

**AN INVESTIGATION OF THE PERCEPTIONS OF THE EDUCATION
STAKEHOLDERS INTO POSSIBLE REASONS FOR THE POOR PASS
RATES IN THE SENIOR CERTIFICATE EXAMINATION
IN THE NORTHERN PROVINCE IN 1995**

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IN ALL THESE I SAY :TO GOD BE THE GLORY

ABSTRACT

This study investigates the perceptions that stakeholders such as students, teachers, parents and education officials hold about what the possible reasons are for pass poor pass rates in the Senior Certificate Examinations within the Northern Province of South Africa.

This study was limited to the Northern Province of South Africa. It focussed on the Std.10 examination results of 1995. Three schools covered the sample. One school (A) was typical of school with good or above average public examination scores. The second (B) had average examination scores and the third (C) had comparatively low examinations scores. The schools reflected a range of the overall results of the Northern Province for 1995. In essence this was a case study in which qualitative and quantitative techniques (semi-structured interviews and structured questionnaires) were employed and cross referenced to achieve a degree of triangulation to determine commonly held viewpoints.

The analysis show that on one hand, stakeholders had different views regarding what the causes of poor pass rates were, and on the other hand there was substantial agreement on the conditions that were conducive to examination success.

Key words in this study are: school effectiveness, stakeholders, perceptions, examination results, and Northern Province

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CHAPTER ONE

THE CONTEXT OF THE STUDY

Senior Certificate results have been a cause for concern for many years among black students, teachers, parents, principals and Educational Officials. This was also the case in 1995. Although many studies like that of Mathonsi (1986), Hartshorne (1992), etc. have been conducted in this area in general, nothing has so far appeared that investigated the Northern Province in particular. This province had the poorest results in 1995. Keeton (1996:2) in her article: "Education in a muddle" provides a succinct overview to this problem when she says: "Education experts are hard put to find explanations for last year's bad matric results...". Taylor (1996:3) reinforces investigations of this nature when he says:

The decline is worrying when there were different material conditions and greater stability than in 1994. But we do not have enough information to analyse the problem.

He made this statement because the overall pass rate was 55,25% for Senior Certificate, which was 2,79% a drop from the previous year. Only 15,6% received matric exemption, a drop of 2,3%. Gauteng province had a 63,13 percent pass, up by 1,72 percent on the previous year's figure, with 21,76 percent attaining university entrance levels. Western Cape had the best results with 84,27 percent pass rate and it was followed by Kwazulu/Natal by 76,64 percent pass rate. The Northern Province which had the most candidates was the worst in the entire country with a 38,64 percentage pass rate. What the causes of this poor pass rate actually are, especially in the Northern Province is still under investigation.

Some people have argued, in attempting to probe this question, that it was because the results were divided on racial lines. It is important to note that the Senior Certificate results have up

until 1995 been separated along racial lines. Ever since the inception of Bantu Education in 1953, the results of the white candidates have generally been good compared to the other racial groups. This factor is seen by some people as having influenced the results in other provinces where there is a greater number of white candidates. This matter has been expressed indirectly by the South African Democratic Teachers Union (1996:4) when they argued that the results in the Western Cape were influenced by resources and the fact that they have the most advantageous teacher-pupil ratio in the country. The same argument was advanced by the ANC (1996:6) in the Northern Province when they said that the situation of the results in the province should be studied in the light of the fact that the province did not have many candidates from the former white schools as compared to other provinces. The South African Institute of Race Relations (SAIRR) as quoted by Mokgalane and Vally (1995:2) has echoed these concerns by indicating that "given the fact that four out of every five matric candidates are Africans, the results Africans obtain will always have a major impact on the overall pass rate, dragging it up or down".

This argument seems to assert that there is a close relationship between results and resources. Motswaledi (1996:5) argues in the same direction when says that rural poverty directly affected the results in the Northern Province. Taylor (1996:3) also sees this relationship between resources and success when says: "the virtual collapse of the service in the Northern Province and the Eastern Cape could have contributed to their poor results". But what about the far better results in the North West Province which also has inadequate resources? This difference invites investigation.

Whatever reasons provided by different political parties, parents, students and Education

Officials for poor pass rates, the results in 1995 in the Northern Province were disappointing. Given these divergent views as to what the reasons are for this poor pass rate, this study argues that there is a need to have a systematic, qualitative and quantitative investigation of the issue, in the Northern Province. This study does not attempt to review the Northern results but rather to gain an informed snapshot of the stakeholders' perceptions of the causes of such a high failure rate.

In 1995 despite the establishment of a more representative government in South Africa, in the Northern Province there was a 38,64% pass rate as compared with the whole country where the results were 55,25% down 2,79% from the 1994 rate. In the North West Province which is directly comparable with the Northern Province the pass rate was 66,6%. Clearly the Northern Province has particularly dire problems in regard to educational environment.

CHAPTER TWO

PERSPECTIVES ON SCHOOL EFFECTIVENESS

2.1 Definitions of School Effectiveness

The question of the perceptions of stakeholders into the possible reasons for low pass rates in Senior Certificate examinations can be more clearly located in the literature that deals with school effectiveness. This is so because the study hinges on what education stakeholders perceive as successful school outcomes. Van den Aardweg and Van der Aardweg (1988:167) define perception as an act of receiving information through the senses (sight, sound, smell) or the result of reception such as visual image. Perception always takes place in relationship to the field in which a phenomenon appears and involves observer's experience of such a phenomenon, their involvement with it and how people attach meaning to it (Gilland et al 1984:101). For example, the way the education stakeholders perceive the concept (phenomenon) of successful schooling may determine their involvement with it. In this study, perception include the insightful points of view of parents, teachers, students and education stakeholders on what constitutes successful schooling and what are the possible reasons for poor pass rate in the Senior Certificate Examination in the Northern Province in 1995.

Among the most important duties of schools are the teaching of certain intellectual skills such as reading, writing, calculating and problem solving. Coleman (1966:2) argues that one way of assessing the educational opportunity offered by schools is to measure how well they perform this task. Monyokolo (1993:1) also alludes to this responsibility when he writes that: schools are accountable to numerous constituencies, including parents, the community, educationist, the business community, students, teachers, school administrators and so on.

Parents and pupils hold certain perceptions about what make schools more effective. Other stakeholders like education officials, teachers and the business community desire to see quality education. These concerns about what schools are doing is in most cases based on a wide range of criteria which reveal various perceptions that are held about the goals of education. Their judgements are usually ill informed because they are based on rumour, anecdote or inadequate criteria for effectiveness. One of the most common criteria that these stakeholders use is public examination results. It is along this lines that this literature review intends to find out what education stakeholders perceive as the appropriate and adequate criteria for judging school effectiveness.

The question of school effectiveness has a long history in some countries, in particular the United Kingdom (UK) and United States of America (USA). Many individual studies have contributed to a large corpus of research covering a wide range of educational concerns. Scheerens (1989:3) has identified three major bodies of research that addressed issues of school effectiveness, viz.:

- (i) the research that considers how schools affect equality of educational outcomes. This research investigated the relationship between the equality of educational outcomes and school effectiveness. Studies like that of Coleman et al (1966) in the USA; Plowden (1967) in the UK and Karmel (1973) in Australia are good examples.
- (ii) the research that considers the educational production functions. This attempted to establish that schools themselves, in addition to family or social backgrounds, made the difference to the educational achievements of the students. In this area we have studies like that of Edmonds (1978); Rutter et al (1979); Mortimore et al (1988).
- (iii) the research that considers issues of instructional effectiveness. This kind of research sought to investigate the work of individual teachers or to activities at classroom level. From this research, a series of characteristics have been identified which are consistently associated with pupil achievement. A review by Scheerens (1990) indicates a wide ranging body of research that has been

undertaken in the search to establish how schools affect pupil achievement. Results have clearly established that schools do make the difference and that pupil achievement is not just a by-product of socio-economic or political background.

Of these three areas of research, the present study can be located in the first, namely, the area that measures the effectiveness of the school through educational outcomes. In the case of this study, the results are those of the Senior Certificate Examinations. The definition of the effectiveness of the school by school outcomes seems to be the approach that is followed by most of the education stakeholders in the Northern Province. This claim will be validated in the subsequent chapters. However, a study by Cuban (1983:14) has pointed out the weaknesses of measuring the effectiveness of the school by means of school outcomes alone when they said that:

most studies have focussed narrowly on "basic skill achievement" and on standardised tests as the sole indicator of effectiveness, ignoring the range of other school effects and the more complex processes of schooling not examined in "input-output" studies of school effectiveness. And that, in addition other researchers use "subjective criteria" for determining successful school outcomes.

There is however, a wide variation of views of authors on what constitutes an effective school. Townsend (1994:58) alludes to this variation when he argues that in different countries and among different people within the same country, there is no consensus as to what should constitute an effective school. Also in search for a common ground in this debate, D'Amico (1980:8) in his review of literature found that definitions ranged from:

...from percentage increases in reading aptitude (Edmonds & Frederiksen, 1979), to simultaneous increases and decreases in reading scores (Brookover & Lawrence, 1979), to passing grades on national comprehensive examination (Rutter et al, 1979) to a pot pourri of school determined, standardised, and curriculum specific test results.

Arguing along the same lines as D'Amico (1980) above, Hopkins and Holly (1987:22) concluded that while all reviews of literature assume that effective schools can be differentiated

from ineffective ones, there is no consensus yet on just what constitutes an effective school.

Notwithstanding these variations, Goodlad (1984:6) argues that most school effectiveness studies have focussed on academic achievement in terms of basic skills in reading and mathematics or examination results. However, what seems to be lacking in this studies is failure to point out more clearly what education stakeholders regard as a successful or an effective school. This is actually the prime purpose of this study. The only issue where there is consensus is on the fact that schools do matter in the development of their pupils.

In the endeavour to show that school effectiveness research has focused on, among others, the following questions: What is an effective school, what are the criteria for school effectiveness, what are the characteristics of effective schools, which outcomes are measured in school effectiveness research and so on.

As I have already indicated earlier, there is no total agreement on what an effective school is. Because of that, different definitions and measures of effectiveness follow from particular values and theoretical frameworks within which the researchers operate and it has become clear in the literature that researchers espouse different theories. This is in line with what Monyokolo (1993:6) says when he argues that different theories of how schools operate tend to yield very different features of effective schools and factors presumed to make them more effective). Firestone et al (1987:2) puts this argument as follows:

Effectiveness is not a neutral term. Defining the effectiveness of a particular school always requires choices among competing values and that the criteria of effectiveness will be the subject of a political debate.

Scheerens (1992:5) puts the same issue slightly different when he argues that:

...the effectiveness of organisations cannot be described in straightforward manner. Instead, a pluralistic attitude is taken with respect to the interpretation of the concept in question. It is assumed that the chosen interpretation depends on the organisation theory and the specific interest of the group posing the question of effectiveness.

Subsequently there are no clear cut performance indicators which are entirely satisfactory for judging what an effective school should look like. The literature that attempt to measure the effectiveness of the school by school outcomes abounds even though this is usually restricted to pencil and paper tests and examinations of the cognitive skills only. In this regard Goodlad (1984:6) states that the external or public examinations results have been the most widely used performance indicators. The limitation of assessing the effectiveness of the school merely by basing them on the pupils' performance in public examinations, is that it only gains a partial picture of the way that schools vary from one another in terms of outcomes. Excessive attention to the cognitive criteria for assessing effectiveness is narrow and fundamentally inadequate. Monyokolo (1993:13) argues that this is because the model only assess cognitive or academic outcomes and ignores all the other outcomes of the school, that is, non-cognitive outcomes. The Australian study of (1990-91) on school effectiveness have found out that the direction that definitions of school effectiveness take have shifted from being solely based on an outcome approach to gradually been extended to include a range of other school goals as well. For example, studies like that of Reynolds (1976); Rutter et al (1979) and Mortimore et al (1988) have in their definitions of school effectiveness included important social or affective outcomes of school effectiveness such as attendance, attitudes and behaviour.

Cuttance (1988:14) points out that, although, there are strong reservations about examinations results as the criteria for assessing school effectiveness, the critics of this approach do however, acknowledge the fact that despite the fact that they do not measure all aspects of pupil

performance, they are probably relatively accurate and accessible measures of pupil attainment in some domains. The crux of his argument is that this criteria may be important as indicators of some kinds of achievement but should not stand alone as ways of judging school effectiveness. Townsend (1994:3) sums it succinctly well when he says:

Studies that focus only on one or two outcomes may give only a partial picture of effectiveness, both in terms of effects and correlates of effectiveness.

He further indicates that more recent research, especially in the UK context, has moved away from an explicit equity definition towards a focus on the achievement of all students and a concern with the concept of progress over time rather than cross-sectional snapshots and just an achievement at a given point in time. The approach of a broad range of outcome measures is essential if studies are to address adequately the all-round development of students, and if they are to be used to judge school effectiveness. The use of multiple criteria allows researchers to assess all aspects of school effectiveness and outcomes. This model emphasises progress and growth rather than absolute levels of achievement. To this Monyokolo (1993:8) adds that it helps researchers to understand and define student success not in absolute terms but as the value added to what students to the educational process.

This move away from explicit equity definition broadens the clientele to include all students, not just the disadvantaged, and wider range of outcomes (academic and social). More recent research like that of Mortimore (1991); Mortimore, Sammons and Thomas (1995) also recognise the crucial importance of school intake, and attempts to control, usually statistically, for intake differences between schools before any comparisons of effectiveness are made.

Goldstein (1987:12) argues that this consideration of various factors in the measuring of school effectiveness has been improved by methodological advances, particularly the development of

multilevel techniques. Gray et al, (1993); Sammons, Mortimore and Thomas (1995) support this idea when they argue that these have enabled researchers to take better account of differences between schools in the characteristics of their pupil intakes and facilitated exploration of issues such as consistency and stability in school's effects upon different kinds of outcome and over time. In addition, multilevel techniques also allow investigation of the concept of differential effectiveness, whether some school are more effective for particular student groups (boys or girls, low or high ability students, those from specific ethnic groups, etc.) or not. Reynolds and Packer (1992:175) also identify the need for research to be multi-level in its research design, so as to handle statistically, the variations within schools of different classes, student groups, etc, as one important area of future research in school effectiveness. This is what Monyokolo (1993:12) alludes to when he writes:

Diversity in local criteria of assessment of school effectiveness allows for local definitions which develop out of the nature of student clientele, community expectations and the history and the culture of the specific school.

Studies like of that of Coleman et al (1966) and Jencks et al (1972) also support the argument that individual student background characteristics account for a much larger proportion of the total variance in student's academic outcomes than does the particular school attended. Issues of gender, socio-economic, ethnicity and language characteristics also have a small but continuing influence on the student's progress.

Nuttall et al (1989:7) sum this argument well when they point out that, issues such as stability and consistency in effects over time and across multiple outcomes, departmental differences and differential effectiveness for particular student groups clearly have important implication for interpreting the effectiveness of individual school in different contexts. Scheerens (1992:35) also summarises it well when he argues that although much can be learned from international

and comparative studies of school effectiveness conducted in different countries, the results of such studies are unlikely to be directly transferable to other contexts.

In closing this section I have come to the conclusion that the definitions of school effectiveness are broad and diverse, depending on the underlying theories and values of those who assess school effectiveness. As Reid, Hopkins & Hooly (1987) point out in many ways each school is unique, each has its own characteristics which are shaped by such factors as its location, pupil intake, size, resources and most importantly, the quality of its staff. Notwithstanding this variations in definitions and criteria for judging an effective school, there is, however, broad criteria that have been used as general outlines for assessing an effective school. For example, Cameron and Whetten (1983:35) have developed a checklist to determine organisation-effective models which can be applied in general for general outline of school effectiveness research. These are in a form of questions and are:

- (i) From whose perspective is effectiveness judged?
- (ii) Which area of activity within an organisation determine effectiveness?
- (iii) At which level of the organisation is effectiveness analysed?
- (iv) How is effectiveness defined in terms of time?
- (v) What data are used to form an opinion on effectiveness?
- (vi) What standards or measures are used in order to make effectiveness judgements?

The problem with this kind of approach is that it tends to equate the school with a business or an economic organisation. The school has different dynamics which can not be easily subjected to input-output measurements as is the case in the business world. Given these

reservations, I found the identification of certain key features concerning the processes and characteristics by: Purkey and Smith (1993); Reid, Holly and Hopkins (1987); United State Department of Education (1987); Gray (1990), NREL (1990); Firestone (1991) and Mortimore (1991) for measuring school effectiveness to be more comfortable. For that reason, in the next section I discuss the key characteristics of effective schools that attempt to unpack the complexities of the issue.

2.2 Key characteristics of effective schools

The perception of education stakeholders into what constitutes an effective school is based on certain criteria. One of the most common criterion of effectiveness that they use to judge effectiveness is measurable standard of performance, or comparable outcomes such as, public examination results. The literature uses different concepts to describe factors that determine school outcomes. For example, they are referred to as: correlates, variables, coordinates, elements or dimensions of effective schools.

Townsend (1994:36) argues that the ability to recognise whether or not a school is effective is critical to an understanding of what it is that makes it that way. For the school to be recognised as effective it must be able to meet certain set criteria identified as promoting school effectiveness. Monyokolo (1993:12-13) argues along the same lines when he says that : "one of the difficulties that faces researchers is the selection of appropriate school characteristics to study and relate to outcomes". Sammons et al (1995:8) warn that such factors should not be regarded as independent of each other. They advise that to link or see them holistically may help to provide a better understanding of possible mechanisms of effectiveness. Townsend (1994:38) identifies the correlates of effectiveness as:

- (i) standard testing
- (ii) reputational approach
- (iii) school review, evaluation and development
- (iv) community involvement in the identification process

Earlier studies by Coleman and Jencks looked at resource correlates, for example, pupil-teacher ratio, capitation, school premises, and found very little relationship. Recent studies have identified a wide range of significant correlates. Sammons et al (1995:8) have identified eleven of them as listed below (Table 1.1).

Table 1.1 Eleven factors for effective schools

1. Professional leadership	Firm and purposeful A participative approach The leading professional
2. Shared vision and goals	Unity of purpose Consistency of practice Collegiality and collaboration
3. A learning environment	An orderly atmosphere An attractive working environment
4. Concentration on teaching and learning	Maximisation of learning time Academic emphasis Focus on achievement
5. Purposeful teaching	Efficient organisation Clarity of purpose Structured lessons Adaptive practice
6. High expectations	High expectation all round Communicating expectations Providing intellectual challenge
7. Positive reinforcement	Clear and fair discipline Feedback

8. Monitoring progress	Monitoring pupil performance Evaluating school performance
9. Pupil rights and responsibilities	Raising pupil self-esteem Positions of responsibility Control of work
10. Home-school partnership	Parental involvement in their children's learning
11. A learning organisation	School-based staff development

Some of the factors in the table above are also identified by Scheerens (1992:66) as:

- (i) building strong leadership
- (ii) clear goals
- (iii) an orderly climate
- (iv) high expectations and standards
- (v) frequent assessment of student progress

Rutter et al (1979:10-18) who reported large variations in the characteristics of students coming from out of a group of schools, even after taking into account the pupil intakes statistically, identified the following:

- (i) amount of teaching time experienced by the children
- (ii) the size of the school
- (iii) the organisation of teaching groups
- (iv) the effects on pupils of different teacher expectations
- (v) teaching styles and classroom management
- (vi) patterns of discipline
- (vii) overall school climate

The review of the foregoing studies on the characteristics of an effective school show that, like in the case of the definitions of an effective school, there is no general agreement on the criteria for judging an effective school. I tend to agree with Reynolds and Pack (1989:174) when they write:

...since what is effective may vary in accordance with the context of the social environment of the school's catchment area... with the stage of the development of the school itself... and with the particular outcome measure being considered...Even if the characteristics of effective schools are found to be similar across contexts the actual generation of these characteristics at the level of the day-to-day school management may be different...

The review of school effectiveness literature show that the definition of the concept "school effectiveness", has been shaped, not by people who are to implement it, but by researchers and bureaucrats who are least one step, and in some case many more, away from the situation where the concept is expected to be turned into practice. The Australian Study in 1990-1, unlike the other previous studies in school effectiveness, moved closer to establishing what the perceptions of the education stakeholders like principals, teachers, school councillors, parents and students are on what constitutes an effective school. The study sought to collect and analyse the responses of principals, school councillors, teachers, parents and students to three major questions:

- (i) can we identify a major role for an effective school?
- (ii) are there elements of school operations that will help schools become more effective?
- (iii) do people who work at the school level perceive the school to be effective?

Eighty one schools were sampled for the study. A total of 583 questionnaires were returned. On the questionnaire of what the role of an effective school is, the respondents were given an opportunity to indicate their level of agreement with fourteen statements that listed various roles that might be associated with effective schools and then were asked to identify what they considered to be major role of an effective school. The listed statements were:

1. An effective school will provide students with a good understanding of basic academic skills.
2. An effective school will provide students with the skills necessary to become employed.

3. An effective school will provide students with the opportunity to develop leadership skills.
4. An effective school will provide students with caring and supportive environment.
5. An effective school will provide students with skills necessary to become a productive and useful citizen.
6. An effective school will provide students with skills and attitudes necessary to develop a healthy understanding of themselves and others.
7. An effective school will provide students with a balanced curriculum that encourages a wide range of learning experiences.
8. An effective school will provide students with a value system that reflects the major values of our society.
9. An effective school will provide students with teachers who act as role models for the development of community values and habits.
10. An effective school will provide students with an opportunity to be involved in the decision-making processes within the school.
11. An effective school will use a range of assessment strategies to identify the student's level of achievement and also any learning difficulties that may diminish the student's learning potential.
12. An effective school will provide parents with regular communications about their child's achievements.
13. An effective school will provide parents with an opportunity to be involved in the development of school policies and processes.
14. An effective school will provide parents with the understanding that the school is responding to the needs of the local community.

Without going into finer details of the analysis it is quite interesting to note that there were significant differences in the responses within the five groups. On the whole the study supports the findings of previous Australian studies such as those by Dunmall (1980), Bartolotta and

Finn (1980), Cotter (1981), and Aglinskias et al (1988) who found that the academic, citizen and personal development dimension of a child's development all received a high priority from local communities. In addition, the broad view of school goals which has resulted from this study provided a similar result to that of the study conducted in New South Wales (Educare News, 1991) which indicated that they would prefer their child to be self-confident, happy, well balanced and self disciplined rather than the "smart kid in the class," "good at sport" or "competitive". The overall results of the study reinforce the direction that other research into school effectiveness is taking. Like I have indicated earlier on, the definitions which were solely based on an outcome approach to academic subjects, have gradually been extended to include a range of other school goals as well.

On the question of the eighteen elements that make the school more effective, they indicated four levels of support. The first group of elements, which included: dedicated and qualified staff, early identification of learning problems, home school relations, positive motivational strategies and safe and orderly environment; received 90% of the respondents. The second of group of elements, which included: clear school policy, monitoring student progress, teachers take responsibility for and are involved in planning, positive school climate and high expectations; received more than 80%. The third group of elements, which included: the support of the responsible education authority, academic and administrative leadership, staff development, time on task, school-based decision-making, academic focus on the curriculum and opportunities for student involvement and responsibility; received more than 70%. The fourth group only had one element, namely: the school council involvement in the selection of senior staff. It received respondents of less than 70%.

From these percentages the majority of respondents felt that dedicated staff and qualified staff were an important component in the development of school effectiveness, closely followed by the early identification of children's difficulties, positive home-school relations, positive motivational strategies and a safe and orderly environment.

In general, the study showed that principals and students were at opposite poles, with principals being most positive respondents to all but five of the eighteen elements and students being the least positive to all but five of the eighteen elements. Teachers were the most positive group towards element 6, that is, academic focus on the curriculum and element 10, safe and orderly environment, parents were the most positive on element 7, time on task and element 9, early identification of learning difficulties, and students were the most positive group towards element 18, opportunities for student involvement and responsibility.

The overall results of the survey indicated that:

- (i) there was perceived to be no dominant role for an effective school but rather a wide ranging set of experiences that encompassed the academic, citizenship and personal development dimensions;
- (ii) issues related to the nature of the staff and to school-wide planning and administration were seen as being more important in the development of the effective school than were the specifics of what went on in the classroom or the overall organisation of the system;
- (iii) schools were seen by people who work in them as being effective.

In this chapter I sought to convey a taste of the effectiveness issue which underpin perceptions that education stakeholders hold on what Senior certificates results in the Northern Province. I have shown that there are various perspectives from which effectiveness has been approached. The literature reviewed shows that there are substantive differences as to what should constitute successful school outcomes or effective schooling.

CHAPTER THREE

THE RESEARCH DESIGN

3.1 Definition of the design

This study utilises a case study approach. This is an approach in which the researcher explores a single entity or phenomenon (the case) bounded by time and activity and collects detailed information by using a variety of data collection procedures during a sustained period of time as suggested by Merriam (1988) and Yin (1989). This study is mainly qualitative in nature in the sense that I used open-ended interviews and semi-structured interviews. But since the main method of data collection is through questionnaires it also has some elements of quantitative research. This was intended to describe the meaning and understanding gained through statements from the respondents. This is confirmed by Maykut and Morehouse (1994:20) when they argue that a qualitative study has a focus but that focus is initially broad and open-ended, allowing for more important meanings to be discovered. Since qualitative research is interpretative in nature I was aware of the threats or biases such as (self-fulfilling prophecy), values and judgement that may threaten the validity of the results. In order to counter these threats I triangulated the questionnaire method with the interview. Qualitative research often requires fieldwork, that is, physically going to people, setting, site or institution in order to observe or record behaviour. In this case three schools with different mean results which reflected the range of the overall results of the Northern Province for 1995 were selected and visited. One school was typical of schools with good or above average public examination scores, the second one with average examination scores and the third with low examination scores (cf. appendices C, D and E for the results).

Teachers, Parents and Students into the exceedingly low pass rates in the Senior Certificate Examination results. I have used an idiographic approach in order to understand and gain valuable insights into the perceptions of a number of stakeholders as described by van Niekerk (1978:39).

3.2 Sample

I sampled three schools on the basis of their performance. Two of the schools, that is, School A and B are located in the former Lebowa homeland, about 30 kilometres north of Pietersburg city and school C is located in the former Venda homeland, about 80 kilometres north east of Louis Trichardt town.

School A is a Roman Catholic mission school and has better physical resources in comparison to the other two schools. For example, it has a laboratory for the practical work in sciences, a computer room that has about twenty computers, a well equipped administrative office, etc. School B is a community school. In comparison to school A and C it is relatively a new school. It is situated in rural community which is average in economic status judging from the type of buildings, the fact that they have linked electricity, telephone lines etc. School C compared to the two is situated in a very rural area. It is the oldest of the two schools and has poor physical resources. For example, no office for the principal, no modern telephone, no linked electricity, etc.

The focus in these schools was on the views of teachers, principals and students and parents who had to complete questionnaires. From each school I selected ten teachers who were teaching standard ten, all students who had currently registered for standard ten and the

principals. Over and above the questionnaires I interviewed the principals of these three schools. (cf. Appendices A and B for questionnaire and interview schedule respectively). I also administered ten questionnaires to ten Education Officials, who were mainly directors of school districts. These Education Officials were once teachers, principals and some of them inspectors of schools before they were promoted to central office in the Department of Education.

3.3 Research Instruments

I used a questionnaire as the main instrument for data gathering. The questionnaire required respondents to indicate how they rated various criteria in terms of the standard ten examination scores. They had to rate the criteria in their order of importance; namely, 1 representing the most important, 2 the second most important, 3 the third most important, 4 the fourth most important and 5 the least important, (cf. appendix A). Before the pilot study I conducted open-ended interviews with informed people like teachers. For example, I asked them a question like: What do you think are the reasons for this poor pass rates for standard ten in the Northern Province in 1995? These were intended to enable me to construct relevant questions in the questionnaire. I also used a semi-structured interview schedule. I interviewed principals from each of the schools. I used this kind of interview schedule in order allow the respondents to be elaborate as much as possible. The questions in the interview were drawn from the eight correlates in the questionnaire. For example, I asked a question like: What is your opinion regarding the impact of physical resources on matric results? (cf. appendix B).

3.4 Data Collection

3.4.1 Data Collection from the Department of Education, Northern Province

I approached the Northern Province Department of Education and requested access to the Senior Certificate results. The problem I encountered at this point was that the results were not well arranged but through the help of the Department of Education personnel I was able to get the results of the three selected schools. I then coded them to establish patterns of pass rates as shown in appendices C, D and E.

I collated and analysed for subject specific and general variation in order to provide the base line for analysis.

3.4.2 Data Collection from a Non-Sample School

I conducted informal interviews with teachers and principals in the Northern Province in order to develop a good standard questionnaire. A pilot investigation was completed at school in Alexandra Township, north-east of Johannesburg.

3.4.3 Data Collection from the three Sample Schools

I administered questionnaires to the students, teachers teaching standard ten and to the principals. As a supplement to this, I interviewed the principals making use of a semi-structured interview schedule which was mainly based on the questionnaire (cf. Appendix B). This enabled me to explore in depth issues in the questionnaire. The semi-structured interview permitted me to ask the interviewees to explain and clarify certain aspects of the questionnaires.

3.4.4 Data Collection from parents

I experienced difficulties in collecting data from parents whose children attended the three sampled schools. In the first school; school A, as it was a boarding school all parents were far from school. Through the help of the principal I send questionnaires by post to the parents, but only one returned the questionnaire. In the second school; school B, I had a language problem. The community spoke Venda which I could not speak or write. In the third school; school C, because the questionnaires were written in English most of the parents could not respond. I therefore revised my sample. I selected 30 parents who could read and write. These were parents whose children wrote the standard ten examination in 1995. Ten were parents whose children had their examination scores above the average examination scores in the Province, the second ten were parents whose children were average and the last ten were parents whose children were below average.

3.5 Pilot Study

From the open-ended interviews I developed a pilot questionnaire. This was supposed to take care of the fact that there should not be any inconsistencies that may occur in the final product. This pilot questionnaire was administered at School D in Alexandra Township, north east of Johannesburg. My respondents were 10 teachers who were teaching standard ten classes and 30 students who were currently enrolled in standard ten and 5 parents. There were 45 respondents. The responses of the pilot study enabled me to refine the final instrument. For example, I was able to estimate how long it would take the respondents to complete the questions, check that all questions and instructions are clear and to remove any items which did not yield usable data.

CHAPTER FOUR

DATA ANALYSIS

4.1 Analysis of questionnaires

4.1.1 SCHOOL A

4.1.1.1 Students in School A's perceptions that are commonly held (60% or more in agreement) (Students n=51)

Table 1.2 Perceptions of students from School A

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 88%	Concern for democracy 72%
Teacher punctuality and attendance 74%	Good school management 76%
Adequate study time 70%	Unfair exams lead to failure 60%
Student punctuality and attendance 74%	
Provision of a stable home environment 66%	
Good teaching 66%	
Poor teaching leads to exam failure 88%	

4.1.1.2 Teachers in School A's perceptions that are commonly held (60% or more in agreement) (Teachers n=10)

Table 1.3 Perceptions of teachers from School A

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 80%	Linked electricity 90%
Well equipped classrooms 70%	Adequate school fees 70%
Teachers's diploma 60%	Student concern for democracy 90%
Good understanding of teaching and learning 70%	Concern for student empowerment 80%
Staff development 70%	Need for parents to provide school uniforms 100%

Concern for academic achievement 60%	3 for parents to pay school fees 80%
Concern for adequate study time 90%	Adequate supply of textbooks 60%
Parental support for students' learning process 70%	Teachers' level of qualifications 70%
Good contact between school and parents 60%	
Provision of a stable home environment 70%	
Regular attendance at school 70%	
Good teaching 60%	
Inadequate resources 70%	Unfair examination papers lead to failure 80%

4.1.1.3 Parents in School A's perceptions that are commonly held (60% or more in agreement) (Parents n=10)

Table 1.4 Perceptions of parents from School A

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 100%	Linked electricity 60%
Well equipped classrooms 80%	Adequate school fees 60%
A degree with a major in the subject he/she is teaching 100%	Teacher's diploma 60%
Consultative management 80%	Efficient control of financial resources 80%
Staff development 80%	Concern teacher punctuality and attendance 60%
Concern for academic achievement 100%	Concern for democracy 80%
Concern for adequate study time 100%	Concern for student empowerment 60%
Support to student's learning process 80%	Providing school uniforms 100%
Good teaching 100%	Paying school fees 100%
Adequate supply of textbooks 80%	Establishing good contact with school and the teachers 60%

Inadequate supply of resources 100%	Teacher's level of qualification 60%
Poor teaching contributes to high failure rate 100%	Good school management 80%
Unfair examinations paper 60%	Politicisation of teachers 80%

4.1.2 SCHOOL B

4.1.2.1 Students in School B's perceptions that are commonly held (60% or more are in agreement) (Students n=66)

Table 1.5 Perceptions of students from school B

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 80%	Adequate school fees 61%
Good understanding of teaching and learning 69%	Teacher's diploma 65%
Concern for teacher punctuality and attendance 61%	Concern for democracy 60%
Concern for adequate study time 72%	
Support to student's learning process 73%	
Regular attendance at school 60%	
Good teaching 72%	
Good school management 64%	
Poor teaching 82%	

4.1.2.2 Teachers in School B's perceptions that are commonly held (60% or more are in agreement) (Teachers n=10)

Table 1.6 Perceptions of teachers from School B

Regarded as Important	Regarded as Unimportant
Well equipped classrooms 70%	Linked electricity 70%
A degree with a major in the subject he/she is teaching 70%	Adequate school fees 80%
Consultative management 60%	Efficient control of resources 70%
Staff development 70%	Concern for democracy 80%
Concern for academic achievement 70%	Paying school fees 60%
Support to student's learning process 70%	Teachers' level of qualifications 60%
Establishing good contact with the school and the teachers 60%	Politicisation of teachers causes failure in Std.10 60%
Good teaching 60%	
Poor teaching causes failure in Std.10 80%	

4.1.2.3 Parents in School B's perceptions that are commonly held (60% or more in agreement) (Parents n=10)

Table 1.7 Perceptions of parents from School B

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 80%	Linked electricity 100%
Well equipped classrooms 100%	Adequate school fees 100%
Teachers' diploma 80%	Good social relations with students 100%
Good understanding of teaching and learning 60%	Concern for democracy 100%
Consultative management 80%	Providing school uniforms 60%
Efficient control of financial resources 60%	Paying school fees 60%
Staff development 60%	Good school management 60%
Concern for student empowerment 60%	Unfair examination papers 60%
Concern for academic achievement 60%	

Concern for adequate study time 80%	
Support for student's learning process 60%	
Establishing good contact with the school and the teachers 80%	
Providing stable home environment 60%	
Regular school attendance 60%	
Good teaching 80%	
Inadequate supply of resources 80%	
Poor teaching 100%	

4.1.3 SCHOOL C

4.1.3.1 Students in School C's perceptions that are commonly held (60% or more in agreement) (Students n=109)

Table 1.8 Perceptions of students from School C

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 61%	Linked electricity 68%
Good understanding of teaching and learning 65%	Adequate school fees 75%
Concern for examination success 61%	Teacher's diploma 70%
Concern for adequate study time 70%	Concern for democracy 61%
Good teaching contributes to success in Std 10 72%	Paying school fees 89%
Poor teaching causes failure in Std.10 79%	Providing stable home environment 75%
Unfair examination papers 60%	Good school management 61%

4.1.3.2 Teachers in School C's perceptions that are commonly held (60% or more in agreement) (Teachers n=10)

Table 1.9 Perceptions of teachers from School C

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 66%	Linked electricity 83%
Well equipped classrooms 66%	Adequate school fees 66%
Good understanding of teaching and learning 83%	A degree with a major in the subject he/she is teaching 66%
Consultative management 83%	Efficient control of resources 100%
Concern for teacher punctuality and attendance 66%	Providing school uniforms 83%
Concern for adequate study time 100%	Teacher's level of qualifications 100%
Support to student's learning process 66%	Unfair examination papers cause failure in Std.10 60%
Establishing good contact with the school and the teachers 83%	Politicisation of teachers cause failure in Std. 10 66%
Good school management 83%	
Politicisation of students 83%	

4.1.3.3 Parents in School C's perceptions that are commonly held (60% or more are in agreement) (Parents n=10)

Table 1.10 Perceptions of parents from School C

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 80%	Linked electricity 60%
Well equipped classroom 60%	Adequate school fees 60%
Teachers' diploma 100%	A degree with a major in the subject he/she is teaching 80%
Good understanding of teaching and learning 60%	Consultative management 80%
Good social relations with students 80%	Concern for examination success 60%
Concern for democracy 100%	Providing school uniforms 100%
Concern for student empowerment 80%	Paying school fees 60%

Concern for adequate study time 60%	Support for student's learning process 80%
Establishing good contact with the school and the teachers 60%	Teacher's level of qualifications 80%
Regular attendance at school 80%	Unfair examination papers 80%
Good teaching 80%	Politicisation of teachers 60%
Adequate supply of textbooks 60%	
Politicisation of students 80%	
Poor teaching 60%	

4.1.4 Results from the Education Officials

Education Officials' perceptions that are commonly held (60% or more in agreement) (Education Officials n=10)

Table 1.11 Perceptions of Education Officials from the Northern Province.

Regarded as Important	Regarded as Unimportant
Good supply of textbooks 100%	Linked electricity 80%
Good supply of stationery 60%	Adequate school fees 80%
Good understanding of teaching and learning 100%	A degree with a major in the subject he/she teaching 60%
Good social relations with students 60%	Teacher's diploma 60%
Consultative management 60%	Concern for examination success 60%
Staff development 80%	Efficient control of financial resources 60%
Concern for academic achievement 100%	Concern for student empowerment 60%
Concern for adequate study time 60%	Providing school uniforms 100%
Student punctuality and attendance 60%	Paying school fees 80%
Support to student's learning process 100%	Adequate supply of textbooks 60%
Establishing good contact with the school and the teachers 100%	Teacher's level of qualifications 80%

Regular attendance at school 100%	Unfair examination papers 80%
Good teaching 100%	Politicisation of teachers 60%
Politicisation of students 80%	
Poor teaching 60%	

4.2 Analysis of Interviews

I developed codes to code the responses from interview schedule (cf. Appendix B). The following codes were identified:

Table 1.12

Codes	Designation (Coding)
1. Physical resources	PRE
2. Teaching and learning	TEL
3. Teacher qualifications	TEQ
4. Student Attitudes	STA
5. Parental Role	PAR
6. Quality of Exam Papers	QEP
7. Any other thing	AOT

By the following codes I referred to:

1. Physical resources: things like laboratories, textbooks, classrooms, administration buildings. etc.
2. Teaching and learning: the quality of instruction and learning that goes on in the classrooms.
3. Teacher's qualification: this I wanted to establish whether the respondents saw any relationship between the teacher's qualifications and success in Std.10
4. Students' Attitudes: the students' disposition towards their school work and the school in general.
5. Parental role: the role that parents play in supporting the education of their children.

6. Quality of examination papers: the manner in which Std.10 examination papers are set as well as the quality of the questions.
7. Any other thing: anything that the respondents thought it contributed to poor pass rates in Std.10 examinations.

Results were as follows:

Table 1.13 Analysis of Interview schedule from principals (Principals n=03)

School A principal	School B principal	School C principal
PRE 05	04	02
TEL 15	13	10
TEQ 02	06	05
STA 12	10	08
PAR 08	14	10
QEP 03	00	05
AOT 00	00	00

CHAPTER FIVE

DISCUSSION OF RESPONSES TO THE QUESTIONNAIRES AND INTERVIEWS

5.1 Discussion of responses to the questionnaires

The purpose of this study was to determine, the relationship, between the perceptions of students, teachers, parents and education officials on the causes of the poor pass rate in the Senior Certificate examination in 1995 at the three schools in the Northern Province. The three schools could be regarded as typical of many black rural schools in that region.

The variables considered in the study were:

- (i) perceptions of respondents in relation to the importance of physical resources on the standard ten results.
- (ii) perceptions of respondents in relation to the importance of teacher's qualifications on standard ten results.
- (iii) perceptions of respondents in relation to the importance of management on the standard ten results.
- (iv) perceptions of respondents in relation to the importance of student's attitudes on standard ten results
- (v) perceptions of respondents in relation to the importance of parental involvement on the standard ten results.

5.1.1 Responses with strong agreement that the item was important between schools among students, teachers, parents and education officials

5.1.1.1 The most important physical resource is a good supply of textbooks

From the analysis in Chapter Four all the stakeholders held the same perceptions in regarding the good supply of textbooks as the most important physical resource for one to succeed at Std.10. In School A the students ranked it 88%, teachers 80% and the parents 100%. In School B students 80%, teachers and the parents ranked it 80% as

important. In School C students ranked it 61%, teachers 66% and parents 80%. The educational officials ranked it 100% as important. On the whole the respondents were in agreement in regarding it as important with the average of 82%.

This indicates that textbooks are regarded as very important physical resources. In the light of this, it is ironical that most schools in the Northern province get their textbooks as late as four months after the start of the academic year.

5.1.1.2 The most important teacher qualification is good understanding of teaching and learning

Stakeholders were all agreed by 80% that good understanding of teaching and learning was an important element in measuring a good teacher. This pattern has also been found by studies conducted by Rutter et al (1979) and Reynolds and Parker (1992) to be important element in school effectiveness.

5.1.1.3 The most important student attitude is concern for adequate study time

All the respondents were in agreement with 60% that the concern for adequate study time is the most important attitude for students. Rutter et al (1979:10) have also identified this attitude as one of the most important factors that contribute to an effective school.

In South Africa, if the culture of learning is to be restored at schools, the first area which will need attention will obviously be to create an environment that is conducive for independent study. The pattern of these results show that there is general consensus on this matter.

5.1.2 Responses where there was agreement between parents, teachers and students, in a particular school but not between schools

5.1.2.1 The most important aspect for one to succeed in Std.10 is good teaching

Good teaching was seen by the respondents in both school A and B as an important factor for one to succeed in Std.10, in school A students were agreed by 66%, teachers by 60% and parents by 100%; in school B students by 72%, teachers by 60% and parents by 80%. The views of the respondents in school C were quite apart from those in the other two schools. It is interesting when one considers the fact that their results were the poorest and yet they did not attach any value to the importance of effective teaching and learning. The importance of good teaching is pointed out by a host of scholars in school effectiveness who argue that the effectiveness of the school should be measured by what is going on in the classroom rather than by the physical resources that the school has.

5.1.2.2 The most important cause of failure in Std.10 is poor teaching

Poor teaching was only seen by respondents in school B as the main cause for failing Std.10. The students saw it as the main cause of failure by 82%, teachers by 80% and parents by 100%. It is interesting that respondents in school A did not marry this item with the preceding one, whereas those in school B obviously did. The reason may be that those in school A concentrated on the positive aspect whereas those in school B concentrated on the negative. Whatever the reasons respondents in school B saw this as the main cause for failure in Std.10.

5.1.2.3 The most important aspect of parental involvement is support to student's learning

There was consensus among respondents in school B that this item was important. Students were agreed by 73%, teachers by 70% and parents by 60%. But in schools A and C there was no agreement. For school A which is boarding school this was : much of a surprise because learners in this school are encouraged to do independent study as compared to the other schools. The reason for school C could be an indicator that there is no healthy relationship between the school and the home.

5.1.2.4 A typical good student attitude is concern for adequate study time

Respondents in schools A and C were agreed that this item was important for one to succeed in Std.10. In school A students were in agreement by 70%, teachers by 90% and parents by 100%. In school C students were in agreement by 70%, teachers by 100% and parents by 60%. It is surprising that respondents in school B could not see this in the same light with schools A and C. It is ironical that in school B where there was a total collapse of culture of learning, there was still no regard for adequate study time.

5.1.2.5 The most important teacher's qualification is good understanding of teaching and learning

Good understanding of teaching and learning was only seen by respondents in school C as most important teacher's qualification for one to teach Std.10. Students saw it as important by 83%, teachers by 60% and parents by 100%. It is surprising that there was no consensus in both school A and B on this item.

5.1.2.6 The most important physical resource is linked electricity

Linked electricity was seen by all respondents in school C as unimportant. Students by 68%, teachers by 83% and parents by 60%. In the other two schools there were no agreements. This is no surprise at all because the school is situated in a very rural area where most of the households have no electricity. For that reason they were unanimous in seeing it as an unimportant physical resource. This strengthens the believe that peoples and environments colour their perceptions.

5.1.3 Responses where there was disagreement between parents, teachers, students and education officials

5.1.3.1 The most important teacher's qualification is good social relationships with students

There was no agreement on this item among stakeholders. It was only parents in school B and C and the education officials who had some consensus. In school B parents were 100% not supportive that good social relationships with students promoted success whereas in school C 80% thought that good social relations promoted success. Education officials were 60% in favour of good social relations. The fact that both teachers and students in all the three schools did not agree on this aspect as important is reflection of the type of training black teachers in particular, in South Africa, in the Northern Province, have received and the type of environment that exists in many of the schools of the Northern Province. This kind of situation is what Freire (1972:47) alludes to in his discourse about the banking concept of education when he says:

- (i) The teacher knows everything the students know nothing
- (ii) The teacher talks and the students listen-meekly

- (iii) The teacher is the subject of the learning process, while the pupils are mere objects.

It would appear only the parents and education officials regard good social relations as important in the school situation. May be this accounts for the hostilities that is common in many schools today.

5.1.3.2 The most important physical resource is well equipped classrooms

Teachers, parents in the three schools regarded well equipped classrooms as important. The students and education officials did not regard them (well equipped classrooms) as neither important nor unimportant. All the teachers in the three schools ranked it 67%, whereas parents ranked it 80%. This 13% difference between the perception of parents and teachers is quite interesting. It actually reinforces the view that is school effectiveness is often measured by parents in terms of how well equipped the school is and by those inside school (teachers and principals) by the actual work of teaching and learning that takes place on day to day basis. The eleven factors (elements) for an effective school as outlined by Sammons et al (1995:8) support the latter view that put more emphasis on the quality of the running (management) of the school rather its physical resources.

5.1.3.3 The most important feature of school management is staff development

Like the foregoing variable students in all the three schools were not in agreement since this item did not have a direct bearing on them. Teachers, parents and education officials were all in agreement in regarding staff development as an important feature of good school management. Teachers in schools A and B were positive with 70%

both. Those of school C did not agree. The reason may be that because their school is more rural and over-crowded than the other two schools, they did not see the need to release staff for self improvement. But one should take the caution of Sammons et al (1995) seriously when they warn that factors that measure the effectiveness of the school should not be regarded as independent of each other. They advise that to link or see them holistically may help provide a better understanding of possible reasons.

The reaction of the education officials is interesting in the sense that if they viewed training of teachers as an ongoing process they would provide study leave for teachers as well as scholarships were possible.

5.1.3.4 The most important feature of school management is concern for examination success

Students, teachers and parents in schools A and B did not agree on this item. It was only students and parents in school C who agreed but on the opposite sides. Students were positive with 61% and parents were negative with 60%. The education officials on the other end were agreed but negatively, that is, they did not regard the concern for examination success as important feature for strong and good leadership. These results are interesting when one considers the fact that examination results are usually seen as the most important basic condition for measuring or realising effectiveness. Goodlad (1984) is among the host of school effectiveness scholars that argue that, notwithstanding the variations that exist on what an effective school is, most studies have focussed on academic achievement in terms of examination results.

5.1.3.5 The most important aspect of the teacher's qualification is a degree with a major in the subject in which she/he is teaching

Students were generally not in agreement concerning this variable. But there are interesting patterns of perceptions on the other stakeholders. For example, for teachers in school A there was no general agreement, whereas teachers in school B regarded it as important by 70% and those in school C regarded it as unimportant by 66%. Parents in school A regarded it as important by 100%. In school B there was no agreement. In school C they were generally regarded it as unimportant by 80%. This lack of consensus is a reflection of the ongoing debates about whether teachers from the universities are better than those from colleges of education. Whether it is the technical aspect of training that makes the difference in outcomes or academic training that makes a better teacher. The reasons why students are generally not agreed it could be that they do not see the difference between the two kinds of teachers. This confirms what Cameron and Whetten (1983) point out in their checklist for an effective school, especially the one that argues that effectiveness depends on whose perspective is effectiveness judged.

5.1.3.6 The most important aspect of the teacher's qualification is a teaching diploma

Like the question of a degree with a major in the subject that one is teaching, there is a wide spread of opinions regarding the question of a diploma in teaching as the most important characteristic of a teacher who is to teach matric. Students in school A were not in agreement. Both in School B and C they were negative, that is they regarded it as unimportant. Teachers in school B and C were not in agreement, but those in school A were positive with 60%. Parents in both school B and C were both positive with

80% and 100% respectively. Those in school A were negative with 60%. The education officials were negative with 60%. Again this is reflection of public debates about whether one really needs to have a diploma to teach effectively or produce the results or not. What about those professors and lecturers in the universities and technicians who may achieve good results without formal training in teaching? It is interesting that even the education officials who insist on certificates for employment and promotion did not regard this as important. But it is also interesting to observe that parents generally hold a view that a teacher's diploma is important. Perhaps this explains why the literature is not clear as to whether the teacher's diploma plays a role in measuring the effectiveness of the school. The Outcomes Based Education approach as articulated by the COTEP (Committee on Teacher Education Policy) 1996 documents, which seeks to measure teachers in terms of performance rather than their paper qualification seems to be accepting the principle that qualifications alone do not produce effective teachers.

5.1.3.7 The most important feature of school management is the concern for teacher punctuality and attendance

Students in schools A and B and education officials were in agreement in regarding this item as important with 74% from school A, 61% for school B and 60% for education officials. All the other stakeholders did not agree. This may mean that parents and teachers themselves do not worry whether classes are attended regularly or not. But because the students and education officials are directly affected by this phenomenon they value it highly.

5.1.3.8 The most important feature of school management is consultative management

Students in all the three schools did not agree on this item. Teachers in school A also did not agree. Parents in all the three schools regarded consultative management as an important feature of an effective and efficient management of the school with 80% for school A, 60% and 83% for school B and C respectively. This perception was also carried by education officials with 60%. The position of teachers in school A is not surprising given the fact that this school is a Roman Catholic mission school. The style of leadership is influenced by the way the church is run; which is usually a top-down approach. The reaction of students may be that the culture of consultation is not yet developed in the school governing bodies. The Student Representative Council is not even in existence in most of the schools. The reaction of parents and education officials actually echoes the democratic principles developing in the country today. This trend seems to be the most popular in managerial circles of late. Scheerens (1989:115) comments as follows about this kind of management:

The managerial philosophy emphasises: an openness and reflectivity that accepts error and uncertainty, recognition of the importance of exploring different viewpoints and a participative approach to the planning process.

Sammons et al (1995) also identify: firm, purposeful and participative approach as important features of good leadership.

5.1.3.9 A typical good student attitude is concern for academic achievement

Students in the three schools did not agree on this item, whereas teachers, parents of schools A and B: and education officials were all in agreement in regarding it as

important. School A teachers regarded it as important by 60%, and the parents regarded it as important by 100%. In school B teachers regarded it as important by 70% and parents 60%. The education officials also regarded it as important by 100%. The only surprising results were those of school C where all the respondents were not in agreement. Perhaps this explains the low percentage pass rates as seen in (Appendix C). Sammons et al (1995:8) identify: shared vision and goals as an important factor for an effective school. This factor is lacking in the school C case. The cases of school A and B as well as education officials is to be expected because although there is no consensus on the question of clear indicators for judging an effective school, the literature that attempt to measure effectiveness of the school by school outcomes abounds.

5.1.3.10 A typical good student attitude is regular school attendance

There was a great variation of perceptions on this item. Students and parents in school A were indifferent. Teachers regarded regular school attendance as important by 70%. In school B students and teachers were agreed in regarding this item as important by 60%. The teachers were not agreed. In school C only parents saw the need for regular attendance at school for one to pass Std.10, while students and teachers were not agreed. Education officials were not agreed.

These variations are also interesting if one looks at them through the eyes of the current debates on free and compulsory education. This is definitely going to be a thorny issue in South African education. Even the United States of America which has a long history of compulsory education, has not settled on this matter. For example, Ornstein and

Levine's (1993:298) comment that compulsory attendance has gone through stormy times with the revival of home schooling should be signal to us that school attendance is fraught with complexities.

But that, notwithstanding, it should be stressed that regular school attendance is seen by many scholars in school effectiveness as a very important element of measuring the effectiveness of the school. For example, Rutter et al (1979:18) cite: "the amount of teaching experienced by children" as very crucial for success in their studies.

5.1.3.11 The most important aspect of parental involvement is support to student's learning process

Students and teachers in school A were indifferent on the question of parental support to student's learning. This is not surprising given the fact that this is exclusively a boarding school and as such parents have little contact with the student's work. What is interesting is how parents in this school responded positively to this item by 80%. Parents, students and teachers in school B were all agreed by regarding this item as important. In school C students were indifferent, teachers were positive with 66% and parents were negative with 80%. This clearly shows a lack of co-operation that exists between the different parties in this school. The education officials were positive with 100%. Sammons et al (1995) have among other elements of an effective school identified home-school partnership, that is, parental involvement as important in the children's learning.

5.1.3.12 The most important aspect of parental involvement is establishing good contact with the school and the teachers

Students in all the three schools were indifferent. Teachers and parents in all the school B and C were agreed in regarding this item as important. Parents in school A regarded the contact with the school and teachers as unimportant. The education officials regarded this item as important by 100%. The response of the students is not surprising because most students are uncomfortable when parents make contact with their teachers. The reasons for the reaction of parents in school A are the same as in item 5.3.11. These variations between schools on the perceptions of the role of parents in school only show how much is still to be done in bringing the gap between parents and the school.

5.1.3.13 The most important aspect of parental involvement is providing a stable home environment

Students in school A were in agreement regarding this item as important with 66% and 70% respectively. Parents in this school were indifferent. In school B teachers and students were indifferent while the parents were positive with 60%. In school C students were negative about this item with 75%, parents and teachers were indifferent. And so were the education officials.

These variations of perceptions is yet another reflection of how the home and the school in rural areas are dichotomised. Maybe this is a reflection of the socio-economic profile of the communities where the study was conducted. The importance of the home background is well encapsulated by Jencks (1972:52) when he writes about the influence of the family on the school achievement as follows:

It simply means that variations in what children learn in school depend largely on variations in what they bring to school, not on variations in what school

offer them.

The importance of home-school relations is also captured well by Townsend (1994:38) when he identifies home-school relations as one of the important elements of an effective school.

5.1.3.14 The most important cause of failure in matric is unfair examination papers

There was a great variation on this item. Students in school A and C were at two opposite sides; with those in school A regarding it as unimportant by 60% and those in school C as important by 60%. Students in school B did not reach consensus on this one. Teachers in schools A and C regarded it as unimportant by 80% and 60% respectively. Those in school B were not agreed. Parents in school A regarded it as important by 60%, while those in schools B and C regarded it as unimportant by 60% and 80% respectively. Education officials also regarded this item as unimportant by 80%.

These variations confirm what Kvale (1993:215) say when he writes that:

Examinations are a popular object of criticism. Indeed public examination are often regarded by different stakeholders world over, as invalid, the grading as subjective, and unreliable, the examination papers as unfair and the situation in the examination oppressive and artificial.

South Africa has not been an exception to this gloomy view about the credibility of examinations. The picture drawn by King and van den Berg (1992:1) captures this perception succinctly when they say:

Examinations have certainly not escaped the impact of the crisis, and have often been the major dimension of it. Outcries about examination results, and accusation of fraudulent, incompetent and corrupt examination practices...

5.1.3.15 The most important aspect for one to pass matric exams is adequate supply of textbooks

This item did not receive a popular response. Only teachers and parents in school A,

as well as education officials held common perceptions. Teachers regarded it as unimportant, whereas parents regarded it as important. The parents in this school attached value to the textbooks while the teacher did not. The reason for this may be that teachers and education officials could manage to separate teaching from the textbook while parents could not.

The reason for lack of consensus from the rest of the respondents could be that they could not see much distinction from this item and 5.1.1.

5.1.3.16 The most important aspect for one to pass matric is good school management

Students in A and C were negative about this item. They regarded it as unimportant in contributing to student's success in the examination with 76% and 61% respectively. While students in school B regarded it as important by 64%. Only teachers in school held a common perception in regarding it as important by 83%. Parents in both school A and B regarded it as unimportant. The surprise response was that of the education officials; whom by intuition I thought that they would hold a common perception of regarding it as important but they did not. This negative response may be confirming what Nelson et al (1972:324) say when they write:

The school master, in the modern world, is seldom allowed a point of view of his own. He is appointed by an education authority, and is sacked if he is found to be educating.

Otherwise these variations reinforce the idea that there is no consensus in criteria for judging an effective school.

5.1.3.17 The most important cause of failure in matric is inadequate supply of

resources

This item did not receive a popular response. Students in the three schools were indifferent. Only teachers in school A were agreed that inadequate supply of resources was an important factor in causing failure in Std.10 by 70%. Parents of both school A and B were also agreed that this was an important factor. In school A by 100% and school B by 80%. It is interesting to note that school C which has the poorest facilities did not see that as factor that might have contributed to their results. On the contrary it was school A who had adequate resources who saw this as an important factor. The other surprising response is that of the education officials in the sense that their section always point at lack of resources in their explanation for poor pass rates in the Province. This is interesting when one considers public opinions that assert that inadequate supply of resources is cause of high failure rate in Std.10. For example, King and van den Berg (1992:1) argue that poor pass rate in South African schools has been caused by unequal distribution of resources to different communities, with the African receiving the small share of the cake. These sentiments are echoed by the MEC for education in the Northern Province when he argues that rural poverty directly affected the results in the Northern Province.

5.1.3.18 The most important cause of failure in matric is politicisation of students. Only teachers in school C and education officials were both agreed that this was an important cause of failure in Std.10 both with 80%. These results are quite interesting if one considers the public belief that assume that the decline of learning culture in schools is caused by politicisation of students. This area needs further study.

5.1.3.19 The most important cause of failure in matric is poor teaching

All but teachers in school C were agreed that poor teaching was the cause for poor pass rates in Std.10. The response of teachers in school C is interesting when I note that in item 5.2.2 they were the only respondents who did not regard good teaching as an important factor for one to pass Std.10. May be this an explanation for poor results in this school. It is also interesting to observe that in my interviews with the principals of the three schools, poor teaching was identified and stressed by the principals of schools A and B and not by the school C principal.

5.1.3.20 The most important teacher's qualification is long experience in teaching

There was no general agreement on this variable. It is interesting that even among the and principals who always make use of it as criterion for promotion or allocation to teach Std.10 did not regard it as important. How long a person has been in the practice is always regarded as important but in this study all respondents rated it very low.

5.1.3.21 The most important feature of school management is efficient control of financial resources

The students in all the three schools did not agree. The reason may be that they take financial issues not to be belonging to their terrain. Teachers and parents were divided on this. Parents in school A regarded it as unimportant with 80%, whereas those in school B regarded it as important with 60%. Teachers in schools A and C did not agree. Those in school B regarded it as unimportant with 70%. The education official regarded it as unimportant by 60%. This diversity of opinions confirm what Cameron and Whetten (1983) say when they argue that effectiveness depends on a number of factors, inter alia: from whose perspective is effectiveness judged and what kind of data are used to form an opinion of effectiveness.

5.1.3.22 A typical good student attitude is concern for student empowerment

Only teachers and parents in school A were in agreement; with 80% and 60% respectively. They both regarded this item as unimportant. The rest of the respondents were not in agreement. This may be a reflection of how stakeholders in education still regard the student component as an addendum to the practice of teaching and learning. Perhaps the Outcomes Based Education as espoused by the present government may bring about a paradigm shift on student-teacher relations. That is, from teacher-centred approach to student-centred approach. Such an idea of empowering student may take the model of Lave and Wenger (1991); where they talk about "legitimate peripheral participation"; by which she means that student should be empowered to take learning as their own. That this should be done by recognising their participation in the practice. This should be what is envisaged by the Curriculum 2005 (1997).

5.1.3.23 The most important aspect of parental involvement is providing school uniforms

Only teachers, education officials and parents were in agreement on this item. They all regarded it as unimportant. All with 100%. Students were not agreed on this; probably because they did not see it as having any value. Teachers and education officials regarded it as unimportant probably because they are more obsessed with the development of the intellect at the expense of attitudes and skills. This is the danger that Monyokolo (1993:14) argues about when he says that the model that assesses school effectiveness by means of academic outcomes only and ignores all other school outcomes is limited.

5.1.3.24 A typical good student attitude is concern for democracy

This variable was seen by all the stakeholders as not a typical good student attitude. Students in all the three schools did not regard it as important. In school A they were negative by 72%, school B by 60% and school C by 61%. This is interesting if considers the calls for democracy in schools especially among the student leaders. Reasons for this pattern are hard to find but perhaps what Smith et al (1989:90) say shed some ray of light when they assert that what is happening in schools can be explained from the perspective of any of the actors; but since they are by origin authoritarian institutions, and the source of teaching is in the teaching hierarchy, most descriptions in practice adopt the perspective of teachers. Parents and teachers, with the exception of those in school C, were in agreement in regarding this attitude as unimportant. The same perception was held by education officials. The response of education officials is not surprising when one considers what is said by Smith et al (1989) in the foregoing citation.

5.1.3.25 The most important aspect of parental involvement is paying school fees. Students in schools A and B were indifferent on this item. Only those in school C were in agreement with 89% regarding it as unimportant. Parents and teachers in schools B and C were in agreement in regarding this item as unimportant as well. So were the education officials. This is quite contrary to the common view held in African schools that parents are there just to provide school fees and keep away. But these results may on the other hand reflect the view that is held by most people that it is the state that should provide for education and not the parents. The current tendency of rent boycott and unwillingness to pay fees at tertiary level may be reflected by these results.

5.1.3.26 The most important aspect in order to pass matric is teachers' level of qualification

Only teachers from the three schools as well as education officials managed to reach consensus on this item. They all, without exception regarded it as unimportant. Teachers in school A with 70%, school B with 60%, school C with 100% and education officials with 80%. This shared perception between teachers and parents is not surprising given the fact that education officials come from the pool of teachers. These saw no correlation between actual teaching and the paper qualification. This should be an interesting phenomenon to study further. This pattern is not far from the current debates about shifting away from promoting teachers on the basis of their paper qualification to performance based.

5.1.3.27 The most important cause of failure in matric is politicisation of teachers
This item was regarded by all the respondents in the three schools as unimportant. Education officials also regarded this item as unimportant. These responses are fraught with irony if one considers the fact that the public assume that the cause for lack of teaching culture is the politicisation of teachers. Teachers find themselves in a dilemma because on the one hand they are to pay allegiance to the most publicly-touted goal of education; which is to foster critical thinking among students, while on the other hand they are to maintain the status quo; by selling the dominant culture of the society to the learners. Whether this results reflect this dilemma is difficult to tell. But on the surface parents, teachers and education officials perceive no correlation between the Std.10 results and the politicisation for teachers.

5.4 Responses where there was agreement that the item was unimportant

5.1.4.1 The most important physical resource is linked electricity

There was a general agreement between all the stakeholders that linked electricity was not an important physical resource for one to pass Std.10. Students in both Schools A and B did not even reach 60% agreement on this. Only students in School C were 68% were in agreement that linked electricity was not important. Teachers in the three schools were in agreement by the mean of 81% that it was not important. Parents in the three schools were in agreement by the mean of 40% that it was not important. The education officials were also in agreement by 80% that linked electricity was not an important physical resource for one to pass Std.10.

The reason for this general agreement may be that all the three schools are in the rural areas where most of the homes do not have electricity and the fact that they did not make use of modern technology which requires electricity.

In most cases teachers were prepared right from their colleges days to learn to improvise if the need to use electronic teaching media should arise. It was only at school A where there were computers and it is not surprising that there was no general agreement on this item among the students as to whether it was important or not given home background.

5.1.4.2 The most important physical resource is adequate school fees

Like linked electricity, adequate school fees was seen by all the stakeholders as

unimportant. Both students in Schools B and C ranked it 61%, 75% respectively. Teachers in all the three schools ranked it as unimportant as follows: school A 70%, B 80% and C 66%; and parents ranked as follows: school A 60%, B 100% and C 66%. Education officials ranked it 80% as unimportant. It is not surprising that students in school A were not in agreement on this because their school is boarding school and as such pay a lot of money whereas students in schools B and C did not pay much. Teachers, principals and education officials did not regard it as important since they always measure the effectiveness of the school in terms of the outcomes.

5.2 Discussions of responses to the interview

5.2.1 Responses where there was agreement among respondents

From the results as shown at Table 1.13 there is overwhelming evidence that principals perceived the causes of poor pass rates in Std.10 in the same way. In all the seven items they were in agreement. For example, they all did not regard physical resources (PRE) as an important factor in contributing to success in Std.10; and all attached great importance to teaching and learning (TEL).

Along side poor teaching as the main reason for poor pass rates, general lack of discipline, especially the abolition of corporal punishment was also cited the main reason that contributed to the collapse of the culture of teaching and learning. The principal in School C cited over-emphasis of Std.10 results at the expense of the lower standards as other for the reason for laxity among teachers and students.

5.2.2 Responses where there was disagreement among respondents

Although there were no major disagreements on the items there was however differences in emphasis. For example, the School A principal rated the variable: teaching and learning more highly than School C principal. This may mean that the School A principal attached more value than his counterpart in School C. It could be that the results of School C were poor partly due to a lack of commitment to importance of teaching and learning. It is also interesting to note that School C principal rated physical resources to be more important than his counterpart in School A. Reasons for this are difficult to establish but it may be that the School A did not see physical resources as the main issues because he has better resources than normal in the Northern Province whereas his counterpart in School C regarded it as important because he needed them disparately.

As Table 1.13 shows there was a consensus view that a lack of physical resources combined with the collapse of a learning and teaching culture is the main reason for poor pass rates. But differences occur on the degree of impact that these resources had on the results.

CHAPTER SIX

CONCLUSIONS AND PROPOSALS FOR FURTHER STUDY

The main concern of this study was to investigate the perceptions of education stakeholders into their understanding of the reasons for poor pass rates in the Senior Certificate Examination in the Northern Province in 1995. Three schools were identified on the basis of a considerable variation between their results for a case study. The results of this study were not meant to be extrapolated for the province as a whole. However, the case study may provide key insights into the perceptions held by persons within the province.

The question to be asked is: Has this case study provided sufficient insights and patterns to allow one to make plans (which could be evaluated, if necessary modified, through action research) for moving towards the improvement of Std.10 results in the province.

First, from the evidence of this, limited study, it is highly probable that different stakeholders hold quite different perceptions as to the reasons for poor pass rates in Std.10. These perceptions are shaped by a number of factors and the position from which a person views an effective school. This is evident by the fact that the responses where there was strong agreement that item was important were only three out of thirty five, that is only 9% whereas the responses where there was disagreement that the item was important were twenty seven out of thirty five, that is 77%.

Overall, the results of the study reinforce the direction that the other research into school effectiveness is taking. The original definitions of school effectiveness, which were based solely on an outcome approach, have been extended to include a number of factors. The

overwhelming evidence from the responses to the questionnaire suggests that reasons for judging success or failure in Std.10 should include a number of factors. The fact that good supply of textbooks, good understanding and concern for study time were the only items were respondents were agreed, provided a clear indication that physical resources like textbooks, although still seen as very important for success in Std. 10, can only be interpreted as one of a number of important items that the school needs to have simultaneously.

Second, the fact that there was only 17% of the responses in cases where there was agreements between the parents, teachers and students in a particular school but not between schools indicate that the type of school is perceived as making a difference. This will certainly not come as much surprise to those parents who go to a good deal of trouble to get their children into schools of their choice because of the perceived educational advantage this may bring.

This is in contrast to some of the studies in the 1960s which imply that schools make a little difference to educational performance. Studies as Coleman's (1966) and Jencks (1972) are among the host of other who espoused such a position.

Their studies indicated that educational attainment was largely independent of the schooling the child received. Jencks reassessed a mass statistical evidence from a variety of investigations, including the Coleman Report and came to rather startling conclusions that: equalising the quality of high schools would reduce cognitive inequality by one percent or less and that additional school expenditures are unlikely to increase achievement, and redistributing resources will not reduce test score inequality. However, it is important to note that such studies took place in affluent societies where the average financial support for schools was way above the resources available to black schools in South Africa.

Clearly, there is a considerable disagreement about the influence of schooling on children's achievement and development. These contradictory research findings can actually be explained by what this study and others have attempted to do, namely: to compare like with like. A number of studies that have done so found little contradictions in their findings. Rutter et al (1979:3) comment as follows about this argument:

The apparent clashes in evidence arise largely because the studies have gathered different kinds of data or have used different statistical analyses to answer quite different questions.

My general impressions as result of this study is that schools do make the difference. For example, there is considerable difference between the perceptions of students in school A and C on a number of issues that make one pass Std.10. But it is important to note also that differences between schools have rather little to do with variations between individual children in general cognitive ability.

Third, the wide variations of responses where respondents disagreed as to what is the important variable that would produce examination results in Std.10; which constituted 77%, suggests a conclusion that indeed the question of what actually constitutes an effective school is a contested issue. Some researchers of school effectiveness focus exclusively on the examination outcomes at the expense of other factors like for example, providing students with skills for leadership, while others on the other hand look only at what is happening in the classroom, that is, the activity of teaching and learning as a criterion for measuring school effectiveness. These variations in perceptions can best be explained by Cameron and Whetten 's (1983:35) checklist to determine organisation effectiveness. Their list is in a form of questions and are:

- (i) From whose perspective is effectiveness judged?
- (ii) Which area of activity within an organisation determine effectiveness?

- (iii) At which level of the organisation is effectiveness analysed?
- (iv) How is effectiveness defined in terms of time?
- (v) What data are used to form an opinion on effectiveness?

In this study I found this list relevant to explain why for example students were sometimes on the opposite side to the teachers and education officials. For example, on matters of management of resources, that is, physical and human resources, students held different perceptions from those of the teachers. Thus the reasons for poor pass rates in Std.10 were viewed differently by different parties.

In closing, the overall impressions are as follows:

one, that different stakeholders held the common view on the importance of examination results, especially Std.10 results, as one element for measuring an effective school but differed considerable on what the reasons for poor pass rates were,

two, that social, economic, and political factors do impact on the examination results but differed on the gravity of each factor,

three, that how achievement is measured or what actually counts as success is a contested issue, and,

four, that pressure to change examination systems came from various sections of the society.

Further that on the whole, reasons that were perceived as important for success were:

1. Good supply and prompt supply of textbooks to students,
2. Good understanding of teaching and learning by the teachers,
3. Adequate study time for students,

4. Good management of the school by the authorities.

On the other hand reasons that were perceived as contributing to failure were:

1. Poor teaching and
2. Inadequate resources.

APPENDICES

APPENDIX A

QUESTIONNAIRE SCHEDULE

This investigation is intended to enable me to find out what perceptions education stakeholders hold about what the possible reasons are for poor pass rates in the Senior Certificate Examination in the Northern Province in 1995. My research topic is: **An investigation of the perceptions of the education stakeholders into possible reasons for poor pass rates in the Senior Certificate Examination in the Northern Province in 1995.**

I would like your reactions in this series of statements in relation to the matric examinations.

I would be highly appreciative if you would respond to these statements as carefully as possible.

Place a number in each of the boxes opposite the statements.

Please list the order of the importance of the following, i.e

1.	For the most important	1
2.	For the next most important	2
3.	For the third most important	3
4.	For the fourth most important	4
5.	For the least important	5

A. Physical Resources

The most important physical resources are:

Good supply of textbooks	
Good supply of stationery	
Well equipped classroom	
Linked electricity	
Adequate school fees	

B. Teacher's Qualifications

The most important teacher's qualifications are:

Long experience in teaching	
A degree with a major in the subject which she/he is teaching	
Teacher's diploma	
Good understanding of teaching and learning	
Good social relationships with students	

C. Management

The most important features of school management are:

Consultative management	
Concern for examination success	
Efficient control of financial resources	
Staff development	
Concern for teacher punctuality and attendance	

D. Student's Attitudes

Typical good student attitudes are:

Concern for democracy	
Concern for student empowerment	
Concern for academic achievement	
Concern for adequate study time	
Punctuality and attendance	

E. Parental Involvement

The most important aspects of parental involvement are:

Providing school uniforms	
Paying school fees	
Support to student's learning process	
Establishing good contact with the school and the teachers	
Providing a stable home environment	

F. Matric

In order to pass matric exams the most important aspects are:

Regular attendance at school	
Good teaching	
Adequate supply of textbooks	
Teacher's level of qualifications	
Good school management	

G. Failure in Matric

The most important causes of failure in matric are:

Inadequate supply of resources	
Politicisation of students	
Poor teaching	
Unfair examination papers	
Politicisation of teachers	

APPENDIX B

INTERVIEW SCHEDULE

1. What is the main reason for poor pass rates in standard ten? Motivate your answer.
2. What is your opinion regarding the importance of physical resources?
3. Do you think teachers' qualifications have a contribution to standard ten results? Give reasons for your answer.
4. Do you think poor management of the school has an impact on the standard ten results? Support your answer.
5. How far do the students' attitudes contribute to poor pass rate?
6. Do you think the parents have a role to play in the success of standard ten students? Why?
7. What is your view on the quality of the standard ten examination papers?
8. Do you have any other thing to mention regarding success or failure in standard ten?

Appendix C

Results for school A

CANDIDATE	ENG	BIO	HIS	NSE	AFR
1	C	E	D	D	D
2	D	E	C	C	C
3	D	E(S)	F(S)	E	E
4	D	GG	GG(S)	E	E
5	D	E	D	D	-
6	C	D	E	D	-
7	C	D	D	D	E
8	B	E(S)	D	D	D
9	B	GG	F(S)	E	F
10	C	E	D	C	-
11	C	E	D	D	D
12	B	D	C	D	-
13	C	D	E	D	-
14	C	D	C	C	-
15	D	GG	GG(S)	D	E
16	D	D	B	D	C
17	D	C	D	D	E
18	D	E	E	D	-
19	D	E	E	D	D
20	D	C	C	C	-
21	C	C	D	D	-
22	D	GG	E(S)	D	E
23	D	E	F	C	-
24	C	E	D	C	-
25	C	B	C	D	-
26	E	F(S)	F(S)	D	F
27	C	E	D	D	D
28	D	E(S)	F(S)	D	E
29	D	E	C	D	D
30	E	E	F(S)	E	D

31	D	E	F(S)	D	D
32	C	D(S)	E	D	D
33	C	C	E	D	-
34	D	C	C	C	-
35	D	F(S)	F(S)	D	D
36	D	E(S)	E(S)	C	D
37	D	E(S)	F(S)	D	D
38	D	F(S)	E	C	D
39	E	F(S)	GG(S)	D	D
40	C	C	D	E	-
41	D	D	B	C	-
42	C	E(S)	F(S)	D	E
43	D	B	E	C	-
44	E	C	C	C	-
45	E	E(S)	F(S)	D	B
46	D	F(S)	GG(S)	D	C
47	E	E	E	D	E
48	C	E(S)	F(S)	E	D
49	E	F(S)	E	C	-
50	E	F(S)	C	D	D
51	D	E	F(S)	C	D

APPENDIX D

Results for school B

CANDIDATE	ENG	BIO	HIS	NSE	AFR
52	F	GG	-	F(S)	GG
53	E	E	-	E	F
54	D	GG	-	E	E
55	F	GG	-	E(S)	F
56	F	H	-	E(S)	GG
57	F	F	-	E(S)	F
58	F	GG	-	E(S)	F
59	-	-	H	E(S)	-
60			-	E	F
61			-	E	F
62	E		H	E	F
63	-		H	E	-
64	F	GG		E	F
65	F	GG	-	D	F
66	F	GG	F	E	E
67	E	F	-	E	E
68	D	-	-	D	F
69	E	GG	-	E(S)	-
70	D	GG	H	E(S)	F
71	F	-	-	E(S)	F
72	F	GG	-	E	F
73	F	GG	-	F	F
74	GG	-	-	E	F
75	F	-	-	E(S)	F
76	F	-	-	E(S)	F
77	F	-	-	E	F
78	F	-	-	E	-
79	D	F	-	E	F
80	F	F	-	E	GG

81	F	H	H	E	F
82	F	H	-	F	F
83	F	F	H	F	F
84	F	F	H	F(S)	-
85	F	-	-	E	F
86	-	-	-	-	-
87	F	GG	-	E	F
88	D	GG	H	E	GG
89	F	H	H	E(S)	F
90	D	F	-	F(S)	F
91	F	H	H	E(S)	-
92	F	H	H	E	GG
93	E	H	H	F(S)	GG
94	C	H	-	F(S)	F
95	GG	F	-	GG	F
96	H	H	H	E	F
97	F	E	-	D	E
98	F	E	H	E(S)	E
99	F	-	-	D	-
100	D	GG	-	D	F
101	E	F	-	E	-
102	-	-	-	-	-
103	F	H	H	E	-
104	F	GG	-	E	F
105	F	H	H	F	-
106	-	F	H	E	F
107	-	H	H	E	F
108	F	H	-	E	F
109	E	F	-	E	F
110	F	GG	H	E	-
111	F	H	-	E	GG
112	F	H	-	E	F
113	-	GG	-	E	F

114	F	H	-	F	F
115	F	H	H	E	-
116	-	-	-	-	-
117	F	GG	-	E	F

APPENDIX E

Results for School C

118	D	E	F	F(S)	E	E
119	C	D	D	F(S)	E	D
120	D	F	F	E	E	H
121	E	F(S)	F(S)	F(S)	H	H
122	D	F	F	F(S)	F(S)	F(S)
123	E	F	F(S)	F(S)	F(S)	GG
124	D	F	F	E(S)	D	H
125	D	E	E	F(S)	F	E(S)
126	E(S)	F(S)	F(S)	GG	GG	H
127	E	F	F	D	D	GG
128	D	F	F	GG	E	H
129	E	F	F	F(S)	GG	H
130	D	E	E	E	E	E(S)
131	D	E	E	E	D	D
132	E	F	F	F(S)	H	H
133	D	F	F	F(S)	F(S)	F(S)
134	E	F(S)	F(S)	GG	GG	GG
135	D	F	F	E	E	H
136	D	E	E	E(S)	E	D
137	E	F	F(S)	H	H	H
138	E	F	GG	H	F(S)	H
139	D	E	E	E(S)	C	E(S)
140	E	F	F	F(S)	C	H
141	E	F	E	E(S)	E	GG
142	E(S)	F(S)	F(S)	F	H	H
143	E	F	F(S)	F(S)	H	H
144	E	E	E	B	B	E
145	D	F	F	E	D	GG
146	C	D	C	D	D	B
147	D	F	F	F(S)	H	D

148	D	F	F	F(S)	F	H
149	E	F	F(S)	F(S)	F(S)	F
150	E	F	F(S)	H	H	H
151	D	E	F	E	C	F(S)
152	E	F	F	F(S)	F(S)	F(S)
153	D	F	F(S)	GG	GG	H
154	E	F	F	F(S)	E(S)	C
155	D	E	E	E	E	D
156	D	E	F	E(S)	GG	GG
157	D	E	E	E	C	E(S)
158	E	E	F(S)	F(S)	F(S)	F(S)
159	E	F	E(S)	F(S)	E	H
160	E	F	F(S)	F	H	H
161	E	F	E	F(S)	F(S)	E
162	D	E	F(S)	F(S)	F(S)	F(S)
163	D	F	F(S)	D	D	B
164	E	E	F	D	E	D
165	D	E	E	E(S)	E	E
166	D	F(S)	F(S)	F(S)	F	GG
167	D	F	F	E	GG	GG
168	E	E	D	F(S)	E	GG
169	E	F	E(S)	D	F(S)	E
170	D	F(S)	GG	GG	H	H
171	D	F	F	E	E	C
172	D	E	D	E(S)	E	E(S)
173	C	E	E(S)	E	F(S)	E
174	C	E	E	E	E	D
175	E	F(S)	F(S)	F(S)	F(S)	F
176	E	F	F(S)	E(S)	D	E
177	E	F(S)	F(S)	GG	H	H
178	D	F	F(S)	F(S)	F(S)	E
179	D	F(S)	E	F(S)	E(S)	F
180	D	F(S)	F(S)	F(S)	F(S)	F(S)

181	E	F	E	E(S)	E(S)	F
182	E	E	F	F(S)	F(S)	E
183	E	E	F	F(S)	D	E
184	D	F	E	D	C	C
185	D	F	F(S)	GG	F	H
186	E	F	F(S)	F	H	H
187	D	F(S)	F(S)	F(S)	E	GG
188	E	F	F(S)	F(S)	GG	GG
189	D	E	GG	E	F(S)	F(S)
200	D	F	F(S)	F(S)	E	F
201	D	F(S)	E(S)	F(S)	E	GG
202	E	F	E	GG	F(S)	E
203	D	E	E	E	F(S)	GG
204	D	E	F	E	E	D
205	D	F	F	E	E(S)	F
206	D	F	F	F(S)	E(S)	E
207	D	D	D	F(S)	GG	E(S)
208	D	E	F(S)	E(S)	GG	GG
209	E	F	E	F(S)	F(S)	GG
300	D	F	F	F(S)	F(S)	H
301	D	E	E	E(S)	E	E
302	D	F(S)	F(S)	GG	GG	H
303	E	F	F(S)	GG	GG	GG
304	E	E	F	GG	H	E
305	D	E	E	E	F(S)	F(S)
306	E	F	F(S)	F(S)	F(S)	F(S)
307	D	F	F	F(S)	F(S)	F(S)
308	D	E	F	E	E	C
309	D	F(S)	F(S)	F(S)	F	F(S)
310	E	D	E	E	A	E
311		F	E	F(S)	E	F(S)
312	)	F(S)	GG	H	H	H
313	E	F(S)	F(S)	F(S)	H	H

314	E	F	F	F(S)	E	C
315	E		F	F(S)	E(S)	D
316	B	F	F	E	D	D
317	D	F	F(S)	F(S)	E	H
318	E	F	F(S)	GG	H	H
319	E(S)	E	E	D	E	E
320	D	E	E	C	C	A
321	C	F	F	F(S)	E(S)	GG
322	D	F	E	F(S)	H	F(S)
323	D	D	E	B	E(S)	H
324	D	F	E	E	B	F(S)
325	E	D	F	F(S)	F(S)	F(S)
326	E	F	F	E	E	E

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