong administration, it would be difficult for the school to function. Hence, all stakeholders should be allowed to have a say in the building of education system starting from grassroots level.

To conclude, one would say that there is a lot to gain from the literature on school effectiveness. Since the domain of effectiveness covers a number of theories mentioned in this literature review, it is incumbent upon the school to select the best indicators suiting that particular setting. Indicators of quality have been identified from different countries, however, those who use them should do so with caution as they may not suit all schools. These have to be chosen by all stakeholders as the theory on whole-schools. These should align to the principles of Total Quality Management which stresses satisfaction to the customer. It has to be borne in mind that if the customer is not satisfied with the service of the school, he/she transfer his children to the next school.



In the following chapter the research design for this study is outlined.

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## CHAPTER THREE

### 3.1 INTRODUCTION

In designing the research, the researcher considered the aim of the study as a guideline to this crucial stage of the study. As stated previously, the aim of the study is to investigate whether there is a difference between the leadership of principals in the Quality Schools and those in the control group from the perceptions of the parents and the teachers and achievement of the learners. To find the difference, the researcher used the perceptions of the parents and teachers who rated the two groups of principals using the rating schedule. This was also compared with the perceptions of the teachers and parents.



### 3.2 QUALITATIVE AND QUANTITATIVE STUDY

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The study employed both the qualitative and the quantitative methods of collecting the required data. The data were collected by means of a rating schedule which was presented in the form of an interview with responses quantified to enable analysis with SPSS. Some of the information was collected using the Numeracy and Literacy Skills tests to find out the achievement of the learners. The use of the rating schedule was preferred as the information would be easy to analyse using the computer if presented in terms of responses. The skills tests were also used, as it was also easy to punch into the computer and for comparison purposes.

#### 3.2.1 Quasi-experimental Design

The discussion that follow this design has been extracted from the works of Jaeger (1988:448) who has the following to say:

*“Experimental research has to do with finding causes. Quasi-experiments cannot be easily described. There are many varieties of them, and various species arise from different ways of attempting to control for the third variable without actually using random assignment. The third variable situation occurs when two things are related because each is causally related to the third variable, not because of any casual link between each other. The teacher’s salaries and pupil achievement example is probably an instance of the third variable problem. In this case, the third variable might be the wealth of the community”.*

Experimentalists have devised a methodology that lays both of these problems to rest. They contrive two or more sets of circumstances that are alike in all respects except for the phenomenon that is being tested as a possible cause, and then they subsequently observe whether the expected effect ensues. For example, an experimentalist might take a large sample of teachers and their pupils and divide them into two identical groups except that one group’s teachers receive a R500-00 raise and the other group does not. After a year later, he or she measure the pupil’s achievement to see whether it has been affected. By setting up two identical groups of teachers and their pupils, the experimenter ruled out all possible third variables as explanations or the eventual difference in pupil achievement.

The experiments satisfy these condition: the experimenter sets up two or more conditions whose effects are to be evaluated subsequently, persons or groups of persons are then assigned strictly at random, that is, by chance, to the condition; the eventual differences between the conditions on the measure of effect (for example, the pupil’s achievement) are compared with differences of chance or random magnitude.

One of the most promising and frequently used quasi-experimental designs is know as the interrupted time series experiment. It is able to interpret the effects of a treatment, data archives and naturally occurring

interventions. This presents itself in the assessment of the effect of a treatment ~~is~~ with, data archives and naturally occurring intervention. In this case, the intervention is made by someone other than the researcher and it is not normally made for experimental purposes – although the researcher makes use of it for causal analysis. The data to evaluate the impact of the intervention come from archives: collection of data gathered routinely across time for administrative purposes.

The design that has been selected for this study is the quasi-experimental design because of its link to the objectives of the study, which have to do with comparing two groups of schools. According to Bless (1995:77) one solution to the problems of the intact groups design is to use groups that are clearly in contrast. In other words, the researcher's goal has changed from finding similar groups to finding groups that are essentially dissimilar, or contrasting in the main characteristic. If the researcher knows groups are different in terms of one respect (the independent variable) and records a difference between the groups in terms of another aspect (the dependent variable), then it can be concluded that the differences in the dependent variables are due to differences between groups. In some cases it may be possible to use matching, that is, making sure that the groups have the same characteristics, to ensure that two groups are similar for all variables except the contrasting variable. The design does not allow for an independent event or treatment but is based on differences that already exist between the two groups.

Rossi, et.al (1982:167) say there are two points in total evaluation processes at which impact assessment is especially important. The first (and perhaps the most appropriate) is in testing of new, proposed programmes or proposed changes in existing programmes. Coverage in these programmes is often partial, and thus it is often possible to conduct experiments that will provide relatively definite estimates of programme effects.

The second point is in the review of existing, on going programmes. Even when an established programme appears to be either working well or at least not obviously failing, stakeholders or programme staff want plausible estimates of how well the programme is fulfilling its designated purposes. Policy makers may need impact evaluation results to justify expansion of what may already be widespread resource commitments in the face of persistent competition for funds and the political pressures of various interest groups. Programme managers need impact results to learn how to fine tune their programmes and increase their efficacy and efficiency, The programme on Quality Schools justifies impact assessment in that a huge amount of money was used in administering it and it is a cornerstone to the education of South Africans, in that it targets the primary schools, and hence, a strong base would pay great dividends to the country in its quest for quality education.

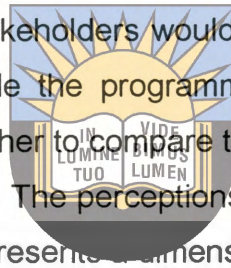


Rossi, et.al. (1982) and observe that the strategic issue in impact assessment is how to obtain estimates of what would be the difference between two conditions: one in which the intervention is present and one in which it is absent. There are several alternative approaches that vary the effectiveness: all involve establishment of "control".

The alternative which will lead the study is Constructed Controls. In this situation the targets to whom the intervention is given are matched with an equivalency group, constructed controls, from whom the intervention is withheld. The procedures used in selecting constructed control groups are referred to as methods of matching. Matching may be accomplished by selecting groups that resemble the major relevant characteristics of the group exposed to the programme. For example, if children in a particular school are the target participants in an intervention, the constructed control group should be one or more schools whose demographic profiles of students mirror that of the participating school.

This type of design has been selected since the schools being investigated in this study are different in terms of the intervention programme. The experimental group underwent quality improvement while the control group was not exposed to the intervention. One would conclude that the design compares very well with quasi-experimental designs advocated by Bless (1995:77).

The study used stakeholders, namely the parents and school teachers to rate principals in their respective schools, in terms of their effectiveness in implementing whole-school development to ensure quality education in their schools. These stakeholders would rate all principals in the quality project and those outside the programme. The results it was hoped, would enable the researcher to compare the effectiveness of the principals in their different schools. The perceptions of the stakeholders in as far as the school is managed, presents a dimension in education which is core to the learning of the University of Fort Hare. In the instrument there are indicators of effectiveness that are advocated by John MacBeath (1996:6).

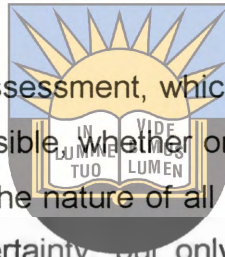


The following ten quality pointers were selected for this study:

1. School climate;
2. Relationships;
3. Classroom climate;
4. Support for learning;
5. Support for teaching;
6. Time and resources;
7. Organisation and communication;
8. Equity;
9. Recognition of achievement; and
10. Home-school links.

The quality pointers are divided into five quality indicators mentioned above are extracted from John MacBeath's instrument (1996:16) which helps in determining the effectiveness of the school. The fact that the instruments were shaped by school discourse, the literature on effective schools as well as the people's own individual experiences of schools, is reason enough to presuppose that the same results could be expected in the South African situation. The instrument was previously used in Scotland and it is hoped that this rating instrument would help to achieve the intended results for this study.

### 3.2.2 Linking the Study to the Design



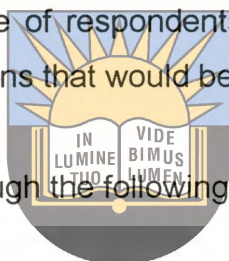
The study is an impact assessment, which is directed at establishing, with as much certainty as possible, whether or not an intervention is producing intended effects. Given the nature of all scientific activity, such estimates cannot be made with certainty, but only within limits of error and with varying degrees of plausibility. To reduce the size of such errors and to raise the plausibility of effectiveness estimates, impact evaluation needs to be undertaken as systematically and as rigorously as possible. Only in this way can the evaluator identify the effects of the intervention.

The project on quality schools was a sort of intervention in that it was tried in some schools and withheld in others. It is then logical that the effect has to be measured so as to find whether it made an impact. The research has to do with finding the perceptions of the stakeholders on the leadership of the principal, which can be attained by comparing the perceptions of the two groups. That way one can judge or find the difference by comparing the means of their perceptions and applying the t-test to establish the significance.

### 3.2.3 The Pilot Study

Oppenheim (1992:50) sees the pilot study as an effort at condensation of the main fieldwork. It also gives the researcher valuable experience in the relevant administrative procedures, drawing small samples, contacting respondents, explaining the purpose of the survey, timing each operation and so forth.

The reason behind the pilot study encompasses all views of Oppenheim (1992) as it helped the researcher to plan ahead for the main study. One would say, it was basically done to test the instruments including familiarising with the type of respondents to be encountered in the field including a feel of questions that would be asked.



The pilot study went through the following stages:

1. Drawing a judgement sample which was from Alice in the Eastern Cape Province; *Together in Excellence*
2. Five schools were selected according to District official categorisation;
3. Discussing information about measures and procedures;
4. Entering data; and
5. Revision of instruments as a group.

For the purposes of the pilot project, five schools were selected to take part in the checking of the suitability of the instruments. In selecting these schools, the district education official selected schools that he thought reflected all types of schools in the province. It was important for the schools to be representative of the population to be considered in the study. Hence, the five school types mentioned below adequately reflect the most important, different kinds of schools operating in the province, namely:

1. Farm schools;
2. Rural schools;
3. Former C-model schools;
4. Private schools; and
5. Urban schools.

The question of gender was also considered to ensure that the respondents were representative. Four persons were selected from the teachers and parents and also evenly distributed in terms of sex. Parents were interviewed in groups and teachers were looked at individually. However, through discussion with my supervisor, it was decided that the parents were to be interviewed individually as doing it in a group posed a number of problems.



It was observed that when interviewing a group, one person tended to answer all questions or even try to convince others to support him. The other problem was that some people who were asked not to divulge important information especially if it has to look into the negative aspects of the school.

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### 3.2.4 Population of the Study

The population of the study consisted of all the primary schools from the eleven districts of the Eastern Cape Province. There were two groups of schools, the Quality Schools Project (QSP) and those schools outside the Quality Schools Project. This population has 200 schools which underwent quality improvement in the province.

### 3.2.5 Sample of the Study

#### 3.2.5.1 **Experimental Group**

**Table 3. 1: Breakdown of schools by type in the experimental group**

School type	Experimental Group
Farm School	2
Rural School	7
Former C-model School	0
Private School	0
Urban School	2
Total	11

The researcher had intended using a sample of forty schools in the actual study, however, the sample was thinned down to twenty-two schools due to lack of resources and time constraints. The sample was in turn divided into two groups to enable comparison, namely the experimental group. The number of respondents that were expected to complete the rating schedule from the sample was 176 stakeholders, with 88 teachers and 88 parents. From the two groups of schools, 220 learners answered the two tests, namely, the numeracy and the literacy test.

The researcher used stratified random sampling by dividing the Province into districts, or strata. Having done that, QSP schools were selected from the districts and a corresponding number picked for the control group. The researcher settled with two schools in the district, one from the experimental group and one from the control group for easy matching. Schumacher, et.al. (1993:162) favours this method as it allows the researcher to compare subgroup results. These schools are placed in eleven districts of the Eastern Cape which should be of interest to policy makers coming up with generalisations of the state of affairs for the whole

province. This would also enlighten people on what is actually taking place at grassroots levels including the perception of stakeholders from a broader spectrum.

### 3.2.5.2 Control Group

A matching lot of eleven schools was selected taking cognisance of the environmental factors like school size, rural or urban school, co-education or single-sex, gender or principal (female or male), district and multiracial school or single sex. The exercise of selecting the schools considered the different school types mentioned in the following table making sure that they were all catered for in the study.



**Table 3.2 Breakdown of schools by type in the control**

School Type	Control Group
Farm School	2
Rural School	7
Former C-Model school	0
Private School	0
Urban School	2
<b>Total</b>	<b>11</b>

The two samples indicate the highest number of schools being rural which is basically the pattern of schools in the Eastern Cape Province. They are followed by the farm schools.

### 3.2.6 Methodology

The researcher used a rating schedule to collect data from the parents and the teachers. The other information was to be gathered through the skills tests which were given to the pupils to complete in the presence of the researcher. The rating schedule was presented in the form of a questionnaire with each individual rating the quality indicators.

The importance of using a questionnaire as a method of gathering information is considered important by Behr (1983:150) who has this opinion:



“If properly constructed (questionnaire) and administered, it nevertheless continues to be the best available instrument for obtaining information from widely spread sources”.

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### 3.2.7 Instruments

The instruments used to collect data were the Rating Schedule, the Numeracy and Literacy tests, which were to determine the effectiveness of the principal in the selected schools. This was determined by comparing the achievement of learners and the ratings of the parents and teachers. Here the parents and teachers were asked to rate the leadership of the school in terms of indicators already discussed.

### ***Rating Schedule:***

The rating schedule consisted of 50 items which are described as indicators for quality as propounded by John MacBeath (1996:16). These indicators are subdivided into ten groups which are called pointers for quality. Hence, each pointer has five indicators which were used as measuring instruments for quality in the schools. For the completion of the schedule, an example is shown in the instrument for easy administration.

Respondents would be rated by stakeholders who included parents and teachers. The rating adopted the Likert scale 1-4 for responses. The rating exercise was in terms of responses ranging over very weak, weak, strong, and very strong.



The rating schedule was administered to four teachers and four parents in each school. The schools attempted to include the sexes but it was impossible in some other schools as there was one sex only. In most of the schools that the researcher visited himself, the teachers were mainly female.

### ***Numeracy Skills Test***

The test has 33 questions that are expected to be known by that particular age group. The items test the understanding of whole numbers and the four arithmetic operations; addition, subtraction, multiplication and division. The test is divided into three sections of which the first section looks at the identification details, the second section gives an example of how to present the work and the last section on assessment of numeracy skills.

### ***Literacy Skills Test***

The test has 59 items divided into simple vocabulary, word and picture test and finally reading and comprehension. The test is divided into four sections with the first section dealing with identification of respondent, second section with simple vocabulary, third section with word and picture test and the final section on comprehension which is in turn divided into ten readings.

The tests mentioned above were adopted from UNESCO having been used in a number of countries (Pawar, et.al. :1992).



### **3.2.8 Validity and Reliability**

Oppenheim (1992:159) observes that adequate reliability is a precondition to validity. He goes on to say that the measurement will behave in a fashion which is consistent with itself, that a very high proportion of the score on every occasion is due to the underlying scale variable, with minimum error.

To maintain validity and reliability of the instruments, the director of EPU-UFH convened a meeting to map out strategies for the research exercise on Quality Schools.

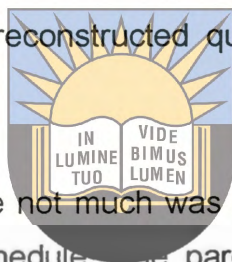
Instruments were scrutinised question by question to enable members and not to have questions in the field to have a feel of what to expect in the actual research exercise. Instruments were analysed by all members before embarking on the main project.

This exercise was also taken care of by the pilot exercise which helped to clarify weaknesses and ambiguities for timely correction by the researcher.

Behr (1983:150) says

*"Before the questions are put in their final form, a pilot study should be carried out in order to eliminate any ambiguities in the phrasing or choice of words".*

The refinement exercise enabled the researcher to reconstruct the questionnaires and also plan how to get to the schools in the actual data collection exercise. The reconstructed questionnaires are presented as Appendixes 6 and 7.



From the piloting exercise not much was said about the questioning and the responses in the schedule. The parents did not seem to give the researchers any problem pertaining to the questions. Interestingly, in the actual exercise, some researchers failed to get some of the responses from parents, citing the fact that some parents were not aware or ignorant of what was happening in schools.

The assessment of Numeracy and Literacy Skills was given to learners in Grade four who were chosen at random. Although initially tests were given to Grade three in the pilot study, this was changed as it was observed that the test was difficult for the age group. The reason for the difficulty was being that most of the schools at this level use Xhosa as the medium of communication.

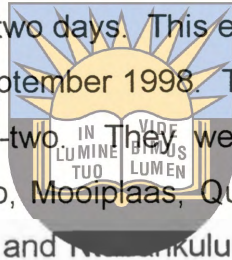
The two tests have been adopted from UNSECO having been used in most of the countries in Africa and hence their reliability cannot be questioned in the study. These tests were originally developed by UNSECO for measurement of student's academic achievement in the

classroom. According to Chinapah (1997:32) they are comprehensively examined and measured for standardisation.

Finally, those schools that were used in the pilot study were not used in the sample for the research, because it was felt they would come up with biased results having been exposed to the study.

### 3.2.9 Data Collection

Three groups of researchers were involved in collecting data. Two researchers collected data from each school, administering seven instruments in a period of two days. This exercise started on 7 September 1998 and ended on 17 September 1998. The total number of schools that was covered was twenty-two. They were selected from the districts, Peddie, Adelaide, Molteno, Mooiplaas, Qunu, Cofimvaba, Engcobo, Port St Johns, Mount Fletcher and Nkomo. The schools were all selected from the Eastern Cape.



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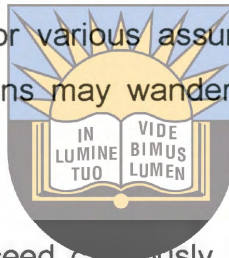
The rating schedule for the study was constructed in the form of a questionnaire in such a way that questions are aligned to the dimensions of effectiveness of principals as advocated by John MacBeath (1996:6). To get maximum returns, the schedule was administered in the presence of the researchers. Oppenheim (1992:103) feels self administered questionnaires ensures a high response rate, accurate sampling and minimum interviewer bias, while permitting interviewer assessments, providing necessary explanations and giving the benefit of a degree of personal contact.

Having collected data, the researcher then analysed the data. The analysis was basically centred on the rating schedule and the other instruments for the larger project. The initial stage of the analysis involved entering the data into the SPSS programme and thereafter means and

standard deviations for the perceptions of parents and teachers were found and a t-test made for the indicators. The data for these findings are found in the Appendix column. Results of the findings follow in the next chapter.

### 3.2.10 **Analysis**

A number of models can be used in the analysis of data and this depends on the relevance of that method to the study. A researcher may fit a regression model in the usual way and then, to explore some of the implications of the results, he or she may calculate the predicted values of the dependent variable for various assumed values of the explanatory variable. These calculations may wander off into virgin territory, where there is no data.



Extrapolators should proceed cautiously. It is not enough to plug in a value of  $X$  and mechanically compute the predicted value of  $Y$ . The calculation of a confidence interval for the prediction is a bit of extra work, but it may well be eye opening.

Regression towards the mean involves a subtle sort of data mining. If, beforehand, we select students at random from some population (perhaps those who have had specified counselling), their average score will be an unbiased estimate of the population mean. If we want to estimate some expected score or see whether the dispersion in the scores is increasing or decreasing, then we need to use a random sample that is not chosen based on the scores themselves.

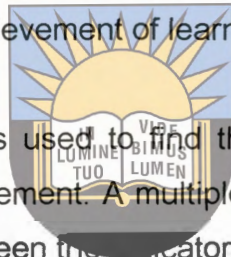
A regression analysis begins with an explanatory variable  $X$  and a dependent variable  $Y$ . A scatter diagram is a useful first step to seeing whether or not there is any relationship between these two variables. We may fail to find that there is a close linear relationship, a non-linear

relationship, or no relationship at all. A scatter diagram can also help identify outliers in the data. These outliers may have been recorded incorrectly, or they reflect very typical circumstances. In either case, outliers warrant closer inspection.

Also, the correlation or the degree of relationship between variables which seek to determine how well a linear or other equation describes or explains the relationship between variables will be looked at.

The data analysis basically centred on the rating schedule including the tests on assessment on the numeracy and the literacy skills which were used to determine the achievement of learners at different schools.

Finally, descriptive statistics was used to find the effect of the project on the learning environment and achievement. A multiple regression analysis was used to establish the relationship between the indicators and performance.



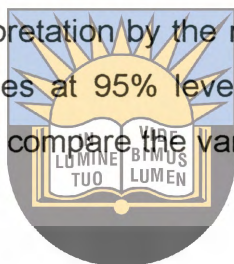
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## CHAPTER FOUR

### 4.1 PRESENTATION AND ANALYSIS OF DATA

#### 4.1.1 Introduction

This chapter is divided into five parts of the first part, being the introduction. The second part covers the presentation of average scores and means of the schools. The third part covers responses of teachers and parents in the control and experimental groups. The information for this section is presented in tabular form for easy interpretation by the reader. The fourth part looks at the t-test for all the responses at 95% level of significance and a multiple regression analysis is used to compare the variables and achievements for the last part.

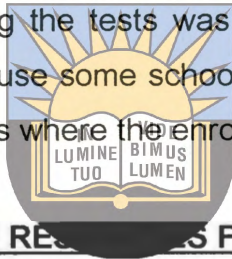


The data collected at the end of the study were found to be partially completed, especially those questions that were on the rating schedule. The reason for this was that some of the researchers who collected data did not stress to the respondents that the instrument was to be completed in full. The other reason was that the parents felt that some of the information on the instruments was not relevant to them but could be answered by the teachers.

However, for the returns in terms of the completed instruments one would observe that of the 176 respondents who were expected to fill in the rating schedule, only 124 managed to do that, representing a percentage of  $124/176 = 70.5\%$ . From the respondents  $53/88 = 60\%$  were parent and  $73/88 = 83\%$  were teachers. The number of teachers does not really represent the actual figure that responded as some schools have a single teacher as in the case of farm schools which had a single teacher running the whole school. The number of parents was low as it was difficult to locate them during the time of collecting data. Although some principals were confronted with the same

situation of failing to get parents, they managed to improvise by getting those parents who stayed in the areas which are close to the school. Some did not bother to do this indicating a sign of weakness on the part of the principal concerned.

The rate of return from the tests given to the learners was encouraging with over 90% of the instruments being answered completely. In the literacy skills test 207, about 94%, of the learners wrote the test, while in the numeracy skills test, 209 about 95% of the learners wrote it. The large percentages are a result of presentation of the instruments by the researchers. However, though the expected figure for writing the tests was 220, the actual figures for the respondents were lower because some schools had a few learners especially those that are situated in farms where the enrolments are low.



#### **4.2 TEACHERS AND PARENTS' RESPONSES FOR THE SAMPLE**

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Following a brief description of the schools derived from information contained in the rating schedule, the following sections presents the findings on the parents and teacher's responses. Most of the information is descriptive presenting the frequencies and percentages for the indicators which were rated low.

They have been chosen deliberately just because they represent some problems which need to be addressed by the principal and the department of education.

#### **4.3 PRESENTATION OF SCHOOL AVERAGE MARKS FOR THE TEST**

The average marks of the schools presented a picture that seems to reflect the characteristics of the sample of schools. Here the highest mark in the numeracy skills test was attained by School A with a mark of 66.97%. The

school with the lowest average was School G with a mark of 32.12%. The two schools fall in the Control group.

On the other hand in the literacy skills test, the school that scored the highest average mark was School F with an average of 79.86%. The school that came out last was School D with a mark 33.43%. These two schools happen to lie in the experimental group. The rest of the school average marks are presented in Appendix 8.

#### 4.4 PRESENTATION OF MARKS FOR THE CONTROL AND EXPERIMENTAL GROUP IN FREQUENCIES

**Table 4.1** Numeracy Skills Test



Marks in %	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
20 – 29			1	9.0
30 – 39	6	54.5	3	27.3
40 – 49	3	27.3	2	18.2
50 – 59	1	9.1	4	36.4
60 – 69			1	9.1
70 – 79	1	9.1		

The table indicate that the majority of schools in the control group attained 54.5% while in the experimental group most of the schools were pegged 36.4%.

**Table 4.2: Literacy Skills Test**

Marks in %	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
30 – 39	1	9.1	2	18.2
40 – 49	4	36.4	4	36.4
50 – 59	4	18.2	2	18.2
60 – 69	2		2	18.2
70 – 79			1	9.0
80 – 89				

The pattern of the test scores in the literacy test was that five schools in the experimental group got an average mark greater than 49%, while in the control group six schools got an average greater than 49%. Most of schools in the experimental group were pegged at the interval 40 – 49 and 50 – 59.

**Table 4.3: Means of Average School Marks**

Variable	Control Group		Experimental Group		All Groups	
	Mean	Std	Mean	Std	Mean	Std
Numeracy Skills Test	43.10	12.38	43.82	9.25	43.47	10.86
Literacy Skills Test	53.01	10.01	51.71	16.49	52.35	13.65

The means and standard deviations of the two groups indicate the following: In the numeracy skills test the marks are more spread than those in the experimental group. The mean of the experimental group is greater than that

of the control group. In the literacy test the spread of the marks in the control group is smaller than that of the experimental group. The mean, on the other hand, in the control group is smaller than that of the experimental group.

On numeracy, this indicates that the project may have had an effect because the schools seem to be grouped together as opposed to the control group. In the literacy skills test the pattern is almost the same as the standard deviations are almost the same, implying that there was no significant effect.

#### 4.5 RESPONSES OF TEACHER AND PARENTS IN THE EXPERIMENTAL AND CONTROL GROUP

##### 4.5.1 Experimental Group



The figures below indicate the number of parents and teachers who responded to the rating schedule in the experimental and the control group.

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- |    |  |   |     |
|----|--|---|-----|
| 1. | Parents in the experimental group was 23/44  | = | 52% |
| 2. | Teachers in the experimental group was 40/44 | = | 91% |
| 3. | Parents in the control group was 23/44       | = | 52% |
| 4. | Teachers in the control group was 30/44      | = | 86% |

##### 4.5.1.1 Parents' Responses

**Table 4.4: Indicator – Resources are available to learners within and outside the school**

Responses	Frequencies	Percentage
Very weak	11	48.0
Weak	5	22.0
Strong	6	26.0
Missing	1	4.0

Most of the parents perceived the indicator as weak with 70% responding and just under 50% rating it as strong.

**Table 4.5** Indicator - Pupils see themselves as independent learners

Responses	Frequencies	Percentage
Very weak	5	21.7
Weak	7	30.4
Strong	9	39.2
Missing	2	8.7

The parents rated this indicator as weak amounting to 52.1% and just under 50% indicating strength.



**Table 4.6** Indicator - University have forums for discussing their concerns and problems

Responses	Frequencies	Percentage
Very weak	10	43.5
Weak	3	13.0
Strong	10	43.5

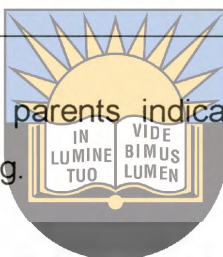
Parents expressed weakness on the part of the leadership in terms of the indicator. The number represents 56.5% of the total number of people interviewed.

#### 4.5.1.2 Teachers' Responses

**Table 4.7: Indicator – The size of classes ensures that all teachers can teach effectively**

Responses	Frequencies	Percentage
Very weak	10	25.0
Weak	14	35.0
Strong	11	27.5
Very strong	5	12.5

On this aspect, most of the parents indicated weakness and only 40% perceived the indicator as strong.



**Table 4.8: Indicator – Resources are available to learners within and outside the school day**

Responses	Frequencies	Percentage
Very weak	5	12.0
Weak	16	40.0
Strong	16	40.5
Very strong	2	5.0
Missing	1	2.5

From the table, more parents indicated a weakness on the part of the indicator. The number of people who responded was 52.5% of all the parents.

**Table 4.9: Indicator – Parents play an active part in their children’s learning**

Responses	Frequencies	Percentage
Very weak	4	10.0
Weak	23	57.5
Strong	10	25.0
Very strong	3	7.5



**Table 4.10: Indicator – Learners have forums for discussing their concerns and problem**

Responses	Frequencies	Percentage
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Very weak	8	20.0
Weak	12	30.0
Strong	17	42.5
Very strong	2	5.0
Missing	1	2.5

The table indicates that half the number of respondents considered the indicator as weak while one case was missing and 42.5% indicated strength in the indicator.

## 4.5.2 Control Group

### 4.5.2.1 Parents' Responses

**Table 4.11: Indicator – Learners have forums for discussing their concerns and problem**

Responses	Frequencies	Percentage
Very weak	12	40.0
Weak	4	13.3
Strong	9	30.0
Very strong	5	16.7



The parents indicated weakness with 53.3% perceiving the indicator as lacking while 46.7% indicated the opposite. In the experimental group no parent considered the indicator as very strong but 10 considered it as strong.

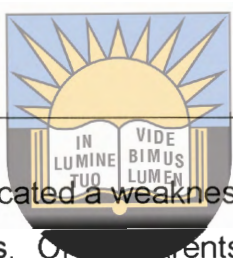
**Table 4.12: Indicator – There are places for learners to go and do things outside class times**

Responses	Frequencies	Percentage
Very weak	7	30.3
Weak	9	30.1
Strong	10	33.3
Very strong	4	6,3

The indicator indicated the same pattern of rating as the previous. The parents in the experimental group indicated this indicator as strong.

**Table 4.13: Indicator – Resources are available to learners within and outside the school**

Responses	Frequencies	Percentage
Very weak	13	43.3
Weak	6	20.1
Strong	10	33.3
Very strong	1	3.3



The majority of the parents indicated a weakness on the part of the indicator to do with availability of resources. Of the parents who responded, 63.4% of the parents perceived the indicator as lacking and just under 50% opted for strong. From the experimental group the pattern was the same though 13% indicated the indicator as very strong.

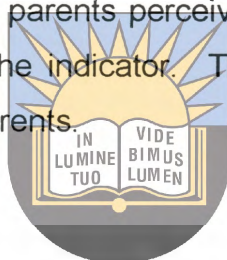
**Table 4.14: Indicator – Organisation of classes is conducive to all learners learning effectively**

Responses	Frequencies	Percentage
Very weak	13	43.3
Weak	6	20.1
Strong	10	33.3
Very strong	1	3.3

**Table 4.15: Indicator – Staff achievements are recognised and rewarded**

Responses	Frequencies	Percentage
Very weak	13	43.3
Weak	6	20.1
Strong	10	33.3
Very strong	1	3.3

On organisation, 53.3% of the parents perceived the indicator as weak while 43.4% indicated strength on the indicator. This indicator was perceived as strong by the majority of the parents.



#### 4.5.2.2 Teachers' Responses

**Tables 4.15: Indicator – Staff achievements are recognised and rewarded**

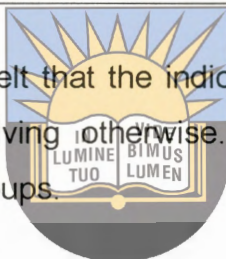
Responses	Frequencies	Percentage
Very weak	5	15.3
Weak	12	36.4
Strong	10	30.3
Very strong	5	15.0
	1	3.0

The teachers felt that the indicator is weak in the schools while 45.5% thought it was strong. In the experimental group the indicator was rated as strong. In the experimental group the indicator was rated as strong.

**Tables 4.16:** Indicator – The size of classes ensures that all teachers can teach effectively

Responses	Frequencies	Percentage
Very weak	9	27.3
Weak	12	36.4
Strong	7	21.2
Very strong	5	15.1

The majority of the teachers felt that the indicator is weak with 63.7% to the affirmative and 36.3% perceiving otherwise. Here, there was not much difference between the two groups.



**Tables 4.17:** Indicator – Resources are available to learners within and outside the school day

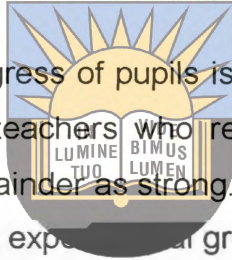
Responses	Frequencies	Percentage
Very weak	11	33.3
Weak	9	27.3
Strong	12	36.4
Very strong	1	3.0

From the table there is an indication that teachers perceived the indicator as weak with 60.6% affirming and 39.4% indicating the opposite. The difference here was observed in the rating for very weak where 12,5% teachers perceived it that way.

**Tables 4.18:** Indicator – Pupil progress is monitored and shared with parents on a regular basis

Responses	Frequencies	Percentage
Very weak	7	21.2
Weak	11	33.3
Strong	7	21.2
Very strong	7	21.2
Missing	1	3.1

The teachers felt that the progress of pupils is not monitored with the parents at regular intervals. Of the teachers who responded, 54.5% indicated this indicator as weak and the remainder as strong. For this indicator, the teachers perceived it as strong from the experimental group.



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**Tables 4.19:** Indicator – There are places for learners to go and do things outside class times

Responses	Frequencies	Percentage
Very weak	7	21.2
Weak	13	39.4
Strong	10	30.3
Very strong	1	3.0
Missing	2	6.1

The majority of teachers, 60.6%, in all indicated the indicator as weak and 33.3% as strong. The remainder constitutes the missing information. From the experimental group most of the teachers perceived this indicator as very strong.

**Tables 4.20:** Indicator – Parents play active part in their children’s Learning

Responses	Frequencies	Percentage
Very weak	10	30.3
Weak	11	33.3
Strong	10	30.3
Very strong	2	6.1

From the table 53.6% perceived the indicator as weak and 36.4% as strong. From the experimental group a bigger percentage of 67,5 considered the indicator to be very weak.



**Tables 4.21:** Indicator – Learners have forums for discussing their Concerns and problems

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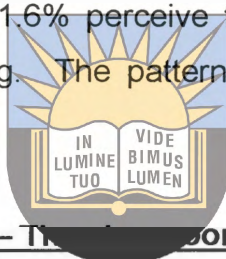
Responses	Frequencies	Percentage
Very weak	8	24.2
Weak	10	30.3
Strong	11	33.3
Very strong	4	12.2

The teachers who responded perceived the indicator as weak with 54.5% to the affirmative and just under 50% indicating strength. The pattern was almost similar for the two groups.

**Tables 4.22:** Indicator – Resources are available to learners within and outside the school day

Responses	Frequencies	Percentage
Very weak	5	15.2
Weak	12	36.3
Strong	14	42.4
Very strong	2	6.1

This indicator revealed that 51.6% perceive the indicator as weak and just under half look at it as strong. The pattern was almost the same for the experimental group.



**Tables 4.23:** Indicator – The classroom is a satisfying place to be for learners and teachers

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Responses	Frequencies	Percentage
Very weak	11	33.3
Weak	6	18.2
Strong	9	27.3
Very strong	7	21.2

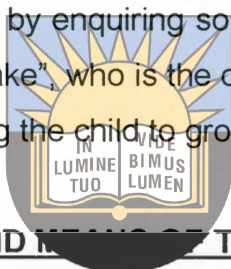
The table indicates that 51,5% of the teachers considered the indicator as weak and 48.5% as strong. In the experimental group, the teachers rated the indicators as strong.

#### 4.6 FREQUENCIES FOR ALL THE RESPONSES FOR THE SAMPLE

From the frequencies that were extracted using the computer programme, Statistical Package for Social Science (SPSS), the following patterns were observed in the analysis. There are some cases, which are missing because of the stakeholders who did not complete filling in the information in the rating schedule. These involved the parents who seemed not to be aware of how to rate in terms of a given indicator. The stakeholders rating on Quality Schools were forthcoming as opposed to those from the schools outside the project. A number of reasons may have led to this, but one would assume that those in the Quality Schools Project may have felt that the project is part of them and they own it. What points the researcher to this assumption is that during the data collection exercise some teachers interviewed felt that they had gained a lot from the project in the form of teaching aids which could be seen in those schools that were selected. They also stated that some of them were exposed to in-service training which developed them professionally through teaching methods. They also shared a lot through interaction with teachers from other schools, which they thought was worthwhile. However, they were disappointed to be informed by their responsible authorities that the project could not continue due to the unavailability of funds from ITEC, the mother body.

Turning to the responses, it would appear that of the fifty indicators that were supposed to be rated, only 15/50 were rated fully. This means that all stakeholders managed to rate all the pointers which were five altogether and represented an indicator. More information is presented in the Appendix 9 for the analysis of frequencies for the rating schedule. This represents a percentage of 30, being the response from the Control Group. The responses are indicated in the Appendix. In the Quality Schools Project, 25/50 indicators were rated by the stakeholders, which relates to 50%. Most of the parents did not rate all the indicators because they felt that they were not relevant to them.

Parents did not rate the indicators because they felt that they were meant for the people who actually work with the learners from time to time, like the teachers. Some of the indicators they failed to rate include questions like “/s *organisation of classes conducive to all learners learning effectively?*” One may argue and say that these stakeholders seem not to be educated in as far as the running of the school is concerned. Parents need to be educated in this regard, especially when it comes to what their children are doing at school. This could be realised in the form of discussing all that happens in the learning of their children. It is important that one develops a positive attitude to what his/her child is doing at school by enquiring so as to understand the strengths and weaknesses of his/her “stake”, who is the child. This way it would be easy to assist the teachers in helping the child to grow intellectually.



#### **4.7 STANDARD DEVIATIONS AND MEANS OF THE VARIABLES FOR THE RESPONSES**

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The table (Appendix 9) presents the variables which are the quality pointers, the standard deviations and the means of the groups in discussion, namely the Experimental group, the Control group and the All Schools group which is the sample of the study. In the following paragraphs the researcher will attempt to analyse the ratings in terms of the three groups that have been mentioned taking cognisance of their means and standard deviations and what they mean to the study.

From the table, there is a pattern which is observed in the form of the standard deviations for the Control group which are higher than those of the Experimental group. This is indicative of the ratings, which are widely spaced in the Control group as compared to the Experimental group. However, there are only three instances where the standard deviation is smaller in the Experimental group.

This is reflected in the following indicators:

1. Parents and governors feel welcomed and valued in the school;
2. The views of all are listened to;
3. Parents are confident that problems will be dealt with and given feedback; and
4. The school is a community resource centre.

The means of the ratings also reflect the same trend, that is having higher means in the Experimental group except for the following variables indicated below:

1. Learners have forums to discuss their concerns;
2. Parents are confident that problems will be dealt with and given feedback; and
3. Parents are seen as partners in the learners learning.



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The responses of the parents seem to indicate that they rate the indicators as “strong” in the experimental group while in the control group they are rated as “weak”. The small standard deviation for the experimental group indicates that the intervention had an effect as it brought the indicators together. Another observation worthy of noting is that the mean of the Experimental group is higher than that of the sample, which basically has a pattern similar to that of standard deviations. This means that on average, the raters in the Experimental group considered their schools to be strong in the indicators that were considered. The standard deviations were maintained at below that of the whole group.

Since the ratings are represented using the scale 1 to 4 where 1 stands for very weak and 4 for very strong, one would deduce that 2.5 is the neutral

score. Hence, with reference to the scale, the indicators present a pattern for all schools indicating that the ratings are weak for the first five indicators. They are strong for the other forty-five indicators.

For the control group, the first eight indicators show weakness in terms of the perception of stakeholder and the other forty-two are quite strong. However, in the Experimental group, there seems to be a different picture with only three indicators rated as weak. These namely:

- Resources available to all learners within and outside the school;
- Learners have forums to discuss their concerns and problems; and
- The size of class ensures that all teachers can teach effectively.

This observation has implications for the provincial education department to concentrate on the indicators which show weaknesses on the part of the stakeholders. These are covered by the first six indicators which seem to explain the situation for all the groups that were sampled in the Eastern Cape Province.

By comparing the experimental group with the control group, it appears that though the number in all the schools is higher, however, in the experimental group this gap narrows significantly whether due to the intervention or not, this study would address the question.

These indicators mentioned above relate to the role of the principal who has to make sure that resources are available to the learners and that they are given a forum to discuss their problems freely. This opportunity, if given to the learners, allows for rapport between management and the learners. While striking this balance, the principal has to work in collaboration with the departments of education both at provincial and national level because some of the problems he would face would need people from other departments.

According to the theory of Total Quality Management one of the roles of the principal as West-Burnham (1994 : 123) puts it , is to ensure that the teams have the infrastructure and they need to operate efficiently and effectively. Where the resources are not available, the principal is called to improvise and fend for his school.

From the indicator to do with the size of class, this seems to be a national problems which needs the working together of all stakeholders. In chapter one, this problem was mentioned in the study conducted by Mostert, et.al., (1986 : 8) and also in the works of Davidoff (1997 : 4) who observed that the problems of the past concerning big classes still prevail today. In the Sunday times of 26 October 1997, Michael Schmidt also described the conditions of a school in Hillbrow outside Lusikisiki in the former Transkei in the Eastern Cape Province, as “*crammed in like sardines*” to describe learners who attend a lesson numbering two hundred. (See Appendix 3). These are complex problems which call for the principal to be alert, work with the governing body canvassing for levies and to be able to convince the responsible authority on the problems of the school.

The t-test for equality of means in Appendix 10 indicates the following pointers as significant at 95 % level of significance. This means that differences were observed in the schools on the indicators below:

1. Organisation of classes conducive to learners.
2. Classroom is a satisfying place for learner and teachers.
3. There is climate of achievement.
4. There is order and purpose and relaxed atmosphere.
5. The school is a happy and safe place for learners.
6. There is a shared sense of teamwork.

## 4.8 MULTIPLE REGRESSION ON ACHIEVEMENT

Having compared the indicators, the researcher proceeded to analyse achievement and the indicators. The following will present the regression made in finding the relationship between numeracy skills and literacy skills tests and the indicators, which showed significant difference. Norusis (1991 : 412) acknowledges the use of multiple regression analysis to study the relationship between a single variable and several independent variables.

**Literacy:** With reference to Appendix 12, the regression model explains about 77% of the observed variability in literacy. This is adjusted to about 50% Significance = 0.0001 which is statistically very significant.

There are eight variables which show significant differences in both the sample and the population. These are:

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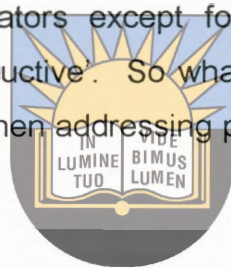
- Teachers believe all learners can learn;
- Community's positive view of school;
- Learners work cooperative;
- Parents are confident problems can be solved and given feedback;
- Parent-teacher meetings are useful and productive;
- Awards rather than punishment is the prevailing approach;
- There is a shared sense of teamwork among all staff.

**Numeracy:** It is interesting to note that the Numeracy Skills present a different pattern as shown in Appendix 11. The regression model explains about 65% of the observed variability in Numeracy. This is adjusted to about 25%. Significance F = 0.411, which is statistically significant.

Appendix 11 also indicates all the variables in relation to achievement in Numeracy. Only three variables show significant difference in the sample and population. These are:

- There is consensus in the school about what constitutes success;
- Parent-teacher meetings are useful and productive;
- The views of all in the school are listened to.

It is interesting to note that numeracy and literacy skills show significant differences in different indicators except for the indicator 'parent-teacher meetings are useful and productive'. So what it implies is that management should focus on this aspect when addressing problems related to achievement in the two subjects.



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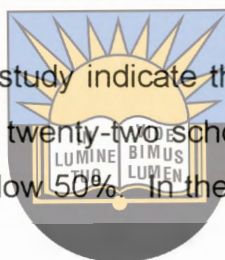
## CHAPTER 5

### 5.1 CONCLUSION AND RECOMMENDATIONS

This chapter will be divided into three segments; the first part dealing with discussions; the second part will look at the findings on perceptions of parents and teachers and recommendations. The fourth part looks at achievement and recommendations. Finally a conclusion is made for the study.

### 5.2 DISCUSSION

The marks presented in the study indicate that most schools fared badly in the Numeracy Skills test. Of the twenty-two schools that were used, fifteen schools attained an average mark below 50%. In the Literacy Skills test, eleven schools got less than 50%.



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Since half the school attained 50% in the Literacy Skills tests implies the pupils have a better understanding of the subject. The perceptions reported by the sample of schools in the Eastern Cape Province indicate quite a number of problems affecting the education system. These ranges form the infrastructure, which is horrendous in some schools and the limited resources. In this process, the leadership is shown as indicating failure in enabling the school environment to function well.

Teachers and Parents who rated the schedule indicated weakness of leadership in certain indicators, which will be mentioned in the next paragraphs. The rating seemed to have the same pattern in the experimental and control group, though there were more weaknesses in the control group.

In the presentation of data, the researcher deliberately took the indicators, which show weakness in the responses, so as to highlight the problems that the

schools are facing in the Province. It is hoped that this way the responsible authorities will be able to identify problems and try to solve them hopefully.

From the responses of the parents in the experimental group there was indication that there is weaknesses in leadership on the three indicators:

1. Resources are available to learners within and outside the school day;
2. Pupils see themselves as independent learners;
3. Learners have forums for discussing their concerns and problems;

In the control group there was similar consensus to indicator 1 and 3 and an addition of two other indicators cited below:

1. There are places for learners to go and do things outside class time;
2. Organisation of classes is conducive to all learners learning effectively



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The ratings on the control group indicate that on average about 40% of the parents considered all the four indicators as very weak.

The teachers in the experimental group had the following to present with four indicators seen to be weak in the schools. The indicators include the following:

1. The size of classes ensures that all teachers can teach effectively;
2. Resources are available to learners within and outside the school day;
3. Parents play active roles in their children's learning; and
4. Learners have forums for discussing their concerns and problems.

The teachers in the control group had a number of indicators, which they related as "low" totaling nine. While they had unanimity of view about the four indicators presented by the other group they added to the list the following indicators:

1. Staff achievements are recognised and rewarded.

The study also revealed that some principals are difficult to find in their schools as this was observed during the data collection exercise. This behaviour on the part of management is counter-productive in that the teachers need to be guided at times and if the principal goes away for long periods then difficulties are encountered.

### 5.3 PERCEPTIONS OF TEACHERS

1. The study revealed that most of the teachers observed that schools did not have enough resources and that the learners did not have forums to discuss their concerns and problems.
2. The study also revealed that teachers do not play an active role in their children's learning.
3. Another point that was revealed is that staff achievements are not recognised and rewarded.
4. Finally, the study revealed that the progress of pupils is not monitored and shared with parents regularly.

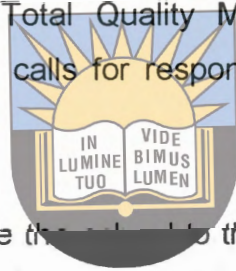


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#### 5.3.1 Recommendations

1. The question of resources is a complex issue, which needs to be tackled by central government and the responsible authorities for the school. Parents and teachers need to be brought in so as to make sure that in the event of the central government failing, they come in with reasonable levies that are agreed to by all members.

2. The forum for learners to discuss their concerns is called for considering that South Africa is a democratic society. It is important to note that a supportive management culture can only thrive where the major stakeholders feel ownership of the school's mission and ethos. The case of Vryburg School, cited in The Sunday Times of March 1998, is an example of not giving learners a forum to discuss their problems. This problem of Vryburg School was sparked by the suspension of five black learners and it deteriorated into a national disaster as observed in its publicity.
3. Another recommendation worth noting is that principals should try to apply the basic principles of Total Quality Management advocated by West-Burnham (1994 : 3) who calls for responsiveness to customer needs both internal and external.



Here the principal can expose the school to the community through consultation, open and prize giving days. Internal he/she can improve supervision so as to attain the expected results.

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Focus on learners needs monitoring of their progress, which should be shared by all stakeholders. Consultation days can be of great value to the schools and learners in particular as they bring about forums for discussing the weaknesses and strengths of the learners.

#### **5.4 PERCEPTIONS OF PARENTS**

The perceptions of parents were almost identical to those of the teachers. Their views revealed weaknesses in the following indicators:

1. The size of classes ensures that all teachers can teach effectively.
2. Resources are available to learners within an outside the school day.

### 5.4.1 Recommendations

1. Most schools tend to look to central government to provide funding for resources, which include buildings and books. It is difficult for governments faced with tasks of reconstruction to fund a number of projects, therefore one would recommend that the school governing bodies should be self-reliant in hard times. Through their committees they can generate funds that can enable them to build classrooms for their learners. They could have fundraising functions, collect levies from learners and try the concept of education with production. Education with production can come in a number of forms, for example, allowing learners to mould bricks with the help of their parents and teachers.
2. Another recommendation that is directed to parents is that they should be part of the school in solving problems that may confront the principal. The recommendation is advanced because some teachers observed that parents did not participate in some of the school activities. The case of a Muslim teenager who was kicked out of Ladysmith School in KwaZulu-Natal for wearing a head scarf, is an example of lack of consultation. The principal in this case was tactful in solving the problem by using parents and teachers instead of deciding on his own since it involved culture.
3. Some problems experienced by schools are as a result of not working together on the part of the stakeholders. Hence, the principal as a coordinator of school activities should be able to open forums for discussions, which include all stakeholders. This can be in the form of general meetings and addresses to learners so as to establish problems that they have. It is important that these meetings are transparent so as to benefit all those who are involved.

## 5.5 ACADEMIC ACHIEVEMENT

1. The study revealed that most of the learners in the schools that are in the sample are weak in numeracy skills as compared to literacy skills. The pattern was almost identical for the experimental and control groups.
2. The study also revealed some interesting things about the achievement of learners. All the schools that had averages above 50% for the two tests were schools from urban areas, three in total, and the other two were from farm schools. Three of the schools were from the QSP and the rest from the control group. The two groups had a farm school.

### 5.5.1 Recommendations

1. Since most of the schools which did well in the two tests are from urban schools which represents 75% of the total in the sample, one would recommend that working conditions of the teachers have to be improved in the rural areas. This is so because from the data collection exercise some of the teachers tended to leave school early so as to catch transport to towns as they were not staying in the schools situated in rural areas. This business of travelling makes it difficult for teachers to plan their work effectively.
2. The other point is that of increasing the resources for the learners in the form of books and supplementary books. The principal can be used as vehicle for applying for funds from overseas organisations and trade missions.
3. Finally one would say it is important to look at all variables at play so as to improve the achievement of pupils. The following variables should be addressed: qualification of teachers, attitudes of parents, resources, background, working conditions of teachers, school climate and grievances of pupils.

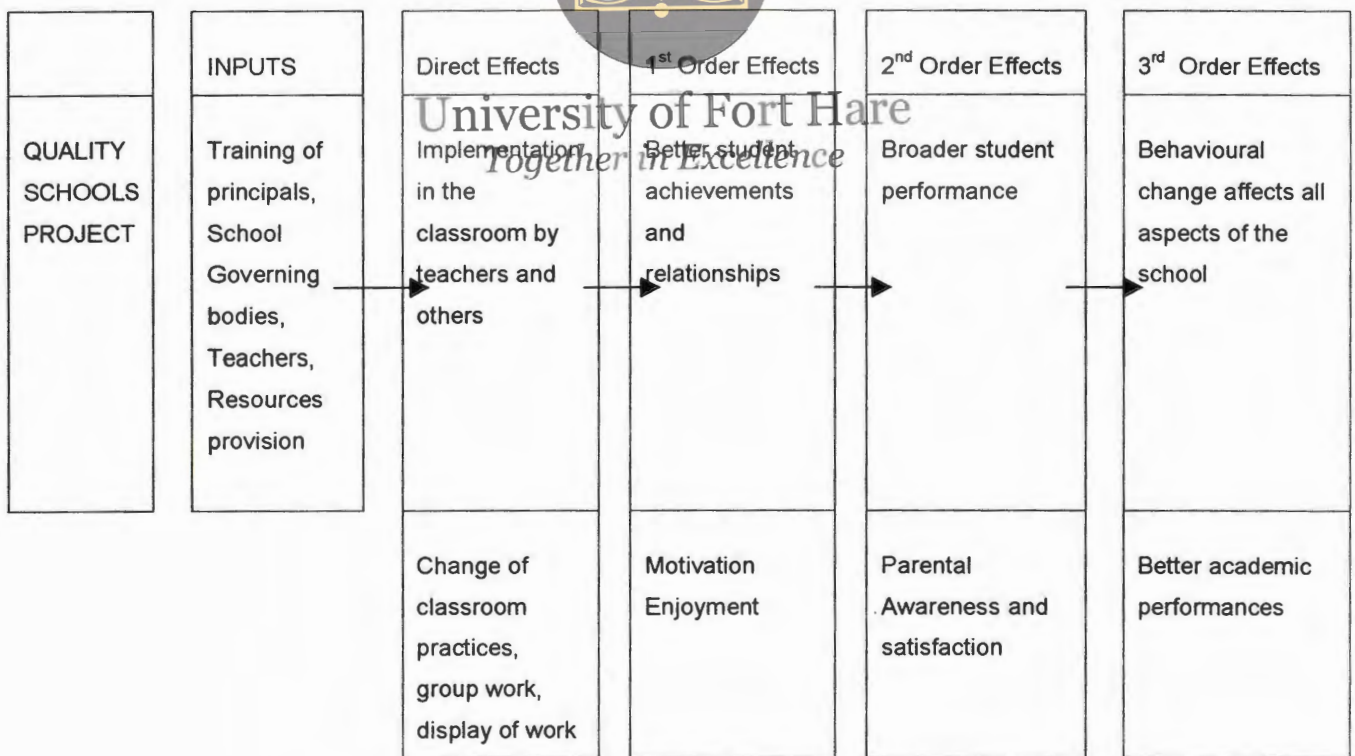


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The study revealed that there is no relationship between leadership and achievement, as there were some schools with principals perceived as not good but achieving high results. It was also revealed that the Quality School Project did not have much effect on the leadership of the schools as after the implementation of the project some principals were still rated as weak by the stakeholders. One would therefore conclude that the leadership is not the only variable which can improve achievement, but a lot of vehicles come into play like the qualification of teachers, calibre of pupils, background, attitude of parents and resources available the list is endless.

## 5.6 CONCLUSION

Analysis of the Effects of Quality Schools Project adopted from Lacer (1998 : 40)



The model above relates to QSP, which was aimed at improving schools in the Eastern Cape Province, and tries to summarise the pattern of the findings. The inputs encompassed training of management, teacher and resource provision, which were expected to improve the performance of learners and the learning environment. However, there is indication from the above findings that there was not much effect on the schools. One of the reasons may have been the implementation, which has been discussed. The other obstacle may be the fact that the educational programmes take time to experience 3<sup>rd</sup> order effects (behaviour and performance of learners). Since the programme was implemented around 1994, it is most likely that the 1<sup>st</sup> order effects are being experienced as of now. To aggravate that, the implementation of the programme may have added to the effects of the QSP.



In introducing Quality Schools Project to primary schools in South Africa as a whole and the Eastern Cape Province in particular, the National Department of Education hoped to bring about quality in schools. The study, therefore is timely in that it hoped to evaluate the impact of this project in the schools. Lacer, (1998 : 130) acknowledge evaluation as an important indicator for project success, a form of accountability and justification for spending large sums of money like for the QSP as mentioned in Chapter one.

The researcher recommends that the following indicators of quality should be used as assessment tools by the principals in schools. They have been chosen as they indicate the areas where most schools lacked, from the information that was presented by parents and teachers.

1. Resources are available to learners within and outside the school day.
2. Learners have forums for discussing their concerns and problems.
3. Staff achievements are recognised and rewarded.

As informed by the evaluation of the implementation one would recommend that when planning a project, the following are crucial:

1. Common framework,
2. Guidelines and quality control system,
3. Long term planning, and
4. Marketing strategy of project with the national department of education.

Finally, one would recommend the following topics for further research;

- A. Compare the effects of QSP on farm schools and rural schools.
- B. Investigate the indicators of quality used by schools in the Eastern Cape Province.



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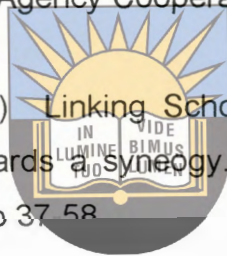
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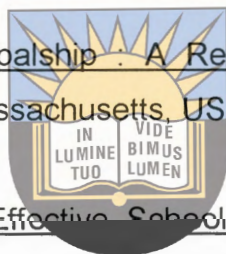
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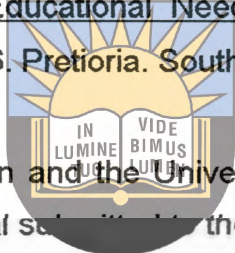
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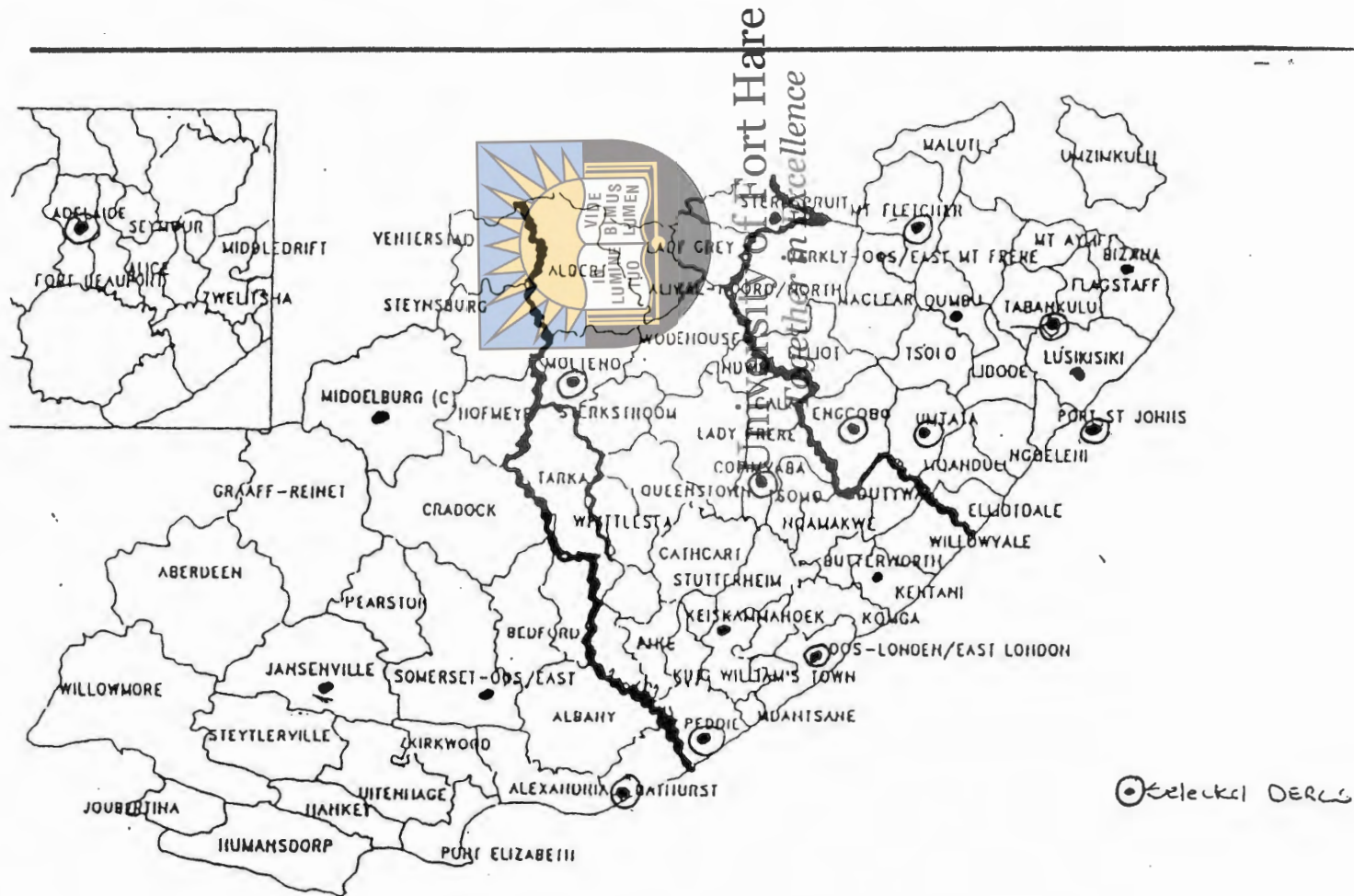
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# MAP SHOWING DISTRICTS WHERE SCHOOLS WERE PICKED



## HIGH SCHOOL'S HIDDEN HATRED SPARKS RACE WAR No one is prepared to back down as pupils' clashes rip Vryburg apart

...On Tuesday, a large group of white parents invaded the school to stop protest by pupils which had seen the principal, Theo Scholtz, allegedly held hostage and a teacher spat at.

Police used razor wire and a stun grenade to calm the pupils. At least 20 black pupils were assaulted before they escaped the school grounds or were bussed back to the township for safety.

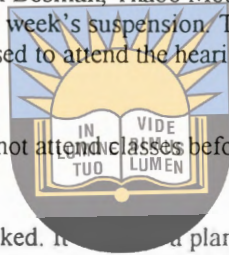
Anger spilt over in the township the next day, with cars stoned and burnt and the police station petrol bombed.

On Friday the children were still scared and angry. They accused some teachers, prefects and former pupils of taking part in the attack and blamed Scholtz for allowing the intruders onto the school grounds.

The row was sparked by the suspension of five black pupils who were accused of intimidating others into joining protest over an increase in school fees.

Charles Thlapa, Cliff Shorane, Shadrack Bosman, Thabo Mothibakeledi and Lengford Keleemetse are due to return to school tomorrow after a week's suspension. They were "tried" by the school's governing body in absentia as they refused to attend the hearing because, they said, they were not represented on it.

"On Monday, students said they would not attend classes before being given a good reason for our suspension", says Mothibakeledi.



"Then on Tuesday they were again attacked. It was a planned mission. The principal and the governing body are incompetent failures and should be fired, that is the only solution. Scholtz did not even lay a charge against the people who were beating children in the school."

Nicodemus Molatlhiwa, a matric pupil at the school, says black pupils were doing nothing wrong when they attacked after assembly on Tuesday.

"It was parents and ex-students who attacked us with sticks, baseball bats and sjamboks. They said this was a white school and they did not want us here."

The pupils who returned on Friday were only a handful of the school's 140 blacks. Three of the suspended boys, dressed in uniform, hung around outside the school gates on Friday but did not try to get in.

Keleemetse, who was suspended, said pupils were unhappy about the increase in school fees as their parents could not afford it.

"Last year it was R850, now it is R1 250. My unemployed mother cannot afford that."

He says pupils also resented the use of resources in the school, claiming that computers were reserved for Afrikaans learners. (It was decided by parents two years ago that black pupils would be instructed in English.)

Goathlomatsamang Galeng, the mayor of Vryburg, who has been accused by parents and the principal in turn of instigating the row, backs Keleemetse's claim. They quote a transcript of a council meeting



EEZE: Economics teacher Iftheke Hossain is swamped by the pupils in his 200-member Std 9 class

Pictures: SEAN WC

U n i v e r s i t y o f F o r t H a r e  
*T h e* *W* *o* *r* *d* *i* *n* *E* *x* *c* *e* *l* *l* *e* *n* *c* *e*

# Crammed in like sardines

## School finds itself in a tight spot

HAEL SCHMIDT

IT'S only 6.30am, but already the Std 8 typing class is hard at work. By noon, the 1 631-pupil school will be bedlam, with up to 200 youngsters crammed into a single classroom. Packed cheek by jowl, the youngsters sit on rickety chairs or piles of desks, three or even four of them crowded around each desk. The lucky ones sit in a jumble on the floor, leaning on their laps to write. Sometimes, what little furniture there is in the classroom is removed just so the children can fit inside. In stifling summer heat, and with no water to slake their thirst, many

pupils fall asleep. Writing their exams in shifts because of their numbers, some will finish only at 5pm.

This is Hillbrow School, outside Lusikisiki in the former Transkei, where the smallest classes have 80 children.

The school's "sardine-can" classrooms are, sadly, not unique.

Perhaps as many as 20 percent of the schools in the former homeland are similarly besieged by throngs of youngsters hungry for the skills that will give them an edge in a narrow job market.

Iftheke Hossain, a Bangladeshi national, has been teaching at Hillbrow School since 1994.

He once found teaching in the Transkei to be refreshingly different from the squalor at home. But now the rising flood of pupils has made conditions all too familiar.

"It is difficult to maintain discipline in



# School bans girl for heeding the Koran

Muslim teenager kicked out of class for wearing a headscarf



LOCKED OUT: Mariam Adam has missed 52 days of school and longs to return

Picture: BRETT ELOFF

## PREGA GOVENDER

**M**ARIAM ADAM spent only the first day of the academic year at school before she was given her marching orders — for wearing a scarf on her head.

The 13-year-old Grade 8 pupil, who comes from a devout Muslim family, arrived at Ladysmith High School in its winter uniform of slacks and a blazer, and a *burka*, or traditional headscarf.

According to custom, Muslim women must keep their bodies and faces covered.

But Mariam was sent home from the former whites-only school for not wearing the prescribed uniform.

Her father, Ahmed Adam, a doctor in the northern Kwazulu Natal town, has since fought a lone battle with the school's authorities to get his daughter back into the classroom.

Adam believes he is not asking for too much.

"All I wanted was a slight modification to my daughter's uniform," he said this week.

"The skirt was slightly above knee height and therefore, I felt, too revealing. The sleeves on the

blouse were also a bit short. I asked the school to permit my daughter to wear a scarf and its winter outfit."

He said he had offered to parade his daughter in her attire in front of the governing body to see if it met their approval, but was turned down.

"I am very disappointed but I am not going to let the matter rest. I cannot flout a religious decision by allowing my daughter to dress in a way which is against the Islamic way of life."

The latest blow to Adam's struggle for his daughter's education came this week, when he was told Mariam was not registered as a pupil at the school.

"I find this development laughable. It is nothing but a ploy to keep my daughter out because she is not conforming to the school's code of conduct," he said. "We were told last year that she had been accepted."

He said he had been involved in "protracted negotiations" with the school for almost three months over the issue of his daughter's uniform.

"I find it strange for them to suddenly tell me that she is not registered as a pupil. Why have they been meeting me and carrying out surveys to find out

if Muslim attire would be acceptable to the other parents if she is not?"

"At one stage, the school even had the audacity to tell me I should enrol my daughter at an Islamic school. This week, they asked me to enrol her at the Windsor Secondary School, which is closer to my house."

An education department official in Ladysmith, Dr Mike Lotter, said that Mariam was not registered as a pupil in the school's records but conceded she would be admitted if she wore the stipulated uniform.

"At a meeting between Adam, myself, the principal and the governing body this week, Adam was told his daughter would only be admitted to the school if she conformed," he said.

"The principal did suggest to Adam that he enrol his daughter at a school closer to home."

In an extraordinary measure, the school conducted an opinion poll among 900 parents asking whether they were in favour of adding the *burka* to Ladysmith High's uniform.

The principal, Dr Etienne Loo, said only 19 percent of the parents had indicated yes.

"The result of the poll is a clear-cut verdict which the

governing body cannot choose to ignore. We consider the issue now closed," he said.

But Kwazulu Natal's education minister, Dr Vincent Zulu, said his department understood that Muslim pupils had to dress in a particular fashion.

"Our schools therefore cannot insist on uniform for those children," he said.

"The least that can be done in terms of compromise is to ask Muslim children to stick as far as possible to a school's colours. If that is not acceptable, negotiations have to be entered into to arrive at some compromise."

Meanwhile, Mariam has spent the past 52 schooldays at home.

"I have never worn a short skirt in my life because I do not feel comfortable in one," she said. "Wearing the prescribed school skirt would reveal too much of my legs, something which is definitely against my religion. I would feel naked."

"What is surprising is that my friends always see me in a scarf and have come to accept it."

"I definitely support my father but I long for an education. I have lost out on a lot of work and if I am not allowed back at school in the new term, this year will be a wasted one for me," she said.

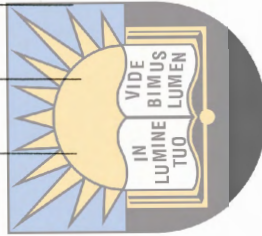
**UNIVERSITY OF FORT HARE  
EDUCATION POLICY UNIT**

**EVALUATION OF QUALITY SCHOOLS PROJECT**

**Rating Schedule For Effective Leadership**

**SECTION A:  
Some Identification Details**

- 1. Name of School \_\_\_\_\_
- 2. Name of District \_\_\_\_\_
- 3. Name of Region \_\_\_\_\_



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**SECTION B:  
Some questions about yourself**

4. What is your sex?

Male: \_\_\_\_\_ Female: \_\_\_\_\_

5. What is your status?

Teacher \_\_\_\_\_ SGM/SGB \_\_\_\_\_ Parent \_\_\_\_\_

## SECTION C:

### Some questions about your school

Please note that you are rating the school on the following quality pointers:

- School climate
- Relationships
- Classroom climate
- Support for learning
- Support for teaching
- Use of time and resources
- Organisation and communication
- Equity
- Recognition of achievement
- Home-school links

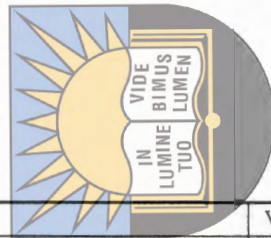


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Each quality pointer has five indicators. You rate each quality pointer at the indicator level. An example is given below.

Quality pointer	Very Weak	Weak	Strong	Very Strong
School climate				
Indicators				
1. The school is a happy and safe place		X		
2. There are places for learners to go and do things outside class times	X			
3. Learners and Staff behave in a relaxed way			X	

Quality pointer	Very Weak	Weak	Strong	Very Strong
School climate				
Indicators				
1. The school is a happy and safe place				
2. There are places for learners to go and do things outside class times				
3. Learners and Staff behave in a relaxed way				
4. Pupils, staff and parents feel that their contribution is valued				
5. The school is welcoming to visitors				



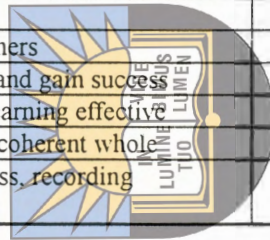
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Quality pointer	Very Weak	Weak	Strong	Very Strong
Relationships				
Indicators				
1. There is a shared sense of teamwork among all staff				
2. Older learners help younger ones				
3. Bullying is not tolerated				
4. Parents and governors feel welcomed and valued in the school				
5. People address one another in ways which confirm their value as individuals				

Quality pointer	Very Weak	Weak	Strong	Very Strong
Classroom climate				
Indicators				
1. The classroom is a satisfying place to be for learners and teachers				
2. There is order, purpose and a relaxed atmosphere in classrooms				
3. Learners feel confident in approaching teachers for help				
4. Learners work co-operatively and individually as appropriate				
5. No child is excluded from the possibility of success				

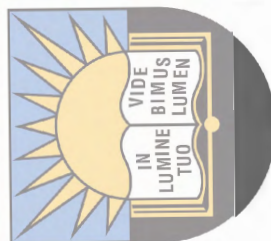
Quality pointer	Very Weak	Weak	Strong	Very Strong
Support for learning				
Indicators				
1. Pupils see themselves as independent learners				
2. Teachers believe that all learners can learn and gain success				
3. The main focus of the school is to make learning effective				
4. Learning in and out of school is seen as a coherent whole				
5. Learners are involved in reviewing progress, recording achievements and target setting				

Quality pointer	Very Weak	Weak	Strong	Very Strong
Support for teaching				
Indicators				
1. Support for teaching and learning are at the heart of school policies and development planning				
2. Teachers receive effective support from management				
3. The size of classes ensures that all teachers can teach effectively				
4. Teachers share success and problems with one another				
5. Parents are seen as partners in the learners learning				



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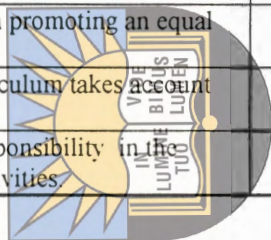
Quality pointer	Very Weak	Weak	Strong	Very Strong
Time and resources				
Indicators				
1. Organisation of classes is conducive to all learners learning effectively				
2. Deployment of resources is the result of shared negotiated approach				
3. Time for teachers to plan, assess and develop professionally is well used				
4. Resources are available to learners within and outside the school day				
5. The school is a community resource				



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Quality pointer	Very Weak	Weak	Strong	Very Strong
Organisation and communication				
Indicators				
1. School decision-making is an open participatory process				
2. The views of all in the school are listened to				
3. Learners have forums for discussing their concerns and problems				
4. Parents and governors are well informed about school policies and practice				
5. The community has a strong positive view of the school				

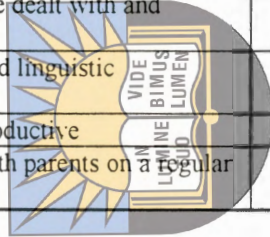
Quality pointer	Very Weak	Weak	Strong	Very Strong
Equity				
Indicators				
1. Learners have faith in the school's policy on equal opportunity				
2. Cultural, moral and social diversity is seen as adding value to school life and diversity				
3. All staff believe they have a part to play in promoting an equal opportunity culture				
4. The planning and organisation of the curriculum takes account of the needs of all learners				
5. All learners have opportunities to take responsibility in the classroom, school and extra-curricular activities				



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Quality pointer	Very Weak	Weak	Strong	Very Strong
Recognition of achievement				
Indicators				
1. There is a climate of achievement in the school				
2. All pupils have an equal chance of having their achievement recognised				
3. Awards rather than punishment is the prevailing approach throughout the school				
4. There is consensus in the school about what constitutes "success"				
5. Staff achievements are recognised and rewarded				

Quality pointer	Very Weak	Weak	Strong	Very Strong
Home-school links				
Indicators				
1. Parents play an active part in their children's learning				
2. Parents are confident that problems will be dealt with and feedback given back				
3. The school provides for social, cultural and linguistic backgrounds of pupils				
4. Parent-teacher meetings are useful and productive				
5. Pupil progress is monitored and shared with parents on a regular basis				



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# UNIVERSITY OF FORT HARE EDUCATION POLICY UNIT

## EVALUATION OF QUALITY SCHOOLS PROJECT

### Assessment of Literacy Skills

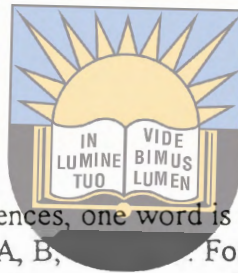
#### SECTION A:

1. Name of Learner: \_\_\_\_\_
2. Name of School: \_\_\_\_\_
3. Name of District: \_\_\_\_\_

#### SECTION B:

##### Simple vocabulary

##### Instructions and example



**Instructions:** In the following sentences, one word is underlined. This is followed by words or a group of words marked A, B, C or D. For each underlined word, choose a meaning from A, B, C or D that best suits it. Put a circle around the letter that stands for the right choice. Here is one example:

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##### Example:

He is my uncle.

- A. mother's brother.
- B. father's friend.
- C. sister's child
- D. father.

In this example, the correct answer is A, which is marked with a circle.

Answer all questions in this section in the same manner.

1. Measure the radius of the circle.
  - A. all round circumference
  - B. breath
  - C. all round area
  - D. life
2. The season for farming has come.
  - A. method or manner
  - B. period
  - C. important
  - D. end

3. Big fishes like the ocean.
- A. river
  - B. sea
  - C. well
  - D. small fishes
4. Ten plus eight sum up to 18.
- A. square
  - B. equal
  - C. add
  - D. divide up
5. Please, return the story book.
- A. give away
  - B. bring back
  - C. read when you like
  - D. use

6. She is my aunt.
- A. father's sister
  - B. young sister
  - C. mother's mother
  - D. friend



7. My stomach can easily digest bananas.
- A. misunderstand
  - B. increase the weight of
  - C. soften and take in
  - D. pay for
8. Lizo had an egg and tea for breakfast
- A. the last meal of the day
  - B. lunch and dinner
  - C. the first meal of the day
  - D. night
9. Farmers try to stop erosion of the soil.
- A. the manure
  - B. the wearing away
  - C. the sharing
  - D. payment of
10. Run home! There will be a storm soon.
- A. a beautiful sunshine with rain
  - B. very strong wind with rain
  - C. very light rain
  - D. no rain

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**SECTION C:**

**Word and picture test**

**Instructions:** Draw a circle around the picture which means the same thing as the word shown in front of each line of pictures.









































For example:

BAG



The correct picture is circled, as above. Do the rest of the exercises in this section in the same way.

1	FLOWER				
2	FOOT				
3	KNIFE				
4	AEROPLANE				
5	WEB				
6	UMBRELLA				
7	KEY				
8	SHOE				
9	MAN				
10	CHILDREN				

11	STAR				
12	TREE				
13	SNAKE				
14	BIRD				
15	RAIN				
16	ELEPHANT				
17	COW				
18	LIGHTNING				
19	TELEPHONE				
20	QUESTION MARK				

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## SECTION D

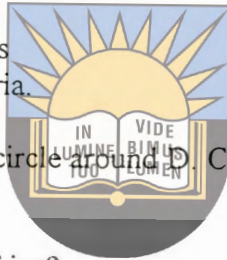
### Reading Comprehension

**Instructions:** Read the following passage carefully. After each passage, there are four questions. Each question has four suggested answers marked A, B, C and D. For each question, only one of the four suggested answers is correct. Put a circle around the letter in front of the correct answer.

**FIRST READING:** River Nile starts partly from Lake Victoria. It is the longest river in Africa. The Nile is 3, 400 miles long. It flows through countries like Uganda, Sudan and Egypt.

#### Questions:

1. From where does the river Nile partly begin?
- A. from Egypt
  - B. from Sudan
  - C. from lake Adams
  - D. from lake Victoria.



The correct answer is D. So put a circle around D. Continue in the same manner for the rest of this section.

2. Which is the longest river in Africa?
- A. river Uganda
  - B. river Congo
  - C. river Nile
  - D. river Volta
3. How long is the Nile river?
- A. 3,400 kilometres
  - B. 3,400 miles
  - C. not known
  - D. from Sudan to Egypt
4. Name the two countries through which the Nile river flows.
- A. Uganda and Ghana
  - B. Egypt and Malawi
  - C. Egypt and Sudan
  - D. Sudan and Nigeria

**SECOND READING:** Our class teacher thinks the Earth is getting warmer every year. Our Prime Minister and many college teachers also think in the same way. Human beings, animals, fishes, plants, rivers and the oceans of the world are in danger. The danger is partly made by man!

1. What does our teacher think about the Earth?
  - A. that it is getting more closer
  - B. that it is getting warmer every year
  - C. that it is getting warmer every 100 years
  - D. that it is dead
  
2. Who also think the same way as our teacher does?
  - A. our Prime Minister's teacher
  - B. our Prime Minister and many other college teachers
  - C. our teacher's wife
  - D. nobody
  
3. Who are in some danger?
  - A. boiled fishes and cooked plants
  - B. nobody
  - C. human beings, fishes, plants and animals
  - D. dead ocean animals
  
4. Who partly causes the danger?
  - A. man
  - B. ocean fishes
  - C. our Prime Minister
  - D. nobody



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**THIRD READING: BUY FRUIT VITAMINS!**

Vitamins are useful for the growth of the body. We get vitamins into our body by eating good and balanced food. Many vitamins can be found in foods like vegetables, fruits, eggs, fish, lever, and meat. Vitamin D helps our bones to grow well.

1. Our bodies need vitamins to grow well.
  - A. not true
  - B. true
  - C. not correct
  - D. false
  
2. How do we get vitamins into our body?
  - A. by selling good and balanced food
  - B. by selling fruits
  - C. by eating good and balanced food
  - D. by not being ill

3. Where can vitamins be found?
- in the street
  - in foods like vegetables, fruits, fish and meat
  - in maps
  - in the vitamin
4. What does *vitamin D* do?
- it helps our bones to grow well
  - it helps girls to remain girls
  - it helps fatness
  - it helps nobody

#### FOURTH READING: DAILY VITAMIN TABLETS

**How to use:** (a) One tablet a day for people 18 years old and above  
 (b) for children 1 - 17 years old: only half a tablet, once a day

**Each tablet contains:** Vitamin A,B,C and D.

**Made by:** Vita Company, Nairobi, Kenya.

**Made on:** 1st June 1992.

**Use before:** 30<sup>th</sup> June 1995.



1. How many tablets should the adults (18 years old and above) take a day?
- half a tablet
  - 1 tablet
  - 2 tablets
  - 1<sup>st</sup> June
2. Kholekile is 9 years old. How many tablets should he take a day?
- no tablet
  - 1 tablet
  - half a tablet
  - 2 tablets
3. Each tablet contains.....
- vitamin E
  - vitamin K
  - vitamin P
  - vitamin A
4. One can use the vitamin tablet before which date?
- 1<sup>st</sup> June 1992
  - 30 June 1995
  - any time
  - as our friends say.

## FIFTH READING: OUR SCHOOL TIME TABLE

	MONDAY	TUESDAY	WEDNESDAY
Period ONE 8 - 9 am	Maths	P.E	Social Studies
PLAY-TIME 9 - 9.30 am	Play-time	Play-time	Play-time
Period TWO 9.30 - 10.30 am	Language	Life Skills	Maths
Period THREE 10.30 - 11.30 am	Art and Craft	Language	Writing
Closing : 11.30 am			

### Questions:

1. What time is PLAY- TIME

- A. 8 am
- B. 10.30 am
- C. 9-9.30 am
- D. 8-9 am

2. On which day do we have Life Studies?

- A. Tuesday
- B. Wednesday
- C. Monday
- D. every day



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3. During which period do we have Art and Craft?

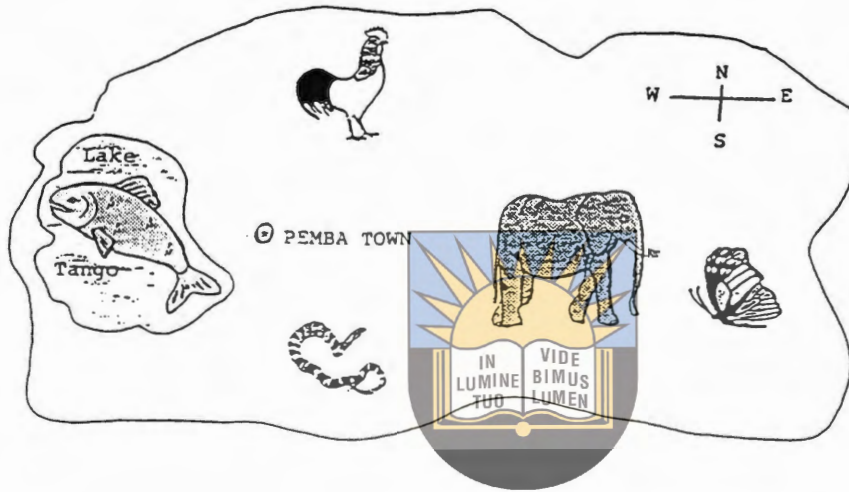
- A. every day
- B. all periods
- C. period TWO
- D. period THREE

4. Writing is only on Wednesday.

- A. False
- B. True
- C. Sometimes
- D. Not true

## SIXTH READING: PEMBA ISLAND

There is a small island in the Indian ocean called Pemba. There are different kinds of animals on Pemba island. Pemba island is shown in the drawing below. Pemba Town is the capital town. The pictures show the areas of Pemba where one can find some types of birds and animals.



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### Questions:

1. From Pemba town, in which direction do we have elephants?
  - A. to the South
  - B. to the North
  - C. to the East
  - D. to the West
2. From Pemba town, in which direction is Lake Tango?
  - A. to the West
  - B. to the South
  - C. to the North
  - D. to the East
3. In which ocean is Pemba Island?
  - A. Pacific Ocean
  - B. Atlantic Ocean
  - C. Indian Ocean
  - D. Atlantic Ocean
4. Which of these living things cannot be found on Pemba Island?
  - A. Snake
  - B. Snails
  - C. Elephant
  - D. Butterflies

## SEVEN READING: A LETTER

7 Hintsa Street,  
Tyutyu Village,  
Bisho  
1<sup>st</sup> March 1998

Dear Pupil,

We are the parents of Siyabonga Xhasa, a Std 4 learner in your school. Siyabonga has a bigger brother called Toto who goes to High School in East London. We are happy to invite you to a milk and meat party on Friday, 18<sup>th</sup> December 1998. It will be Toto's 14<sup>th</sup> birth day. Bring your friends. The party will take place at the New Tyutyu Village Hall at 5 p.m. Welcome!

Yours ever,  
Mr Zama Xhasa.....  
Mrs Nomzi Xhasa.....

### Questions

- When was this letter written?
  - today
  - 7<sup>th</sup> March, 1998
  - 1<sup>st</sup> March, 1998
  - 18<sup>th</sup> December, 1998
- What is the name of Siyabonga Xhasa's father?
  - Zama Xhasa
  - Nomzi Xhasa
  - Toto Xhasa
  - Siyabonga Xhasa.
- What kind of food will be served at the party?
  - rice
  - potatoes and fish
  - tea and bread
  - milk and meat
- Where will the party take place?
  - Number 7, Hintsa Street
  - we don't know
  - New Tyutyu Village Hall
  - in the city

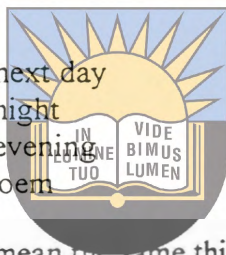


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## EIGHTH READING: A POEM (also a school song)

Now the day is over  
Night is drawing near  
Shadows of the evening  
Still across the sky

1. What is it that is over?
  - A. the night
  - B. the day
  - C. the poem
  - D. the song
2. What is drawing near?
  - A. the sky
  - B. day
  - C. nothing
  - D. night
3. What is still across the sky?
  - A. shadows of the next day
  - B. shadows of the night
  - C. shadows of the evening
  - D. shadow of the poem
4. Which of the following words mean the same thing as across?
  - A. over
  - B. to the left
  - C. however
  - D. ever



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## NIGHT READING:

### BIRTH DAY CERTIFICATE

This is to say that (name ZOLA ) (surname NAZO) was born at (town ALICE)  
in (country SOUTH AFRICA) on the (day 18<sup>th</sup> month NOVEMBER year 1977)

#### Questions:

1. What is the surname of Zola Nazo ?
  - A. Nazo
  - B. Zola
  - C. nobody knows
  - D. Kiambu
2. In which town was Zola Nazo born?
  - A. South Africa
  - B. Bizana
  - C. Alice
  - D. nobody knows

3. In which country was Zola Nazo born?

- A. Brazil
- B. France
- C. South Africa
- D. Kenya

4. In which year was Zola Nazo born?

- A. 1973
- B. 1997
- C. 1963
- D. 1977

### TENTH READING:

### ROBIN HOOD

Long, long ago, when great kings ruled England, the story of Robin Hood was first told. Robin Hood lived in Sherwood Forest with his two friends Allan-a-Dale and Little John. They took money from rich people, and gave it to poor men and women in need. Here is one example:

Robin Hood: "Hold him even if he is the king! Count how much gold he has in his bag!"

Allan-a-dale: "I find one hundred pieces of gold, Robin!"

Little John: "What a lucky day!"

Robin Hood: "Take fifty pieces of gold, and give him back fifty!"

King Richard: "Good heavens! How can you do such a thing to your king?"

Robin Hood: "Oh rich King, just go and tell Saint Martin about this. Tell him that Robin Hood took the gold to give to the poor in Sherwood Forest".

#### Questions:

1. Where in England did Robin hood live?

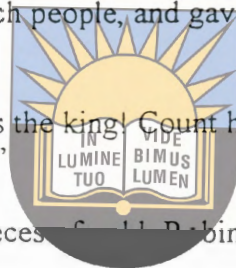
- A. in the long, long forest
- B. in the Sherwood Forest
- C. in London
- D. in the poor people's forest

2. Which of the following people was a good friend of Robin Hood?

- A. King Richard
- B. Saint Martin
- C. Light Don
- D. Allan-a-Dale

3. How Much gold was the King carrying in his bag before he met Robin Hood?

- A. Fifty pieces of gold



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- B. hundreds pieces of gold
  - C. bag of money
  - D. full bag of money
4. What would Robin Hood do with the gold he took away from the king?
- A. give to Little John to buy food in Sherwood Forest
  - B. give it to poor men and women in Sherwood Forest
  - C. give it back to King Richard later.



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# UNIVERSITY OF FORT HARE

## EDUCATION POLICY UNIT

### EVALUATION OF QUALITY SCHOOLS PROJECT

#### Assessment of Numeracy Skills

#### SECTION A:

##### Some identification details

1. Name of Learner: \_\_\_\_\_
2. Name of School: \_\_\_\_\_
3. Name of District: \_\_\_\_\_
4. Name of Region: \_\_\_\_\_

#### SECTION B:

##### Instructions and Examples

**Instructions:** Read the following questions carefully. After each question, there are four suggested answers marked A, B, C and D. For each question only one of the suggested answers is correct. Put a circle around the in front of the correct answer.

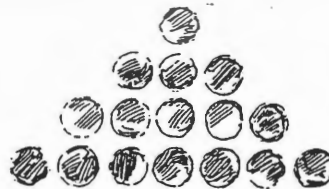
**Example 1:** Count the balls in the following picture. How many balls are there in this picture?

A. 7

B. 9

C. 12

D. 16



In example 1, the right answer is the answer D. Put a circle around D as above.

**Example 2:** Mrs. Khumalo is a primary school teacher. She works 5 days a week and 8 hours a day. How many hours does Mrs. Khumalo work per week?

A. 13

B. 40

C. 49

D. 30

The right answer in example 2 is the answer B. Mark B with a circle as above.

## SECTION C:

### Assessment of Numeracy Skills

**Directions:** Now you will answer all the questions in the same way. You can start from any question that you think is easier for you, and keep going until the end of the test. Work as quickly as you think is best.

You have 30 minutes to do this test. Look only at your own work.

1. Which of the following number is in correct numerical order?

- A. 7, 11, 14, 26, 19
- B. 19, 11, 7, 26, 14
- C. 14, 19, 26, 7, 11
- D. 7, 11, 14, 19, 26

2. Which of the following numbers is twenty-five?

- A. 21
- B. 25
- C. 5
- D. 52

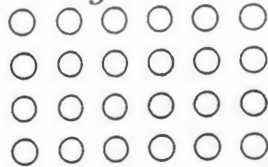


3. Count the circles first and then answer the question: How many circles are there in this picture?

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- A. 24
- B. 20
- C. 12
- D. 10



4. Add: 18

  4

- A. 26
- B. 32
- C. 22
- D. 52

5. Themba buys a ball for 55 cents. How much change does he get back from R1.00?

- A. 55 cents
- B. 45 cents
- C. 100 cents
- D. 10 cents

6. Add:

$$\begin{array}{r} 75 \\ 16 \\ +34 \\ \hline \end{array}$$

- A. 91
- B. 121
- C. 115
- D. 125

7. Mfuneko decided to start reading a book 4 pages per day. How many pages would Mfuneko have read after 7 days?

- A. 11
- B. 3
- C. 24
- D. 28

8. Subtract:

$$\begin{array}{r} 29 \\ -8 \\ \hline \end{array}$$

- A. 11
- B. 20
- C. 21
- D. 37



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9. A class of 54 students were divided into 6 groups. How many students were in each group?

- A. 4
- B. 5
- C. 7
- D. 9

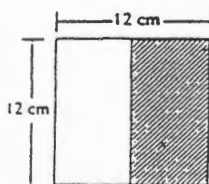
10. Multiply:

$$\begin{array}{r} 43 \\ \times 9 \\ \hline \end{array}$$

- A. 34
- B. 52
- C. 387
- D. 367

11. The square above has been divided into two equal parts. What is the distance around all four sides of the shadowed part?

- A. 24
- B. 36
- C. 72
- D. 144



12. Divide:  $156 \div 13 = ?$

- A. 179
- B. 12
- C. 13
- D. 143

13. Xolani was born in a big family. He has his father, mother, 2 brothers and 3 sisters. What is the total number of all people in his family including himself?

- A. 5
- B. 6
- C. 7
- D. 8

14. Subtract: 
$$\begin{array}{r} 151 \\ -43 \\ \hline \end{array}$$

- A. 108
- B. 112
- C. 109
- D. 194



15. If in a village of 900 people,  $\frac{1}{3}$  of their population can swim, how many people in this village can NOT swim?

- A. 310
- B. 800
- C. 600
- D. 300

16. Multiply: 
$$\begin{array}{r} 173 \\ \times 52 \\ \hline \end{array}$$

- A. 8996
- B. 5856
- C. 225
- D. 121

17. At a certain store, the price of two magazines is R3.5 and R2.4 for each. Zola is going to buy one copy of each magazine. How much will Zola pay for these two magazines?

- A. 3.5
- B. 7
- C. 5.9
- D. 6.5

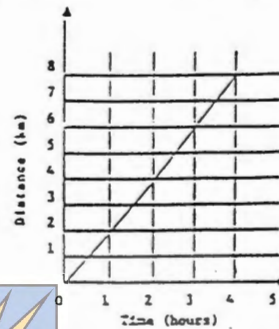
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18. Which of these numbers is closest to 27?

- A. 7
- B. 20
- C. 25
- D. 34

19. The graph shows the distance travelled by a tractor during a period of 4 hours. How fast is the tractor moving?

- 1 kilometre per hour
- 2 kilometre per hour
- 4 kilometre per hour
- 8 kilometre per hour



20. Divide:  $52 \div 4 = ?$

- A. 48
- B. 56
- C. 13
- D. 12



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21. There are 12 people in a meeting room. Among them 7 are women. How many of them are men?

- A. 7
- B. 10
- C. 2
- D. 5

22. Multiply:  $7.4 \times 12 = ?$

- A. 8.88
- B. 8.18
- C. 8.6
- D. 868

23. Anele's mother is a tailor. She makes 10 clothes everyday. After four days' work, how many clothes would be made by Anele's mother?

- A. 30
- B. 40
- C. 19
- D. 60

24. Subtract:  $32.4 - 15 = ?$

- A. 17
- B. 17.4
- C. 17.9
- D. 30.9

25. Which of the following is true about  $1/5$  of 35?

- A. 6
- B.  $3/5$
- C. 7
- D. 3.6

26. Nomathamsanqa is ill and visits doctor. The doctor gives her 18 pills, and ask her to eat the pills three times a day and 2 pieces a time. In how many days will Nomathamsanqa finish these pills?

- A. 6
- B. 3
- C. 4
- D. 2



27. Add:  $2/7 + 3/14 = ?$

- A.  $5/14$
- B.  $1/2$
- C.  $5/7$
- D.  $6/7$

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28. Phumeza's father works in a town, which are 3.1 kilometres away from his home. Phumeza's father goes to work in the morning and back home in the evening. How many kilometres should Phumeza's father walk everyday?

- A. 6.2
- B. 3.2
- C. 4.1
- D. 10

615.24

29. In the above number the digit 4 represents

- A.  $4 \times 1/100$
- B.  $4 \times 1/10$
- C.  $4 \times 1$
- D.  $4 \times 100$

30. Which of the following is a pair of equivalent fractions?

- A.  $\frac{5}{8}$  and  $\frac{2}{3}$
- B.  $\frac{5}{6}$  and  $\frac{2}{3}$
- C. 4.5 and  $\frac{15}{14}$
- D.  $\frac{3}{5}$  and  $\frac{9}{15}$

31. Divide:  $\frac{5}{12} \div \frac{2}{3} = ?$

- A.  $\frac{5}{8}$
- B.  $\frac{1}{4}$
- C.  $\frac{7}{12}$
- D.  $\frac{5}{12}$

Matchsticks are arranged as follows:



32. If the pattern is continued, how many matchsticks are used in making the fourth figure?

- A. 12
- B. 15
- C. 17
- D. 20

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33. Find the sum:

$$\begin{array}{r} 3 \text{ Weeks } 5 \text{ days} \\ + 6 \text{ weeks } 6 \text{ days} \\ \hline \end{array}$$

- A. 9 weeks 1 day
- B. 9 weeks 4 days
- C. 10 weeks 1 days
- D. 10 weeks 4 days.

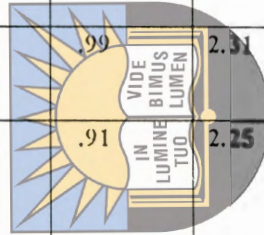
## AVERAGE MARKS FOR THE TESTS

Name of School	District	Region	Numeracy	Literacy	QSP/NON-QSP
A	Mount Fletche	Kokstad	38.79	42.06	Non-Quality
B	Peddie	Central	66.97	58.71	Non-Quality
C	Umtata	Western	33.03	46.13	Quality
D	Peddie	Western	38.18	72.71	Quality
E	Alwal North	Northern	54.85	64.00	Quality
F	Grahamstown	Western	36.67	79.86	Quality
G	Mooiplaas	Central	32.12	63.43	Non-Quality
H	Cofimvaba	Central	33.94	41.29	Non-Quality
J	Grahamstown	Western	64.24	71.14	Quality
K	Mooiplaas	Central	52.42	42.64	Quality
L	Engcobo	East Griqua	47.88	42.86	Non-Quality
M	Engcobo	East Griqua	33.39	37.14	Non-Quality
N	Mt Fletcher	Kokstad	37.39	53.71	Non-Quality
O	Tombo	East Griqua	47.88	41.59	Non-Quality
P	Kokstad	Kokstad	36.36	33.43	Quality
Q	Port St Johns	East Griqua	56.06	46.86	Quality
R	Cofimvaba	East Griqua	40.61	44.57	Quality
S	Tabankulu	East Griqua	40.61	33.41	Quality
T	Umtata	East Griqua	32.42	51.71	Non-Quality
U	Grahamstown	Western	43.33	62.29	Non-Quality
V	Alwal North	Northern	59.09	51.79	Non-Quality
W	Grahamstown	Western	53.03	61.19	Quality

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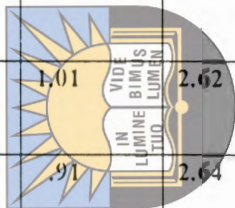
Table showing the means and standard deviations of the experimental and control groups (QSP)

Variables	All Schools Mean	All Schools Standard Deviation	Control Group Mean	Control Group Standard Deviation	Exp. Group Mean	Exp. Group Standard Deviation
resources available to all learners within and outside	2.16	.93	2.00	.93	2.31	.90
learners have forums to discuss their concerns and problems	2.26	.99	2.31	.97	2.21	.91
organisation of classes is conducive to all learners learning effectively	2.54	.91	2.25	.98	2.84	.73
there are places for learners to go and do things outside class times	2.46	.94	2.24	.92	2.67	.84
the size of class ensures that all teachers can teach effectively	2.35	1.05	2.28	1.05	2.43	1.04
deployment of resources is the result of shared negotiated approach	2.52	.86	2.33	.96	2.72	.71
the classroom is a satisfying place to be for learners and teachers	3.03	.79	2.33	1.11	2.68	1.02
awards rather than punishment is	2.63	.90	2.42	.96	2.83	.79

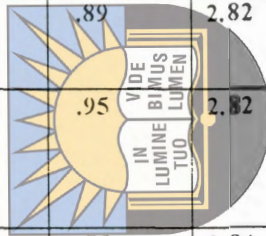


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the prevailing approach in school						
parents play active role in their children's learning	2.59	.91	2.52	.96	2.65	.86
pupils see themselves as independent learners	2.63	.87	2.57	.90	2.68	.84
staff achievements are recognised and rewarded	2.66	.97	2.58	.99	2.73	.95
pupil progress is monitored and shared with parents regularly	2.62	.94	2.60	.94	2.86	.76
the school is a community resource	2.79	1.01	2.62	.92	2.95	1.06
the school is a happy and safe place	2.99	.91	2.64	.93	3.32	.64
learners involved in reviewing progress, achievement and targets	2.76	.85	2.66	.94	2.86	.76
older learners help younger ones	2.82	.81	2.68	.88	2.95	.72
the planning and organisation of the curriculum accounts for Inrs needs	2.80	.88	2.69	.96	2.90	.80
learners work co-operatively and individually as appropriate	2.88	.77	2.71	.85	3.03	.66
there is consensus in the school about what constitute "success"	2.88	.76	2.73	.81	3.02	.68
parents are confident that	2.70	.82	2.74	.79	2.67	.92

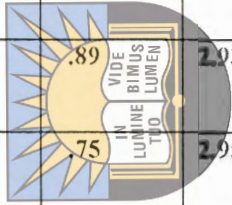


problems will be dealt with and given feedback						
there is order purpose and a relaxed atmosphere in classrooms	3.03	.75	2.77	.89	3.29	.46
parents and governors feel welcomed and valued in the school	3.03	.94	2.77	1.02	3.29	.78
the community has a strong positive view of the school	2.91	.94	2.77	1.02	3.05	.84
parents are seen as partners in the learners learning	2.81	.89	2.82	.99	2.79	.79
time for teachers to plan, assess and develop professionally is well used	2.90	.95	2.82	.96	2.98	.83
learners have faith in the school's policy on equal opportunity	2.95	.75	2.84	.91	3.05	.56
teachers receive effective support from management	3.04	.89	2.85	.96	3.23	.78
parent teacher meetings are useful and productive	2.98	.83	2.87	.97	3.10	.64
people address one another in ways which confirm their values as indiv.	3.03	.76	2.88	.83	3.17	.66
the school provides for social, cultural and linguistic	2.90	.81	2.89	.91	2.92	.70



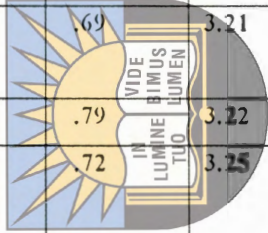
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backgrounds						
cultural, moral and social diversity is seen as adding value to school life	3.00	.76	2.89	.81	3.10	.70
there is climate of achievement in the school	3.11	.72	2.90	.82	3.32	.56
learning in and out of school is seen as a coherent whole	2.99	.69	2.92	.75	3.06	.62
teachers share success and problems with one another	3.11	.89	2.93	1.01	3.27	.73
there is shared sense of teamwork among all staff	3.22	.75	2.95	.86	3.48	.50
learners and staff behave in a relaxed way	3.08	.94	2.97	.91	3.13	.63
all pupils have an equal chance of having their achievement recognised	3.11	.64	3.00	.78	3.21	.45
pupils, staff and parents feel that their contribution is valued	3.10	.72	3.02	.86	3.17	.55
all staff believe they have a part to play in promoting equal opportunity	3.15	.81	3.02	.96	3.27	.63
no child is excluded from the possibility of success	3.08	.94	3.03	1.07	3.11	.80



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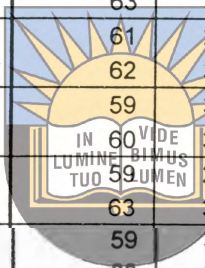
support for teaching and learning at the heart of school policies, planning	3.24	.80	3.07	.90	3.40	.66
the views of all are listened to	3.13	.73	3.07	.71	3.19	.74
learners feel confident in approaching teachers for help	3.17	.74	3.07	.81	3.27	.66
school decision-making is open participatory process	3.18	.68	3.10	.77	3.26	.57
teachers believe that all learners can learn and gain success	3.26	.69	3.21	.81	3.32	.56
the school is welcoming to visitors	3.37	.79	3.22	.83	3.51	.62
all learners have opportunities to take responsibility in school activities	3.23	.72	3.25	.86	3.21	.58
bullying is not tolerated	3.33	.87	3.31	.90	3.35	.85
the main focus of the school is to make learning effective	3.43	.56	3.39	.62	3.48	.50
parents and governors feel welcomed and valued in the school	3.47	.66	3.41	.65	3.52	.67



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## Group Statistics

Quality School Project		N	Mean	Std. Deviation	Std. Error Mean
people addressways conform values	no	59	2.8814	.8322	.1083
	yes	63	3.1746	.6609	8.326E-02
all staff believe they have a part	no	54	3.0185	.9613	.1308
	yes	60	3.2667	.6342	8.188E-02
bullying not tolerated	no	59	3.3051	.8955	.1166
	yes	62	3.3548	.8512	.1081
teachers belief all learners learn	no	58	3.2069	.8113	.1065
	yes	63	3.3175	.5630	7.093E-02
organisa of classes conducive learners	no	61	2.2459	.9773	.1251
	yes	61	2.8361	.7344	9.403E-02
classroom is a satisfying place for learners and	no	60	2.3333	1.1149	.1439
	yes	59	3.0339	.7871	.1025
climate of achievement	no	60	2.9000	.8172	.1055
	yes	63	3.3175	.5336	6.722E-02
learning in&out of schl coherent	no	59	2.9153	-.7494	9.757E-02
	yes	63	3.0635	.6189	7.797E-02
community positive view of schl	no	61	2.7705	1.0230	.1310
	yes	62	3.0484	.8382	.1064
learners confident approach teacher	no	59	3.0678	.8065	.1050
	yes	63	3.2667	.6604	8.526E-02
there is consensus	no	59	2.7288	.8058	.1049
	yes	63	3.0159	.6837	8.614E-02
pu, staf, pare contribution valued	no	59	3.0169	.8609	.1121
	yes	63	3.1746	.5547	6.989E-02
learners work cooperatively	no	59	2.7119	.8520	.1109
	yes	61	3.0328	.6574	8.418E-02
cultural, moral and social	no	55	2.8909	.8090	.1091
	yes	61	3.0984	.7001	8.964E-02
resources deployment shared appr	no	61	2.3279	.9613	.1231
	yes	61	2.7213	.7102	9.093E-02
All pupils have an equal chance	no	60	3.0000	.7811	.1008
	yes	63	3.2063	.4457	5.616E-02
no child excluded from success	no	59	3.0339	1.0662	.1388
	yes	61	3.1148	.7979	.1022
learners faith in schl policies	no	56	2.8393	.9101	.1216
	yes	61	3.0492	.5605	7.177E-02
learner forums discuss problems	no	61	2.3115	1.0730	.1374
	yes	62	2.2097	.9078	.1153
schl happy and safe place	no	59	2.6441	1.0299	.1341
	yes	63	3.3175	.6432	8.104E-02
learners irdependent	no	58	2.5690	.9005	.1182
	yes	63	2.6825	.8391	.1057
focus learning effective	no	59	3.3898	.6164	8.024E-02
	yes	63	3.4762	.5034	6.343E-02



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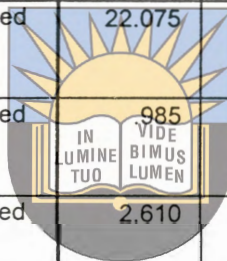
Quality School Project		N	Mean	Std. Deviation	Std. Error Mean
learners and staff behave relaxed	no	59	2.9661	.9091	.1184
	yes	63	3.1270	.6348	7.998E-02
older learners help younger ones	no	59	2.6780	.8797	.1145
	yes	61	2.9508	.7171	9.181E-02
all learners have opportunities	no	56	3.2500	.8581	.1147
	yes	62	3.2097	.5765	7.322E-02
order,purpose and relaxed atmosp	no	60	2.7667	.8900	.1149
	yes	59	3.2881	.4568	5.947E-02
parents confident problems	no	61	2.7377	.7938	.1016
	yes	63	2.6667	.8424	.1061
parents play active role	no	61	2.5246	.9593	.1228
	yes	63	2.6508	.8643	.1089
parents/governors informed policies	no	61	2.7705	1.0230	.1310
	yes	62	3.2903	.7764	9.861E-02
parents are seen as partners	no	61	2.8197	.9918	.1270
	yes	63	2.7937	.7861	9.904E-02
parent-teacher meetings	no	61	2.8689	.9743	.1247
	yes	63	3.0952	.6404	8.069E-02
places for learners to go and do	no	59	2.2373	.9161	.1193
	yes	63	2.6667	.9158	.1154
planning,organisation of	no	55	2.6909	.9598	.1294
	yes	60	2.9000	.7962	.1028
pupil progress monitored	no	60	2.6000	1.0448	.1349
	yes	63	2.6349	.8289	.1044
learners invol reviewing progress	no	59	2.6610	.9397	.1223
	yes	63	2.8571	.7590	9.562E-02
awards rather than punishment	no	60	2.4167	.9618	.1242
	yes	63	2.8254	.7939	.1000
resources available to learners	no	61	2.6000	.9309	.1192
	yes	61	2.3115	.9045	.1158
schl community resource	no	60	2.6167	.9223	.1191
	yes	62	2.9516	1.0624	.1349
schl decisionmaking open	no	60	3.1000	.7746	1.000E-01
	yes	62	3.2581	.5707	7.249E-02
the size of classes ensure	no	61	2.2787	1.0509	.1346
	yes	63	2.4286	1.0429	.1314
schl prov social, cultural	no	61	2.8852	.9147	.1171
	yes	63	2.9206	.7026	8.852E-02
support teaching & learning	no	60	3.0667	.8995	.1161
	yes	63	3.3968	.6609	8.326E-02
staff achievements reco	no	59	2.5763	.9862	.1284
	yes	63	2.7302	.9539	.1202
shared sense of teamwork	no	59	2.9492	.8595	.1119
	yes	61	3.4754	.5035	6.447E-02
teachers receive effective	no	61	2.8525	.9633	.1233
	yes	62	3.2258	.7771	9.869E-02

	Quality School Projectl	N	Mean	Std. Deviation	Std. Error Mean
teachers share success	no	61	2.9344	1.0144	.1299
	yes	62	3.2742	.7281	9.247E-02
time teachers plan, assess & develop	no	61	2.8197	1.0569	.1353
	yes	61	2.9836	.8265	.1058
pare/gover wecomed and valued	no	59	3.4068	.6464	8.416E-02
	yes	63	3.5238	.6686	8.423E-02
views of all listened to	no	60	3.0667	.7099	9.165E-02
	yes	62	3.1935	.7430	9.436E-02
schl welcoming to visitors	no	59	3.2203	.9297	.1210
	yes	63	3.5079	.6189	7.797E-02



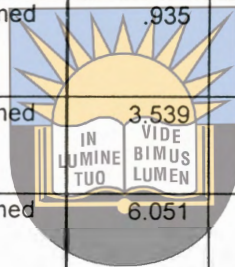
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		Levene's Test for Equality of Variances	
		F	Sig.
people addressways conform values	Equal variances assumed	.454	.502
	Equal variances not assumed		
all staff believe they have a part	Equal variances assumed	1.873	.174
	Equal variances not assumed		
bullying not tolerated	Equal variances assumed	.227	.635
	Equal variances not assumed		
teachers belief all learners learn	Equal variances assumed	1.868	.174
	Equal variances not assumed		
organisa of classes conducive learners	Equal variances assumed	23.014	.000
	Equal variances not assumed		
classroom is a satisfying place for learners and teachers	Equal variances assumed	22.075	.000
	Equal variances not assumed		
climate of achievement	Equal variances assumed	.985	.323
	Equal variances not assumed		
learning in&out of schl coherent	Equal variances assumed	2.610	.109
	Equal variances not assumed		
community positive view of schl	Equal variances assumed	.525	.466
	Equal variances not assumed		
learners confident approach teacher	Equal variances assumed	.124	.725
	Equal variances not assumed		
there is consensus	Equal variances assumed	6.157	.014
	Equal variances not assumed		
pu,staf,pare contribution valued	Equal variances assumed	2.473	.118
	Equal variances not assumed		
learners work cooperatively	Equal variances assumed	9.586	.002
	Equal variances not assumed		
cultural,moral and social	Equal variances assumed	1.425	.235
	Equal variances not assumed		
resources deployment shared appr	Equal variances assumed	12.636	.001
	Equal variances not assumed		



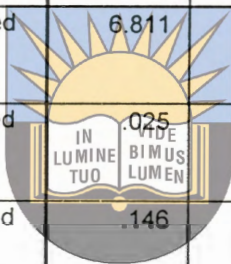
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		Levene's Test for Equality of Variances	
		F	Sig.
All pupils have an equal chance	Equal variances assumed Equal variances not assumed	1.761	.187
no child excluded from success	Equal variances assumed Equal variances not assumed	4.817	.030
learners faith in schl policies	Equal variances assumed Equal variances not assumed	15.557	.000
leamer forums discuss problems	Equal variances assumed Equal variances not assumed	3.263	.073
schl happy and safe place	Equal variances assumed Equal variances not assumed	18.458	.000
learners independent	Equal variances assumed Equal variances not assumed	.935	.335
focus learning effective	Equal variances assumed Equal variances not assumed	3.539	.062
learners and staff behave relaxed	Equal variances assumed Equal variances not assumed	6.051	.015
older learners help younger ones	Equal variances assumed Equal variances not assumed	6.089	.015
all learners have opportunities	Equal variances assumed Equal variances not assumed	10.749	.001
order,purpose and relaxed atmosp	Equal variances assumed Equal variances not assumed	16.972	.000
parents confident problems	Equal variances assumed Equal variances not assumed	1.400	.239
parents play active role	Equal variances assumed Equal variances not assumed	.931	.337
parents/governors informed policies	Equal variances assumed Equal variances not assumed	7.272	.008
parents are seen as partners	Equal variances assumed Equal variances not assumed	4.046	.046



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		Levene's Test for Equality of Variances	
		F	Sig.
parent-teacher meetings	Equal variances assumed Equal variances not assumed	12.683	.001
places for learners to go and do	Equal variances assumed Equal variances not assumed	.001	.980
planning,organisation of	Equal variances assumed Equal variances not assumed	5.733	.018
pupil progress monitored	Equal variances assumed Equal variances not assumed	5.813	.017
learners invol reviewing progress	Equal variances assumed Equal variances not assumed	5.449	.021
awards rather than punishment	Equal variances assumed Equal variances not assumed	6.811	.010
resources available to learners	Equal variances assumed Equal variances not assumed	.025	.876
schl community resource	Equal variances assumed Equal variances not assumed	.146	.703
schl decisionmaking open	Equal variances assumed Equal variances not assumed	.584	.446
the size of classes ensure	Equal variances assumed Equal variances not assumed	.022	.883
schl prov social, cultural	Equal variances assumed Equal variances not assumed	5.335	.023
suport teaching & learning	Equal variances assumed Equal variances not assumed	1.200	.275
staff achievements reco	Equal variances assumed Equal variances not assumed	.249	.619
shared sense of teamwork	Equal variances assumed Equal variances not assumed	2.482	.118
teachers receive effective	Equal variances assumed Equal variances not assumed	1.913	.169



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		Levene's Test for Equality of Variances	
		F	Sig.
teachers share success	Equal variances assumed Equal variances not assumed	3.475	.065
time teachers plan, assess & develop	Equal variances assumed Equal variances not assumed	9.344	.003
pare/gover wecomed and valued	Equal variances assumed Equal variances not assumed	.171	.680
views of all listened to	Equal variances assumed Equal variances not assumed	1.339	.250
schl welcoming to visitors	Equal variances assumed Equal variances not assumed	6.006 --	.016



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		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
people addressways conform values	Equal variances assumed	-2.162	120	.033	-.2932
	Equal variances not assumed	-2.146	110.638	.034	-.2932
all staff believe they have a part	Equal variances assumed	-1.642	112	.103	-.2481
	Equal variances not assumed	-1.608	90.220	.111	-.2481
bullying not tolerated	Equal variances assumed	-.313	119	.755	-4.9754E-02
	Equal variances not assumed	-.313	117.807	.755	-4.9754E-02
teachers belief all learners learn	Equal variances assumed	-.877	119	.382	-.1106
	Equal variances not assumed	-.864	100.570	.390	-.1106
organisa of classes conducive learners	Equal variances assumed	-3.770	120	.000	-.5902
	Equal variances not assumed	-3.770	111.377	.000	-.5902
classroom is a satisfying place for learners and teachers	Equal variances assumed	-3.954	117	.000	-.7006
	Equal variances not assumed	-3.965	106.211	.000	-.7006
climate of achievement	Equal variances assumed	-3.370	121	.001	-.4175
	Equal variances not assumed	-3.357	100.820	.001	-.4175
learning in&out of schl coherent	Equal variances assumed	-1.194	120	.235	-.1482
	Equal variances not assumed	-1.187	112.726	.238	-.1482
community positive view of schl	Equal variances assumed	-1.062	117	.102	-.2779
	Equal variances not assumed	-1.062	100.62	.102	-.2779
learners confident approach teacher	Equal variances assumed	-1.473	117	.143	-.1989
	Equal variances not assumed	-1.470	111.883	.144	-.1989
there is consensus	Equal variances assumed	-2.126	120	.036	-.2871
	Equal variances not assumed	-2.115	114.069	.037	-.2871
pu,staf,pare contribution valued	Equal variances assumed	-1.210	120	.229	-.1577
	Equal variances not assumed	-1.194	98.015	.236	-.1577
learners work cooperatively	Equal variances assumed	-2.315	118	.022	-.3209
	Equal variances not assumed	-2.305	109.074	.023	-.3209
cultural,moral and social	Equal variances assumed	-1.480	114	.142	-.2075
	Equal variances not assumed	-1.469	107.452	.145	-.2075
resources deployment shared appr	Equal variances assumed	-2.571	120	.011	-.3934
	Equal variances not assumed	-2.571	110.465	.011	-.3934

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
All pupils have an equal chance	Equal variances assumed	-1.810	121	.073	-.2063
	Equal variances not assumed	-1.788	92.775	.077	-.2063
no child excluded from success	Equal variances assumed	-.471	118	.638	-8.0856E-02
	Equal variances not assumed	-.469	107.392	.640	-8.0856E-02
learners faith in schl policies	Equal variances assumed	-1.515	115	.132	-.2099
	Equal variances not assumed	-1.486	89.977	.141	-.2099
learner forums discuss problems	Equal variances assumed	.568	121	.571	.1018
	Equal variances not assumed	.568	117.129	.571	.1018
schl happy and safe place	Equal variances assumed	-4.361	120	.000	-.6734
	Equal variances not assumed	-4.298	96.112	.000	-.6734
learners independent	Equal variances assumed	-.718	119	.474	-.1136
	Equal variances not assumed	-.716	116.253	.475	-.1136
focus learning effective	Equal variances assumed	-.850	120	.397	-8.6360E-02
	Equal variances not assumed	-.844	112.160	.400	-8.6360E-02
learners and staff behave relaxed	Equal variances assumed	-1.139	120	.257	-.1609
	Equal variances not assumed	-1.126	102.978	.263	-.1609
older learners help younger ones	Equal variances assumed	-.899	120	.369	-.2729
	Equal variances not assumed	-.899	112.160	.369	-.2729
all learners have opportunities	Equal variances assumed	.302	116	.763	4.032E-02
	Equal variances not assumed	.296	94.782	.768	4.032E-02
order,purpose and relaxed atmp	Equal variances assumed	-4.011	117	.000	-.5215
	Equal variances not assumed	-4.031	88.392	.000	-.5215
parents confident problems	Equal variances assumed	.483	122	.630	7.104E-02
	Equal variances not assumed	.483	121.911	.630	7.104E-02
parents play active role	Equal variances assumed	-.770	122	.443	-.1262
	Equal variances not assumed	-.769	119.778	.443	-.1262
parents/governors informed policies	Equal variances assumed	-3.178	121	.002	-.5198
	Equal variances not assumed	-3.171	111.924	.002	-.5198
parents are seen as partners	Equal variances assumed	.162	122	.871	2.602E-02
	Equal variances not assumed	.162	114.280	.872	2.602E-02

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
parent-teacher meetings	Equal variances assumed	-1.534	122	.128	-.2264
	Equal variances not assumed	-1.524	103.223	.131	-.2264
places for learners to go and do	Equal variances assumed	-2.587	120	.011	-.4294
	Equal variances not assumed	-2.587	119.472	.011	-.4294
planning,organisation of	Equal variances assumed	-1.275	113	.205	-.2091
	Equal variances not assumed	-1.265	105.273	.209	-.2091
pupil progress monitored	Equal variances assumed	-.206	121	.837	-3.4921E-02
	Equal variances not assumed	-.205	112.480	.838	-3.4921E-02
learners invol reviewing progress	Equal variances assumed	-1.272	120	.206	-.1961
	Equal variances not assumed	-1.263	111.560	.209	-.1961
awards rather than punishment	Equal variances assumed	-2.575	121	.011	-.4087
	Equal variances not assumed	-2.563	114.523	.012	-.4087
resources available to learners	Equal variances assumed	-1.874	120	.063	-.3115
	Equal variances not assumed	-1.874	119.900	.063	-.3115
schi community resource	Equal variances assumed	-1.857	120	.066	-.3349
	Equal variances not assumed	-1.861	118.622	.065	-.3349
schi decisionmaking open	Equal variances assumed	-1.288	118	.201	-.1581
	Equal variances not assumed	-1.288	108.354	.203	-.1581
the size of classes ensure	Equal variances assumed	-.797	122	.427	-.1499
	Equal variances not assumed	-.797	121.803	.427	-.1499
schi prov social, cultural	Equal variances assumed	-.242	122	.809	-3.5389E-02
	Equal variances not assumed	-.241	112.578	.810	-3.5389E-02
suport teaching & learning	Equal variances assumed	-2.328	121	.022	-.3302
	Equal variances not assumed	-2.311	108.078	.023	-.3302
staff achievements reco	Equal variances assumed	-.876	120	.383	-.1539
	Equal variances not assumed	-.875	118.826	.383	-.1539
shared sense of teamwork	Equal variances assumed	-4.109	118	.000	-.5263
	Equal variances not assumed	-4.075	92.993	.000	-.5263
teachers receive effective	Equal variances assumed	-2.368	121	.019	-.3733
	Equal variances not assumed	-2.364	115.045	.020	-.3733

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
teachers share success	Equal variances assumed	-2.137	121	.035	-.3398
	Equal variances not assumed	-2.131	108.759	.035	-.3398
time teachers plan, assess & develop	Equal variances assumed	-.954	120	.342	-.1639
	Equal variances not assumed	-.954	113.411	.342	-.1639
pare/gover wecomed and valued	Equal variances assumed	-.982	120	.328	-.1170
	Equal variances not assumed	-.983	119.874	.328	-.1170
views of all listened to	Equal variances assumed	-.964	120	.337	-.1269
	Equal variances not assumed	-.965	119.981	.337	-.1269
schl welcoming to visitors	Equal variances assumed	-2.023	120	.045	-.2876
	Equal variances not assumed	-1.997	100.011	.048	-.2876

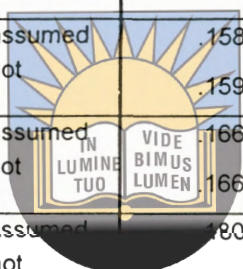


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		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
people addressways conform values	Equal variances assumed	.1356	-.5618	-2.47E-02
	Equal variances not assumed	.1366	-.5640	-2.25E-02
all staff believe they have a part	Equal variances assumed	.1511	-.5476	5.132E-02
	Equal variances not assumed	.1543	-.5547	5.845E-02
bullying not tolerated	Equal variances assumed	.1588	-.3642	.2647
	Equal variances not assumed	.1590	-.3646	.2651
teachers belief all learners learn	Equal variances assumed	.1261	-.3603	.1392
	Equal variances not assumed	.1280	-.3645	.1433
organisa of classes conducive learners	Equal variances assumed	.1565	-.9001	-.2803
	Equal variances not assumed	.1565	-.9003	-.2800
classroom is a satisfying place for learners and teachers	Equal variances assumed	.1772	-1.0515	-.3497
	Equal variances not assumed	.1767	-1.0508	-.3503
climate of achievement	Equal variances assumed	.1239	-.6627	-.1722
	Equal variances not assumed	.1251	-.6656	-.1693
learning in&out of schl coherent	Equal variances assumed	.1241	-.3940	9.751E-02
	Equal variances not assumed	.1249	-.3957	9.921E-02
community positive view of schl	Equal variances assumed	.1685	-.6122	5.571E-02
	Equal variances not assumed	.1688	-.6122	5.640E-02
learners confident approach teacher	Equal variances assumed	.1350	-.4663	6.855E-02
	Equal variances not assumed	.1353	-.4669	6.913E-02
there is consensus	Equal variances assumed	.1350	-.5544	-1.97E-02
	Equal variances not assumed	.1357	-.5560	-1.82E-02
pu,staf,pare contribution valued	Equal variances assumed	.1303	-.4156	.1003
	Equal variances not assumed	.1321	-.4198	.1045
learners work cooperatively	Equal variances assumed	.1387	-.5955	-4.64E-02
	Equal variances not assumed	.1392	-.5969	-4.49E-02
cultural,moral and social	Equal variances assumed	.1401	-.4851	7.017E-02
	Equal variances not assumed	.1412	-.4873	7.244E-02
resources deployment shared appr	Equal variances assumed	.1530	-.6964	-9.05E-02
	Equal variances not assumed	.1530	-.6967	-9.02E-02

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
All pupils have an equal chance	Equal variances assumed	.1140	-.4320	1.932E-02
	Equal variances not assumed	.1154	-.4356	2.287E-02
no child excluded from success	Equal variances assumed	.1715	-.4205	.2588
	Equal variances not assumed	.1723	-.4225	.2608
learners faith in schl policies	Equal variances assumed	.1385	-.4842	6.445E-02
	Equal variances not assumed	.1412	-.4904	7.065E-02
learner forums discuss problems	Equal variances assumed	.1791	-.2528	.4564
	Equal variances not assumed	.1794	-.2534	.4570
schl happy and safe place	Equal variances assumed	.1544	-.9791	-.3677
	Equal variances not assumed	.1567	-.9844	-.3624
learners independent	Equal variances assumed	.1581	-.4267	.1996
	Equal variances not assumed	.1586	-.4277	.2006
focus learning effective	Equal variances assumed	.1016	-.2875	.1148
	Equal variances not assumed	.1023	-.2890	.1163
learners and staff behave relaxed	Equal variances assumed	.1412	-.4405	.1187
	Equal variances not assumed	.1428	-.4442	.1224
older learners help younger ones	Equal variances assumed	.1481	-.5626	1.683E-02
	Equal variances not assumed	.1468	-.5637	1.798E-02
all learners have opportunities	Equal variances assumed	.1334	-.2240	.3046
	Equal variances not assumed	.1361	-.2298	.3104
order,purpose and relaxed atmp	Equal variances assumed	.1300	-.7790	-.2640
	Equal variances not assumed	.1294	-.7786	-.2644
parents confident problems	Equal variances assumed	.1471	-.2201	.3622
	Equal variances not assumed	.1469	-.2199	.3619
parents play active role	Equal variances assumed	.1639	-.4506	.1982
	Equal variances not assumed	.1641	-.4512	.1988
parents/governors informed policies	Equal variances assumed	.1636	-.8437	-.1960
	Equal variances not assumed	.1639	-.8447	-.1950
parents are seen as partners	Equal variances assumed	.1604	-.2916	.3436
	Equal variances not assumed	.1610	-.2930	.3450

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
parent-teacher meetings	Equal variances assumed	.1476	-.5186	6.582E-02
	Equal variances not assumed	.1486	-.5210	6.824E-02
places for learners to go and do	Equal variances assumed	.1659	-.7579	-.1008
	Equal variances not assumed	.1659	-.7580	-.1008
planning,organisation of	Equal variances assumed	.1639	-.5339	.1157
	Equal variances not assumed	.1653	-.5368	.1186
pupil progress monitored	Equal variances assumed	.1696	-.3708	.3009
	Equal variances not assumed	.1706	-.3729	.3031
learners invol reviewing progress	Equal variances assumed	.1542	-.5014	.1092
	Equal variances not assumed	.1553	-.5038	.1116
awards rather than punishment	Equal variances assumed	.1587	-.7229	-9.45E-02
	Equal variances not assumed	.1594	-.7246	-9.29E-02
resources available to learners	Equal variances assumed	.1662	-.6405	1.756E-02
	Equal variances not assumed	.1662	-.6405	1.757E-02
schl community resource	Equal variances assumed	.1804	-.6921	2.217E-02
	Equal variances not assumed	.1800	-.6913	2.138E-02
schl decisionmaking open	Equal variances assumed	.1229	-.4034	8.528E-02
	Equal variances not assumed	.1255	-.4029	8.674E-02
the size of classes ensure	Equal variances assumed	.1880	-.5221	.2224
	Equal variances not assumed	.1881	-.5222	.2224
schl prov social, cultural	Equal variances assumed	.1462	-.3248	.2540
	Equal variances not assumed	.1468	-.3262	.2555
suport teaching & learning	Equal variances assumed	.1418	-.6110	-4.93E-02
	Equal variances not assumed	.1429	-.6134	-4.69E-02
staff achievements reco	Equal variances assumed	.1757	-.5017	.1939
	Equal variances not assumed	.1759	-.5021	.1943
shared sense of teamwork	Equal variances assumed	.1281	-.7799	-.2726
	Equal variances not assumed	.1291	-.7827	-.2698
teachers receive effective	Equal variances assumed	.1577	-.6855	-6.12E-02
	Equal variances not assumed	.1580	-.6862	-6.05E-02



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		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
teachers share success	Equal variances assumed	.1590	-.6546	-2.50E-02
	Equal variances not assumed	.1594	-.6558	-2.38E-02
time teachers plan, assess & develop	Equal variances assumed	.1718	-.5040	.1762
	Equal variances not assumed	.1718	-.5042	.1764
pare/gover wecomed and valued	Equal variances assumed	.1192	-.3530	.1190
	Equal variances not assumed	.1191	-.3528	.1187
views of all listened to	Equal variances assumed	.1316	-.3875	.1338
	Equal variances not assumed	.1315	-.3873	.1336
schl welcoming to visitors	Equal variances assumed	.1422	-.5691	-6.14E-03
	Equal variances not assumed	.1440	-.5733	-1.95E-03

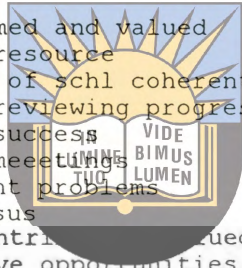


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\* \* \* \* \* MULTIPLE REGRESSION \* \* \* \* \*

Equation Number 1      Dependent Variable..      NUMERACY

Variable(s) Entered	on Step Number	Description
1..	WELCOMIN	schl welcoming to visitors
2..	FORUMS	learner forums discuss problems
3..	PARENT	parent
4..	SCHL	name of school
5..	SIZECLAS	the size of classes ensure
6..	BULLYING	bullying not tolerated
7..	QSP	Quality School Project1
8..	SEX	your sex
9..	INDEPEND	learners independent
10..	VIEWS	views of all listened to
11..	CONFAPPR	learners confident approach teacher
12..	STFACHIE	staff achievements reco
13..	ADDRESS	people addressways conform values
14..	CLASSATI	classroom is a satisfying place for lear
15..	TIMTEACH	time teachers plan, assess &develop
16..	PPROGRES	pupil progress monitored
17..	PUNISHME	awards rather than punishment
18..	RESAVAIL	resources available to learners
19..	PLACES	places for learners to go and do
20..	SGB	Member of SGB
21..	VALUED	pare/gover welcomed and valued
22..	SCHLCOMM	schl community resource
23..	COHERENT	learning in&out of schl coherent
24..	PROGRESS	learners invol reviewing progress
25..	TESHARE	teachers share success
26..	PARETEAC	parent-teacher meetings
27..	PACONFI	parents confident problems
28..	CONSENSU	there is consensus
29..	CONTRIBU	pu, staf, pare contrib
30..	OPPORTUN	all learners have opportunities
31..	OLDLEARN	older learners help younger ones
32..	COMMUNIT	community resour
33..	PLANNING	planning, organisation of
34..	LEARNEFF	focus learning effective
35..	DEPRESOU	resources deployment shared appr
36..	EXCLUSUC	no child excluded from success
37..	TERECEI	teachers receive effective
38..	PAREACTI	parents play active role
39..	EQUAL	All pupils have an equal chance
40..	LSRELAXE	learners and staff behave relaxed
41..	CLACONDU	organisa of classes conducive learners
42..	CANLEARN	teachers belief all learners learn
43..	HAPPSAFE	schl happy and safe place
44..	PARENTS	parents are seen as partners
45..	SCHLDECI	schl decisionmaking open
46..	PAREINFO	parents/governors informed policies
47..	BELIEVE	all staff believe they have a part
48..	COOPERAT	learners work cooperatively
49..	TEAMWO	shared sense of teamwork
50..	SOCIAL	schl prov social, cultural
51..	FAITH	learners faith in schl policies
52..	CULTURA	cultural,moral and social
53..	CLIMATE	climate of achievement
54..	SPTALEA	suport teaching &learning
55..	ORDERPUR	order,purpose and relaxed atmo
56..	TEACHER	teacher
57..	DISTR	name of district



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\* \* \* \* \* M U L T I P L E R E G R E S S I O N \* \* \* \* \*

Equation Number 1      Dependent Variable..      NUMERACY

Multiple R                    .80912  
R Square                     .65467  
Adjusted R Square         .25296  
Standard Error             9.57708

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	57	8520.26439	149.47832
Residual	49	4494.30572	91.72052

F =            1.62972            Signif F =    .0411



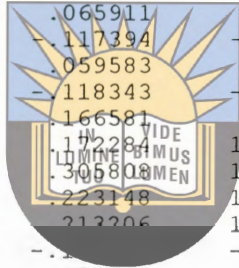
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\* \* \* \* MULTIPLE REGRESSION \* \* \* \*

Equation Number 1 Dependent Variable.. NUMERACY

----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
ADDRESS	.681249	2.382741	.043378	.286	.7762
BELIEVE	.487691	2.790381	.034965	.175	.8620
BULLYING	2.215516	1.966553	.161657	1.127	.2654
CANLEARN	-1.561264	3.118581	-.090354	-.501	.6189
CLACONDU	-1.120363	2.558369	-.085731	-.438	.6634
CLASSATI	1.665641	2.235196	.154980	.745	.4597
CLIMATE	-2.457685	3.671806	-.151735	-.669	.5064
COHERENT	3.941253	3.144645	.236824	1.253	.2160
COMMUNIT	-2.756432	2.207426	-.227644	-1.249	.2177
CONFAPPR	-3.875735	2.738388	-.231959	-1.415	.1633
CONSENSU	5.508328	2.494941	.351731	2.208	.0320 ✓
CONTRIBU	-2.104836	2.767568	-.141304	-.761	.4506
COOPERAT	2.115938	3.210410	.127042	.659	.5129
CULTURA	-6.044961	3.540439	-.376708	-1.707	.0941
DEPRESOU	-.239938	2.491604	-.017856	-.096	.9237
DISTR	5.666728	7.202971	1.613027	.787	.4352
EQUAL	1.272845	4.464853	.065911	.285	.7768
EXCLUSUC	-1.466310	2.187213	-.117394	-.670	.5057
FAITH	.869838	3.061416	.059583	.284	.7775
FORUMS	-1.318648	1.599440	-.118343	-.824	.4137
HAPPSAFE	2.049676	2.551185	.166581	.803	.4256
INDEPEND	2.362757	2.237528	.172871	1.056	.2962
LEARNEFF	6.122672	3.405752	.305808	1.798	.0784
LSRELAXE	3.176110	2.512863	.223148	1.264	.2122
OLDLEARN	2.948362	2.351508	.213206	1.254	.2159
OPPORTUN	-2.209254	2.664536	-.132806	-.829	.4111
ORDERPUR	-2.028204	3.323574	-.138333	-.610	.5445
PACONFI	4.391891	2.487898	.312806	1.775	.0837
PAREACTI	.174479	2.458155	.014236	.071	.9437
PAREINFO	2.134901	2.940719	.158778	.753	.4713
PARENT	-17.230737	14.628989	-.751941	-1.178	.2445
PARENTS	-3.027089	2.501892	-.240663	-1.210	.2321
PARETEAC	-5.448322	2.330326	-.384790	-2.338	.0235 ✓
PLACES	-2.897231	1.817496	-.237578	-1.594	.1173
PLANNING	3.430687	2.671013	.262679	1.284	.2050
PPROGRES	-.721128	1.980822	-.058582	-.364	.7174
PROGRESS	-3.829447	2.353180	-.269090	-1.627	.1101
PUNISHME	-1.772608	1.877218	-.141599	-.944	.3497
QSP	-1.777179	3.631957	-.080483	-.489	.6268
RESAVAIL	-.959090	1.836575	-.078723	-.522	.6039
SCHL	-2.529403	3.551144	-1.435538	-.712	.4797
SCHLCOMM	.637278	1.760072	.056044	.362	.7189
SCHLDECI	-5.291849	2.854317	-.326282	-1.854	.0698
SEX	3.540361	3.814581	.146976	.928	.3579



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\* \* \* \* MULTIPLE REGRESSION \* \* \* \*

Equation Number 1 Dependent Variable.. NUMERACY

----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
SGB	-4.747804	3.679292	-.197102	-1.290	.2030
SIZECLAS	1.572025	1.668402	.146512	.942	.3507
SOCIAL	.241289	2.876298	.017282	.084	.9335
SPTEALEA	-1.495770	3.255736	-.104184	-.459	.6480
STFACHIE	-2.199947	1.761809	-.179027	-1.249	.2177
TEACHER	-20.894002	15.067907	-.906632	-1.387	.1718
TEAMWO	-1.094252	3.113382	-.070607	-.351	.7267
TERECEI	2.811474	2.612526	.205611	1.076	.2871
TESHARE	.927908	2.278763	.068523	.407	.6856
TIMTEACH	.008042	2.310260	6.013E-04	.003	.9972
VALUED	-3.534789	2.427401	-.207225	-1.456	.1517
VIEWS	6.204302	2.568826	.417374	2.415	.0195 ✓
WELCOMIN	-.301063	2.182781	-.022515	-.138	.8909
(Constant)	104.326375	51.300457		2.034	.0474

End Block Number 1 All requested variables entered.

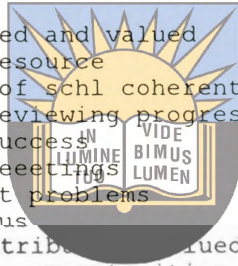


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Equation Number 1      Dependent Variable..      LITERACY

Variable(s) Entered on Step Number

1..	WELCOMIN	schl welcoming to visitors
2..	FORUMS	learner forums discuss problems
3..	PARENT	parent
4..	SCHL	name of school
5..	SIZECLAS	the size of classes ensure
6..	BULLYING	bullying not tolerated
7..	QSP	Quality School Projectl
8..	SEX	your sex
9..	INDEPEND	learners independent
10..	VIEWS	views of all listened to
11..	CONFAPPR	learners confident approach teacher
12..	STFACHIE	staff achievements reco
13..	ADDRESS	people addressways conform values
14..	CLASSATI	classroom is a satisfying place for lear
15..	TIMTEACH	time teachers plan, assess &develop
16..	PPROGRES	pupil progress monitored
17..	PUNISHME	awards rather than punishment
18..	RESAVAIL	resources available to learners
19..	PLACES	places for learners to go and do
20..	SGB	Member of SGB
21..	VALUED	pare/gover welcomed and valued
22..	SCHLCOMM	schl community resource
23..	COHERENT	learning in&out of schl coherent
24..	PROGRESS	learners invol reviewing progress
25..	TESHARE	teachers share success
26..	PARETEAC	parent-teacher meetings
27..	PACONFI	parents confident problems
28..	CONSENSU	there is consensus
29..	CONTRIBU	pu, staf, pare contribute valued
30..	OPPORTUN	all learners have opportunities
31..	OLDLEARN	older learners help younger ones
32..	COMMUNIT	community positive view of schl
33..	PLANNING	planning, organisat of org
34..	LEARNEFF	focus learning effective
35..	DEPRESOU	resources deployment shared appr
36..	EXCLUSUC	no child excluded from success
37..	TERECEI	teachers receive effective
38..	PAREACTI	parents play active role
39..	EQUAL	All pupils have an equal chance
40..	LSRELAXE	learners and staff behave relaxed
41..	CLACONDU	organisa of classes conducive learners
42..	CANLEARN	teachers belief all learners learn
43..	HAPPSAFE	schl happy and safe place
44..	PARENTS	parents are seen as partners
45..	SCHLDECI	schl decisionmaking open
46..	PAREINFO	parents/governors informed policies
47..	BELIEVE	all staff believe they have a part
48..	COOPERAT	learners work cooperatively
49..	TEAMWO	shared sense of teamwork
50..	SOCIAL	schl prov social, cultural
51..	FAITH	learners faith in schl policies
52..	CULTURA	cultural,moral and social
53..	CLIMATE	climate of achievement
54..	SPTEALEA	suport teaching &learning
55..	ORDERPUR	order,purpose and relaxed atmsp
56..	TEACHER	teacher
57..	DISTR	name of district



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\* \* \* \* MULTIPLE REGRESSION \* \* \* \*

Equation Number 1      Dependent Variable..      LITERACY

Multiple R                    .87609  
 R Square                     .76753  
 Adjusted R Square         .49710  
 Standard Error            10.00404

## Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	57	16190.87912	284.05051
Residual	49	4903.96247	100.08087

F =                    2.83821                    Signif F =      .0001



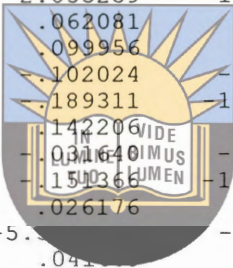
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\* \* \* \* MULTIPLE REGRESSION \* \* \* \*

Equation Number 1 Dependent Variable.. LITERACY

----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
ADDRESS	-5.221646	2.488967	-.261155	-2.098	.0411
BELIEVE	-.159120	2.914779	-.008961	-.055	.9567
BULLYING	1.042844	2.054225	.059768	.508	.6140
CANLEARN	-10.540530	3.257612	-.479139	-3.236	.0022 ✓
CLACONDU	-.772247	2.672425	-.046415	-.289	.7738
CLASSATI	-.104744	2.334844	-.007655	-.045	.9644
CLIMATE	-1.115450	3.835500	-.054092	-.291	.7724
COHERENT	2.841434	3.284838	.134108	.865	.3912
COMMUNIT	-7.246304	2.305836	-.470059	-3.143	.0028 ✓
CONFAPPR	-3.287038	2.860469	-.154521	-1.149	.2561
CONSENSU	3.874477	2.606169	.194326	1.487	.1435
CONTRIBU	-.354090	2.890950	-.018671	-.122	.9030
COOPERAT	-9.769056	3.353534	-.460707	-2.913	.0054 ✓
CULTURA	-.827381	3.698276	-.040499	-.224	.8239
DEPRESOU	-1.903415	2.602683	-.111259	-.731	.4681
DISTR	9.094034	7.524089	2.033259	1.209	.2326
EQUAL	1.526337	4.663903	.062081	.327	.7449
EXCLUSUC	1.589499	2.284722	.099956	.696	.4899
FAITH	-1.896231	3.197898	-.102024	-.593	.5559
FORUMS	-2.685567	1.670745	-.189311	-1.607	.1144
HAPPSAFE	2.227678	2.664920	.142206	.836	.4073
INDEPEND	-.552438	2.337280	-.031640	-.236	.8141
LEARNEFF	-3.858274	3.557585	-.150368	-1.085	.2834
LSRELAXE	.474335	2.624890	.026176	.181	.8573
OLDLEARN	-.009494	2.456341	-.001176	-.004	.9969
OPPORTUN	.890295	2.783325	.041176	.320	.7504
ORDERPUR	6.466590	3.471743	.346430	1.863	.0685
PACONFI	5.898530	2.999991	.221640	1.276	.2077
PAREACTI	-6.008846	2.567722	-.385080	-2.340	.0234 ✓
PAREINFO	4.210098	3.071500	.142206	.836	.4073
PARENT	10.436933	15.281169	.357750	.683	.4978
PARENTS	.641039	2.613430	.040031	.245	.8073
PARETEAC	4.127418	2.434215	.228963	1.696	.0963
PLACES	-4.207692	1.898522	-.271016	-2.216	.0313 ✓
PLANNING	-5.343733	2.790091	-.321378	-1.915	.0613
PProgress	-.901515	2.069130	-.057524	-.436	.6650
PROGRESS	3.661691	2.458088	.202102	1.490	.1427
PUNISHME	5.148642	1.960907	.323047	2.626	.0115 ✓
QSP	-6.685711	3.793875	-.237819	-1.762	.0843
RESAVAIL	.872515	1.918452	.056252	.455	.6513
SCHL	-5.084092	3.709458	-2.266402	-1.371	.1768 ✓
SCHLCOMM	-.492810	1.838538	-.034041	-.268	.7898
SCHLDECI	.310007	2.981567	.015014	.104	.9176
SEX	1.370717	3.984640	.044696	.344	.7323



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\*\*\*\*\* MULTIPLE REGRESSION \*\*\*\*\*

Equation Number 1      Dependent Variable..      LITERACY

-----\*Variables in the Equation\*-----

Variable	B	SE B	Beta	T	Sig T
SGB	-7.036951	3.843320	-.229462	-1.831	.0732
SIZECLAS	1.415882	1.742781	.103650	.812	.4205
SOCIAL	5.368925	3.004528	.302049	1.787	.0801
SPTEALEA	-.319814	3.400881	-.017497	-.094	.9255
STFACHIE	-.876370	1.840352	-.056017	-.476	.6361
TEACHER	1.320555	15.739655	.045008	.084	.9335
TEAMWO	11.312237	3.252181	.573334	3.478	.0011 ✓
TERECEI	-1.396866	2.728996	-.080241	-.512	.6110
TESHARE	-2.050195	2.380353	-.118919	-.861	.3933
TIMTEACH	2.987853	2.413255	.175484	1.238	.2216
VALUED	-3.717859	2.535618	-.171198	-1.466	.1490
VIEWS	-.233336	2.683347	-.012329	-.087	.9311
WELCOMIN	1.528507	2.280092	.089784	.670	.5058
(Constant)	76.335890	53.587500		1.425	.1606

End Block Number 1      All requested variables entered.

