The effectiveness of private versus public schooling in Lesotho's education system

by

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DECLARATION

I hereby declare that *the effectiveness of private versus public schooling in Lesotho's education system,* is my own work, that all the resources quoted have been indicated and acknowledged by the means of complete references, and that this dissertation was not previously submitted by me for a degree at any other university.

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Florence Khamati Kulundu.

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DEDICATION

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ABSTRACT

The purpose of the investigation was, to determine and assess, the effectiveness of private and public schooling in Lesotho's education system. Six performance indicators, considered by the populace of Lesotho as the most important indicators of effective schools, were used to measure the effectiveness of sampled private and public schools. The purpose of the study was also to highlight those performance indicators not fully realized in any of the sampled schools and to suggest appropriate measures for their enhancement. The research further aimed at filling in the gap in the existing knowledge, and where possible refine previous findings and present new insights.

In order to realize the stated purposes, a profound literature study for the theoretical exposition and the grounding of the issues at stake, and document analysis for the documented practices of the sampled schools were undertaken. Empirical investigation consisted in the first place of an exploratory survey of 125 volunteers (students, parents and teachers, randomly chosen from the populace of Lesotho) aimed at general fact-finding for items to be included in the follow up questionnaires. In the quantitative investigation, a questionnaire on perceptions on quality indicators that can play a role in effectiveness of private and public schools in Lesotho, was administered to 55 respondents (20 teachers, 11 parents, 7 administrators and 17 student) randomly chosen from three private and three public schools.) Qualitative data was gathered through a questionnaire administered to 181 students and validated through in-depth focused interviews with 113 students from the selected schools. Their views were triangulated through semi-structured interviews with 18 educators from the sampled schools. Value added statistics emanated from the results of standardized tests in numeracy and literacy administered to 225 students and the perusal of external examination results of year 2001 pertinent to the schools in the sample.

The research, while admitting factors, which might threaten the objectivity or validity of the study and its generalization, reached a number of conclusions.

As far as the effectiveness of private and public schooling in Lesotho is concerned, there are inefficiencies in both schooling systems and not only in the public system, as the earlier research had concluded. Secondly, a school (whether private or public) may be effective on some school effective performance indicators and ineffective on others as opposed to the earlier conclusion that all schools in the public schooling system in Lesotho are ineffective. Thirdly, an effective or an ineffective school may not be effective or ineffective for all students and lastly, the research has shown that there is no uniformity in policy in public schools in Lesotho with regard to student intake, management, recruitment of teachers, board of governors and financial dispensation and expensation.

The research has also validated, upgraded and identified the key areas of weaknesses and ways of improvement in the private and public schooling systems in Lesotho. The research has also added to international findings about the relative effectiveness of private and public schools in the developing countries.

The research reaffirms that for any changes to be meaningful and effective they should be effected at the macro, meso and micro levels of the education system. The research concludes that if changes, as suggested by this study, are properly prepared for and, implemented, the future customers and stakeholders will experience an improvement on the six indicators perceived by the sampled populace of Lesotho as the major performance criteria of effective schools.

OPSOMMING

Die effektiwiteit van privaat- versus openbare skole in Lesotho se onderwysstelsel

Die doel van hierdie ondersoek was om die effektiwiteit van openbare en privaatskole in Lesotho se onderwysstelsel te bepaal en te assesseer. Ses gehalte-indikatore, wat deur die bevolking van Lesotho as die belangrikste aanduiders van 'n effektiewe skool geïdentifiseer is, is gebruik om die effektiwiteit van die openbare en privaatskole wat deel van die steekproef uitgemaak het, te bepaal. Die doel van die studie was ook om dié gehalte-indikatore wat nie aan die gestelde verwagtinge voldoen het nie, uit te lig en gepaste aanbevelings in die verband te doen. Voorts het die navorsing ten doel gehad om leemtes in die bestaande kennisveld aan te vul en waar moontlik, kennis te verfyn en nuwe insigte te verskaf.

Ter bereiking van gestelde doelwitte is daar eerstens, ter wille van 'n teoretiese begronding en insig in ter saaklike aangeleenthede, 'n omvattende literatuurstudie en dokument-analise van praktykte in die skole wat deel van die steekproef gevorm het, onderneem. Die empiriese ondersoek het in die eerste instansie bestaan uit 'n verkennende opname onder 125 vrywilliges (leerders, ouers en onderwysers, wat volgens die ewekansige steekproefmetode uit die bevolking van Lesotho gekies is). Die doel van hierdie verkennende opname was die identifisering van items wat in die vraelys oor gehalte-indikatore ingesluit moes word. In 'n kwantitatiewe ondersoek is 'n vraelys oor persepsies oor gehalte-indikatore, wat 'n rol kan speel in die bepaling van die effektiwiteit van openbare en privaatskole in Lesotho, aan 55 respondente uitgedeel. Dié respondente, (20 onderwysers, 11 ouers, 7 administratiewe beamptes en 17 leerders) wat volgens die ewekansige steekproefmetode gekies is, was verbonde aan die drie openbare en die drie privaatskole wat deel uitgemaak het van die steekproef. Kwalitatiewe data is met behulp van vraelyste wat deur 181 leerders voltooi is, bekom. Dié data is gevalideer deur in-diepte, gerigte onderhoude met 113 leerders verbonde die geselekteerde skole. Hulle sieninge is bevestig deur semi-gestruktureerde onderhoude met 18 opvoeders verbonde aan die geselekteerde skole. Waarde-toegevoegde statistieke is verkry deur die

analise van resultate van gestandardiseerde syfer- en lettervaardigheidstoetse wat deur 225 leerders geskryf is, asook 2001 leerders se eksterne eksamenuitslae.

Hoewel daar faktore is wat die objektiwiteit en geldigheid van die studie, asook die veralgemeningspotenisiaal daarvan moontlik kon beïnvloed het, kan verskeie gevolgtrekkings gemaak word. Met betrekking tot die effektiwiteit van openbare en privaatskole in Lesotho, is leemtes in beide skoolstelsels, en nie net in die openbare skolestelsel, soos vroeëre navorsing aangedui het, gevind. Tweedens blyk dit dat 'n skool (hetsy 'n openbare of 'n privaatskool) gemeet aan sekere van die gehalte-indikatore, effektief blyk te wees, terwyl dit gemeet aan van die ander indikatore, oneffektief blyk te wees. Dié bevinding weerlê ook vroeëre bevinding dat alle openbare skole in Lesotho op alle terreine oneffektief is. Derdens is bevind dat 'n effektiewe of 'n oneffektiewe skool nie vir alle leerders effektief of oneffektief is nie. Laastens blyk dit dat daar nie 'n eenvormige beleid by openbare skole is nie met betrekking tot leerdertoelatings, bestuur, personeelwerwing, bestuursliggame en finansiering.

Die navorsing het nie net reeds bestaande navorsing oor probleemareas in openbare en privaarskolestelsel van Lesotho bevestig nie, maar ook dié kennis aangevul en aanbevelings aan die hand gedoen om hierdie probleme te oorkom. Voorts dra die navorsing by tot internasionale bevindinge oor die relatiewe effektiwiteit van openbare en privaatskole in ontwikkelende lande. Die navorsing herbevestig die siening dat veranderinge slegs effektief en betekenisvol sal wees, as dit op beide makro- en mikrovlakke plaasvind.

Ten slotte word gekonkludeer dat as veranderinge, soos voorgestel deur hierdie studie, deeglik beplan en geïmplimenteer word, toekomstige onderwyskliënte en belanghebbendes 'n verbetering in die ses belangrikste gehalte-indikatore van effektiewe skole sal kan waarneem.

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CHAPTER 1

Orientation

1.1 Introduction

A national education system is a means or vehicle by which to attain a nation or community's educational objectives (Van Schalkwyk 1996:10). The entire Lesotho's education system has been undergoing re-examination and re-evaluation at national and institutional levels since 1991. The emphasis has been on the need to improve access, quality and relevance of education to the country. According to the Ministry of Education (MOE) (1992:i), high on the agenda has been the development of human resources as an essential ingredient for Lesotho's development. Van Schalkwyk (1996:11) says, "a community's educational objectives are the product or result of its educational needs and desires, which are determined by its philosophy of life, principles and values and its environment or situation, which offers certain possibilities or imposes certain restrictions". A report, *Clarification of Lesotho's education policies and priorities*, cited in MOE (1987:26), observed that most of the previous plans did not align their projected goals, objectives and activities to the availability of resources in the country and that "many recommendations emanating from insight analysis were never fully implemented, leaving a gap between stated policies and actual practice".

Matete (as cited by Ministry of Planning, Economic and Manpower Development [MOPEMD] 1992:i) posits that the Fifth Year Plan, 1991/92-1995/96, attempted to align objectives and targets to resource availability by tailoring its policy "to the size of its cloth". The target of providing education for all by the year 2000, while at the same time improving "quality, efficiency and effectiveness of the whole education system", was to be attained within the country's cost-effectiveness and realistic fiscal policy. The education policy had at the same time to take into account Lesotho's socio-economic status which, according to Cownie, Cole, Gill and Bloem (1996:2), "has difficulties in matching economic development initiatives with the supply of human resources with requisite skills". These authors support the Higher Education for Development Co-operation (HEDCO)'s research (1993:40-42 as cited in Cownie

et al. 1996:3) revelation that Lesotho has a serious over-supply of unskilled labour, and under-supply of skilled labour in a number of crucial areas. They observe that the MOE has been concerned for some time about this mismatch between the skilled labour needs of the economy and the skills of the citizens of Lesotho.

According to Gay, Gill, Hall, Bloem, Cole, Gill, Green, Lepele and May (1995:161), the limited supply of skilled labour within Lesotho is a limiting factor of the domestic economy. Instead of seeing growth leading the demand for training, it is necessary to look at education "as being part of the policies which are necessary to move Lesotho off its current slow growth, onto a higher growth path" (HEDCO 1993: 9 as cited by Cownie *et al.* 1996:5).

Past research work through various Education Sector Development Plans (ESDPs) placed high priority on primary education, technical and vocational education and non-formal education (Marope and Samoff 1998:3). These authors suggest that this is because they give a potential method of reducing poverty in the country while the Sector Survey Report (1982 as cited in MOE 1987:55) adds that they can be engaged directly in wage or self-employment within a short span of time. The Ministry of Economic Planning (MEP) (1997:170) stresses that the Sixth National Development Plan (1996/7-1998/9) focuses on improving and expanding vocational and technical education in order to capture the retrenched miners and disadvantaged groups such as school drop-outs and out-of-school learners. Other sub-sectors such as secondary/high schools, colleges of further and higher education need to be addressed. Further and higher education (FHE) produces the high cadre of professionally skilled manpower (MEP 1997:170). This specialised quality education should be attained within the special socio-economic scenario of this country, a scenario that is highlighted in the next section.

1.1.1 Socio-economic background information on Lesotho

1.1.1.1 Geographical, political and social background of Lesotho

"The natural and physical environments make certain demands on any structures for provision of education and any educational practices which come into being" (Van Schalkwyk 1996:34). The Kingdom of Lesotho is situated between latitudes 28 and 31

degrees south of the Equator and 27 and 30 degrees eastern longitudes. It is a landlocked enclave of the Republic of South Africa (RSA), with an area of 30,355 sq. km and a capital city, Maseru, located on the brim of her western border with the RSA.

Lesotho's topography is traversed by the Maluti mountains (which form part of the Drakensberg range) with heights of over 3000 meters above sea level. It is on the basis of this topography, vegetation and agricultural activities that Lesotho is divided into four major regions, the Mountains, the Foothills, the Lowlands and the Orange River Valley.

This geographical situation impacts on the education system. Anecdotal evidence suggests that as an enclave, comparisons be made between Lesotho's education system and that of the RSA. Secondly the remoteness and inaccessibility of most of the zones impede any national development programmes. The Irish Aid Project Proposal for 1998-2000 (1997:1-2) observed that the Qabane and Senqu valleys have been by passed by the MOE's programme of primary school classroom construction. These valleys do not have any bridge across the Senqu River and no roads except for tracks. The Bureau of Statistics (BOS) research revealed that 83.8% of the school-age population who have never attended school, are from the rural areas and says "the unequal opportunities in the provision of education ... may be due to their place of residence in mountainous part of the country" (BOS 1996:37).

Demographically, the 1996 census estimated Lesotho's population to be 2.13 million. The Ministry of Labour and Employment Bureau of Statistics (MOLEBOS) (1997:3) and Gay *et al.* (1995:104) project it at 2.37 million by the year 2001 with an annual growth rate of 2.6%. The general population density per square km was 70 in 1996, that on arable land was 778, while the rural urban migration was estimated at 5.5% per annum (Lesotho population data sheet 1996). These statistics of accelerated population growth with diminishing arable land show the socio-economic reality of Lesotho.

The Basotho are a homogenous, cohesive group, identified by one dominant indigenous language, Sesotho, and have one tradition relating to marriage, the up-bringing of children and other traditional practices (MOPEMD 1992:3). Though made up of several clans stemming from a number of tribes scattered by the Lifeqane, tribalism is unknown in Lesotho (MOPEMD 1992:2). This cultural uniformity is a unique situation in Africa. In Lesotho, Sesotho is the only indigenous African language, which is taught alongside English (with the latter as the medium of instruction from the upper primary to University level) (Matsela 1988:20). In Kenya 57 languages are spoken making it difficult to instruct all pupils in their mother tongue, hence the choice of 14 languages in primary and mainly English in secondary schools. Nigeria, with over 400 languages, opted for English in the south and Arabic in the north. Rwanda has been engaged in genocide between her two major tribes (Tutsi and Hutu) (Van Schalkwyk 1996:36-37).

Another unique factor is that most of the Basotho are Christians, with pockets of Islamic believers and a significant proportion still attached to traditional beliefs and practices. Van Schalkwyk (1996:38) warns that one's knowledge and understanding of a national education system should take into consideration the religious attitudes and worldviews of the community in which it occurs. McMurchy (1993:20) says that because of the strong missionary influence in the colonial era, Lesotho's structure is administered jointly by the state, the community and by the churches (the Anglican, Roman Catholic and Evangelical). The Ministry of Information and Broadcasting (MOIB) (1996:133) stresses that "there should be an active co-operation partnership in educational administration and provision of the educational service between and among the churches, the government, and the community".

According to Van Schalkwyk (1996:35), history is a force which has an impact on both the present and the future. Lesotho (formerly Basutoland) was founded by Moshoeshoe I, in 1820, after the gathering of various clans fleeing from the aftermath of the *Lifaqane* - Shaka Zulu's wars in Southern Africa. Between 1856-1868, Moshoeshoe lost most of his land, i.e. the eastern part of the Free State (FS), to the emigrant Boers, through a series of wars culminating in various peace treaties. These agreements (such as the first and second Aliwal North agreements of 1858 and 1869)

made the Basutho give up two-thirds (2/3) of the good farm land that they had held before, leaving the now tiny kingdom with only a thin strip of fertile land, with the rest consisting of mountainous country which is useless for farming (Johannesson, Bruinders and Greybe 1992:70). Basotholand was annexed by the Cape Colony in 1871, restored to direct British control in 1884 and was granted independence in 1966. There is British influence on the education system of Lesotho while this historical setting impacts on Lesotho's socio-economic status. According to Gay *et al.* (1995:187-190), the cry for their lost territory to the RSA, the fact that there are more Basotho in the FS than in Lesotho and that some Basotho have dual citizenship, creates discontent and the demand for either special rights or their in-corporation into the RSA. Makoa (1996:341) even goes further to allege, "following the reincorporating of the former Bantustans, Lesotho remains RSA's only 'inner periphery' albeit with the trapping of sovereignty".

Politically, Lesotho adopted a constitutional monarchy, with Moshoeshoe II as the Paramount Chief in 1966, joined the United Nations Organisation (UNO), the Organisation of African Unity (OAU) and is a member of the Commonwealth of Nations. She is part of the global village.

Lesotho has had four governments since independence. The 1965 civilian government elected through Universal Suffrage, the 1986 military government that ousted the previous government, which had refused to relinquish power after the general elections of 1970, the 1993 civilian government through Universal Suffrage and the current (still disputed) 1998 May, civilian government with King Letsie III, the son of the late King Moshoeshoe II, as a constitutional monarch.

The political structure of a country has direct implications for the structure, control, administration, contents and objectives of the education system (Van Schalkwyk 1996:38). Lesotho's political instability, "stay-aways", and general insecurity not only encumber further development but also destroy the nation's existing socio-economic fabric (vide Balogun 1988:20).

These geo-politico-socio characteristic realities have a direct impact on the economic situation prevailing in Lesotho, a situation outlined in the next subsection.

1.1.1.2 Economic setting

Although Lesotho is blessed with an abundance of 'white gold' (water) and people, she has a limited resource base (BOS 1996:46), hinging on a few deposits of diamonds, clay and rock (MOPEMD 1992:3). A salient feature is heavy reliance on the much stronger economy of the RSA. This dependency places constraints on any policies that Lesotho may envision towards her socio-economic growth. Gay *et al.* (1995:102) confirm that Lesotho's extensive inter-linkages with the RSA's economy include membership of the Common Monetary Area (CMA), Southern Africa Customs Union (SACU), and the fact that the RSA Rand is not only pegged on a par with the Loti (singular) or Maloti (plural) the Lesotho currency, but circulates in the country.

Secondly, Lesotho's economy is reliant on the outside world for sources of income, trade, development assistance, investment capital, and professional skill. About 27% of Lesotho's labour force is classified as migrant workers, 61% (1991 figures) of whom were employed in RSA mines, accounting for about 50% of Lesotho's Gross Domestic Product (GDP) through their remittances (MOPEMD 1992:3). This figure dropped to 40% in 1993 (Gay *et al.* 1995:100), and was projected to fall to 29.5% in 1997-98 (Gay *et al.* 1995:101), showing Lesotho's vulnerability to economic development of RSA. Makatjane (as cited by BOS 1996:46) indicates that 40-50% of Lesotho's male labour force is employed in RSA. Construction and service sectors are financed heavily from abroad; domestic businesses such as industry and distribution are heavily dominated by foreign participation; domestic financing is dependent on donors, and key positions in the country are filled with expatriates who provide essential skills (McMurchy 1993:7). This echoes Bray's (1992:19) assertion that most small countries are highly dependent on international forces over which they have almost no control.

These two factors, i.e. over reliance on RSA and on external funds, hamper Lesotho's autonomous say in domestic policy. According to MEP (1997:6), Lesotho's control of money is not complete, with the consequence that a devaluation of the Rand increases the cost of Lesotho's foreign debt and the cost of imports outside SACU. The fact that the supply of Maloti can increase only with a corresponding deposit of Rands in the South African Reserve Bank, means that Lesotho can only finance her budget deficit by either borrowing or reducing her foreign assets, options which McMurchy (1993:7) observes are economically detrimental.

Lesotho thus operates on a large trade deficit (M/R 2,931.53 million), with imports being ten times the value of exports (M/R 310.91 million). MEP (1997:9) adds that most of this trade is with the RSA, 90% of imports and about 40% of exports. Lesotho has the third highest aid per capita among the low-income countries, i.e. US $ 64.4 (M/R 450.8) accounting for 26.3% of her GNP (McMurchy 1993:10). This concurs with Bray's (1992:24) assertion that small countries often receive greater amounts of aid per head than do large countries. Van Schalkwyk (1996:38) reiterates that the economic system exerts great influence over all facets of an education system which aim at satisfying the manpower requirements of a society. The education system of a country cannot therefore be understood in a vacuum.

This factual socio-economic background should not be ignored. It has been shown that Lesotho's geographical uniqueness (i.e. RSA's enclave and accessibility), her demographic characteristics (i.e. accelerated growth amidst diminishing arable land, a three tier system of education control and a second language policy), her historical genesis and her political options for the future should be considered when discussing her education system. Secondly, the above determines and contributes to Lesotho's economic status, which is characterised by over reliance on the RSA and on outside donors for survival.

The structure of Lesotho's education system is a by-product of the interaction between the system and these politico-socio-cultural and economic factors. This discussion has shown that some of these factors offer certain possibilities, while

others impose certain restrictions. The discussion of some of these impediments leads to the background of the statement of the research problem.

1.2 Statement of the problem

1.2.1 Background to the statement of the problem

1.2.1.1Trends and problems in the socio-economic sectors of Lesotho

1.2.1.1.1 Economic sector

A look at the current trends and problems in some sectors of the economy and their relevance to the education system in particular is important to comprehend the statement of the problem.

Agriculture is in decline due to the following reasons:

- Declining arable land (from 13%- 9% of the total land area), resulting mainly from erosion, human settlement, inadequate livestock management and control mechanism, and a series of years of drought (Gay *et al.* 1995:103, McMurchy 1993:11, MEP 1997:13-15, BOS 1996:46).
- Low incentives to invest in agriculture due to high risks and low returns, transportation and market outlet problems, stiff competition from RSA's agricultural produce and more remunerative employment in RSA (MOPEMD 1992:4).

According to MOPEMD (1992:47-48), these problems can be redressed through effective range and land management practices, arresting environmental degradation, infrastructure development, increased research aimed at improving farming and land management, developing high value horticultural crops for export, artificial insemination for better breeds and credit facilities.

Industrial output is limited by the lack of export markets, scarcity of skilled manpower including entrepreneurial talent, and lack of attractiveness as an investment location

due to an unattractive package compared with incentives offered by RSA. Some solutions include training and modernising personnel's skills and formulation of a programme of human resource development. Lastly, standards and quality control measures are imperative to ensure that Lesotho's industrial products compete internationally (MOPEMD 1992:48).

For transport and communication, Lesotho relies mainly on donor money for construction and training. Other problems are the resignation of engineers due to poor salary structure, and low technical skills in the majority of technicians (MOPEMD 1992:27-28). Civil aviation is essential in Lesotho due to its mountainous topography, which makes some areas impassable by surface travel (MOPEMD 1992:125). It needs to be developed, extended, and well maintained for fast linkages with the rest of the world. MEP (1997:163) adds, "human resource training and development ... efficient and cost effective air transport service are required". Postal services need to be modernised with the development of "fast mail", electronic mail, appropriate management and handling systems (MEP 1997:164). On telecommunication service MEP (1997:166) reiterates that "the effectiveness and efficiency of co-operation to meet its mandates depends largely on its staff having appropriate skills and competence".

According to MOPEMD (1992:32), urban development services are hampered by the difficulty of sending staff for training courses both locally and abroad, due to financial constraints, high turn-over of staff due to low salaries and insufficiently qualified and skilled manpower. Government surveyors are too few (MOPEMD 1992:33). Even the Swiss-funded Map Production Unit Project (MPUP) suffered from lack of suitably qualified staff in both the photogrammetric and cartographic sectors (MOPEMD 1992:34). Protection of land, by provision of an efficient land administration service, was hampered by shortages of staff. Rural development problems are shortage of staff, inadequate financial support, inadequate transport and lack of staff training opportunities (MOPEMD 1992:35).

The building and construction sector lacks highly skilled professionals. In the architecture branch, "improvement of quality of service through further technical and

professional training which in recent times has been severely under funded and overlooked" is needed (MOPEMD 1992:98). MEP (1997:148) adds, "intensive training ... to build local engineering skills in various areas of construction is imperative".

Lesotho relies on the RSA for her energy, i.e. 98% of her electricity is imported (through Eskom) (MOIB 1996: 94) and only 2% of her population (mainly urban) has access to it. According to BOS (1996:26), only 1.1% of the total households use it and mainly for lighting because they live far away from the grid. The existing mini-hydro plants generate limited amounts of power due to recurring drought, therefore their contribution remains insignificant and expensive because hydro electric power (HEP) is often substituted with diesel generators (MOIB 1996:94). The construction of Muela and Katse hydroplants by the Lesotho Highlands Development Authority (LHDA) should reduce this dependency (MOPEMD 1992:101), but this will need skilled human resources. In mining and quarrying, geoscientists and geological researchers are needed (MOPEMD 1992:101).

The trade sector requires efficiency via computerisation, employment of a statistician to ensure relevant collection of statistics, its information and its timely dissemination, specialised computer operation and programming and management training techniques (MOPEMD 1992:89).

This section has brought to light some of the impediments to Lesotho's economic growth, most of which stem from her environmental uniqueness. Following from this analysis, who are desperately needed in the development of Lesotho's economy? Professionally qualified and specialised human resources, engineers, surveyors, architects, urban and rural planners, all echoing quality education. If the quality in school education does not start from basic education, there will be no thorough input and output of students who can continue specialising at a higher educational level.

How does this correlate with Lesotho's social sector? The following subsection addresses this question.

1.2.1.1.2 Problems in Lesotho's social sector

Lesotho's health sector has problems hinging on human resources. Shortage of staff in the Rural Health Services (RHS) and in Primary Health Care (PHC) has impeded the national health policy projection of "health for all by year 2000" (MOPEMD 1992:62, MEP 1997:18). By the end of 1996, for example, 18 clinics were not functioning due to lack of staff (MEP 1997:21). The number of health providers, e.g. doctors, nurses, and other workers, is small. The Lesotho Population Data Sheet (1996) statistics reveal that there is one doctor to about 15067 people, one dental surgeon to 708130 people, one rural health center to about 18585 people, one hospital bed for 861 people; while the ratio of doctor to nurses is 1:5. Crude Death Rate (CRD) is 12:1000. According to World Health Organisation (WHO 1998:220, 222, 223), the infant mortality rate in Lesotho is 73.7:1000 live births (compare this with Botswana's 57:1000, Swaziland's 66:1000 and the RSA's 48:1000 and maternal death rate, 3:1000 live births). It is envisaged by the Lesotho Government that this worker-population ratio and other provider population ratios (e.g. doctors, nurses etc) will further deteriorate (MOPEMD 1992:63). With added population there will be an increase of infectious diseases for which more specialised services, more institutional facilities to produce health manpower and more outlets to provide services will be necessary. Effective management and evaluative research will be required.

Therefore, the Government of Lesotho's (GOL) intention is to strengthen hospitals with doctors, nurses and other support facilities. MEP (1997:195) says that human resource development and retention of staff in the sector have been identified as priority concerns. The only health institution of consequence available in Lesotho, which trains manpower, is the National Health Training College (NHTC), founded in 1986-87. It trains general nurses and midwives, health assistants, medical laboratory technicians, pharmacy technicians, community nurses, mental and ophthalmic nurses. It is essential to have highly skilled professional manpower for this important sector. Gay *et al.* (1995:81) assert that there was no psychiatrist at all until 1994, when at least one expatriate was employed.

In the Social Welfare sector, GOL hopes to upgrade the rehabilitation knowledge and skills through local and sub-regional study programmes and training courses. The National Employment Service (NES) "has not been able to fully play its due role, mainly due to shortage of senior qualified staff and equipment" (MOPEMD 1992:77).

The analysed socio-economic problems have highlighted some of the crucial areas in Lesotho's development. Lesotho is correctly described by MOPEMD (1992:5-6) as

> *one of the poorest countries of the developing world with per capita income of USA $770, (compare this with Swaziland's 1170, Botswana's 3020 and RSA's of USA $3160 (WHO 1998:220, 222, 223) which is not evenly distributed ... a country whose serious constraint to the economy and ability to generate employment is ... a scarcity of skilled manpower ... a country with a two-tier labour market, with skilled labour in relatively short supply while unskilled labour is relatively more abundant ... and a country whose limited supply of skilled labour is ... a significant bottleneck to expanding the absorptive capacity of domestic economy.*

MEP (1997:176) warns that political changes in the RSA and the economic integration of the Southern African countries will result in free movement of labour. Lesotho needs to train its manpower to take advantage of these developments. Tseki and Belbin (1998:2) put it as follows:

> *In Lesotho, the need to develop both the human resources as well as the physical resources for Science and Technology is becoming an ever more urgent priority ... the changing regional economy and labour market, the high growth rate in both rural and urban sectors, the construction, servicing and maintenance of an effective infrastructure, adequate provision of key services such as health, education, water, electricity and waste disposal, the appropriate management of natural resources, the rapidly developing information and communication*

sector and the mitigation of diverse natural and social environmental problems set against global warming cannot be ignored.

Consequently, the nature of Lesotho's education system is called into question, hence the importance of the following subsection.

1.2.1.2 Problems with regard to Lesotho's education system

1.2.1.2.1 Trends in Lesotho's education system

By 1996, Lesotho had 1249 primary and 203 secondary schools (Lesotho Population Data Sheet 1966); 6 technical and vocational schools; four nursing schools; one teacher training college and the National University of Lesotho (NUL) (MOPEMD 1992:11).

According to MOPEMD (1992:11), MOE (1992:4), McMurchy (1993:23), Gay *et al.* (1995:67-72), BOS (1996:37) and MEP (1997:171) Lesotho's education system is suffering from acute problems. High on the list are declining standards, lack of relevance to occupational and social realities, high dropout and repetition rates, very poor facilities and staff shortages especially at primary level, high costs to the government and parents, weak management and professional supervision, as well as lack of effective quality control.

For this research it is necessary to highlight two levels of education due to their relevance to the position of private schooling. These are the public primary and secondary phases. Nevertheless, other phases i.e. the higher, technical and vocational phases of education will be brought in whenever it is necessary to do so.

1.2.1.2.2 Public schooling: problems in the primary and secondary education phases

According to MEP (1997:174) Lesotho's public primary school system is characterized by a high pupil-teacher ratio (55:1), a significant proportion of unqualified teachers (about 20%), high turnover, high drop-out rate by the end of standard 5, high repetition rate and only 30% of primary school leavers entering the secondary school system. This failure to provide quality primary education has serious long-term consequences for Lesotho's economic and social development (MEP 1997:173).

At the public secondary level it is found that the pupil-teacher ratio is low (21:1) (MOE 1992:85). There is a shortage of qualified English, Science and Mathematics teachers, the teacher turnover is very high (MOE 1992:20, 86) and there are a significant number of expatriate teachers (MOE 1992:29-30).

MOE (1987:30, 1992:8) and MEP (1997:169-171) are of the view that increased efficiency is required by greater control of public secondary schools' growth, distribution, size, curriculum, staff, facilities and school management within the costs and financial realities of Lesotho.

In higher education, MOE (1992:10), and MOPEMD (1992:57) allege that, although NUL consumes a considerable share of the total recurrent budget for education, it still needs quality improvement, cost efficiency, effective communication with other post-secondary educational institutions in order to serve national needs through the preparation of qualified graduates.

The above scenario raises important factors relevant to this research, namely poor quality, inefficiency, ineffectiveness and lack of qualified personnel in Lesotho's education system. Van Schalkwyk (1996:41) says:

> *the richer and better the energy (information, knowledge and values) which is brought into the system by people (graduate and trained people*

bring better and richer information in) or the better the energy as matter (money and other resources), the better the system can reorganise or renew itself to achieve a higher or richer state of existence.

1.2.2 Statement of the problem

A combination of the aforementioned socio-economic problems in general and the educational problems in particular show deficiency in energy brought in by people and matter and therefore, it can be argued that the current education system in Lesotho cannot renew itself to achieve "a higher or richer state of existence".

Against this background the following problem questions are posed:

- What is the effectiveness of private and public schools in Lesotho, measured against the quality indicators identified by international researchers, as well as indicators perceived by the citizens of Lesotho as being imperative in quality education?
- If either of these schooling systems (private or public) in Lesotho is proved to be more effective than the other, to what can this greater effectiveness be attributed?
- How can the practices which make either of these schooling systems (private schools or public schools) more effective than the other be emulated in order to enhance quality in education and thus produce the human resources needed to move Lesotho onto a higher growth path?

It is against this background of the statement of the research problem that the purpose of this research will be outlined.

1.3 The purpose of the research

The policy of MOE (1992:11, MEP 1997:172) was that the long-term education sector plan aimed at increasing the efficiency and effectiveness of the overall education system, focusing on the quality and the management of primary and secondary schooling. The purpose of this study is to find out if private schooling is an effective way through which this quality education can be attained. The research hopes to investigate the nature of private schooling and its relationship to quality education. It intends to find out whether private schooling is more effective and efficient than

Lesotho's public schooling system. It is thus an analysis of the effectiveness of private and public schooling in Lesotho's education system.

The research issue to be investigated will additionally fill in the gap in the existing knowledge (lack of coverage of private schooling system in Lesotho), refine previous findings (validate and update previous findings on poor quality in the public schooling sector) and amend or add to the current viewpoints through the presentation of new research.

This investigation is essential and relevant because, firstly, the preceding background on Lesotho's socio-economic analysis reveals a slow economic growth. Coombs (1970:40) posits the argument in favour of a manpower approach to education planning as follows:

> *Economic growth is the mainspring of a nation's over-all development and should be the prime consideration in allocating its scarce resources. Economic growth however, requires not only physical resources and facilities but also human resources to organise and use them. Thus the development of human resources through the educational system is an important pre-requisite for economic growth and a good investment of scarce resources, provided the pattern and the quality of educational output is geared to the economy's manpower needs.*

HEDCO (1993 in Cownie *et al.* 1996:5) is of the view that it is necessary to look at education as being part of the policies which are necessary to move Lesotho off its current slow growth, on to a higher growth path. MEP (1997:169) reiterates that if human resources are needed, education should play a vital and pivotal role in enriching the life skills and well being of the community. This research is geared towards human resource development.

Secondly, is the fact that private schooling is viewed by many with mixed feelings. Whereas a section of the population see it as a necessity, anecdotal evidence from

those who do not have any affiliation with it see it as a rich man's profiteering haven serving only foreigners' interests with no purpose for the citizens of Lesotho. The National Committee on Further Education (1997:23) refers to such schools as "private-for-profit providers ... driven mainly by learners who can afford to pay". Setoi (1997:73) alleges, "the policy makers send their children to English medium schools ... These schools are privately owned and are too expensive for the ordinary people". He (1997:76) then goes on to say "those children who fare well have the linguistic capital ... These are the children of the elite class who attend private and expensive English medium schools".

This ambivalence in perceptions puts a lot of pressure on some of these schools whenever there is a change of governments, a reshuffle of ministers and senior education officers, regarding the question of registration, deregistration, and funding, situations that are constantly detrimental to some of these institutions. Past and current headmasters of Machabeng College International School, a private school (see par. 4.3.1) have, for example, been confronted with this stumbling block towards the advancement and the existence of the college. Dr. Neil Richards (with the governing board) in particular endeavoured to solve this chronic problem (1991-1996) by presenting the "Machabeng Case" to top cabinet officials on several occasions. Although some breakthrough was made, the endeavour has not rid the college from lack of funds and lack of public acceptability. The findings of this research will provide both GOL and the public with informed knowledge about private schools.

Thirdly, Van Schalkwyk (1996:41) alleges "an organisation is kept at equilibrium when the managers and leaders are afraid of new or different ideas, when they suppress creativity ... and when they don't allow differences. Such education systems or schools are doomed". Therefore although this research may appear threatening due to accountability issues, positive feedback will play a role in moving private schools forward. Both private and public schools might gain from the findings of this study by way of improvement.

In addressing the on-going critique levelled at educational research (i.e. preoccupied with abstract theoretical scholarships divorced from the real world of educational

policy) (Crossley 1999:254-255), this research, as part of the field of Comparative Education can point to it's traditional strength as an applied, problem-oriented field. It targets communication to both policy makers and practitioners (Crossley 1999:256).

In order to accomplish the research aim, the following steps will be taken:

- A theoretical overview of quality in education will be given, following the input, process, output and outcome model. Emphasis on quality and its relatedness to culture, academic outcomes and bridge to higher education will be essential due to the nature of the background of this problem.
- Provision of education in public schooling in Lesotho and its link to quality following the input, process, output and outcome model will be given. This will lay emphasis on quality and its relationship to culture, academic outcomes and a bridging to higher education. To augment documentation on public schooling, a case study of a sample of a few (3) public secondary schools will be carried out to see the marriage between theory and practice and to verify the alleged problems. Secondly, an informal interview with the chief inspector of schools Ms Liteboho Lerotholi on 26 January 1999 asserted that "the views of planners and policy makers especially of the day's government may not always be a true reflection of the peoples' current needs and aspirations of schooling" (in other words the government's views on education may not be in conformity with the peoples' views). An empirical study (exploratory survey) soliciting the citizens of Lesotho's position on educational goals, processes and anticipated outcomes related to quality issues in education will therefore be carried out. This will be through a sample survey research method.
- Provision of education in a sample (3) of private secondary schools and its relationship to quality will be given. The nature of the provision of education in these three private schools will be compared to the public schooling system in Lesotho in matters relating to inputs, processes, academic outcomes and a stepping-stone to higher education pursuits.

The research will be concluded with a clear path on whether indeed private schooling, plays any significant role in the socio-economic system of Lesotho and provides quality education or value for money education and should therefore be emulated or

not. Secondly it will also indicate to private and public schools areas for improvement. Most importantly it is hoped that it will provide a forum for policy and decision-makers on issues pertinent to quality in Lesotho's education system. Lastly, limitations and recommendations for further research pertaining to this study will be given.

This calls for the verification and identification of the type of the research design and methodology that is to be used in this study.

1.4 Research design and methodology

Research is best conceived as "the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data" (Mouly, cited by Cohen and Manion 1989:42). Drew (1980, cited by Bell 1987:2) supports this view by stressing the systematic nature of research. Howard and Sharp (cited by Bell 1987:2) give reasons for research, namely to add to one's own body of knowledge and, hopefully, to that of others. Thus research is systematically conducted to solve problems and to expand knowledge.

In 1982, the Secretary for Education in Papua New Guinea (Roakeina 1983:7-10, cited in Vulliamy, Lewin and Stephens 1990: 22) reiterated that education research must not only be done for the benefit of education researchers. Every researcher must ask himself or herself "What good will my research be to the citizens of this country?" This research is intended to be systematic and beneficial to private and public schools, GOL, the citizens of Lesotho and the general public.

Two major distinguished paradigms of research are basic research which tests hypotheses, build theories, and perhaps find some practical use in the future, and applied research, carried on for practical reasons i.e. to produce findings that are applicable, practical, and immediately useful (Kidder, Wrightsman and Cook 1981:83). Although some scholars such as Kidder *et al.* classify evaluation as an example of applied research, others such as Mcmillan and Schumacher (1993:21),

classify it as a third paradigm. The present study can be defined as applied research. It aims at ascertaining the extent to which private schooling is rational in the context of the education system of Lesotho and either thus deserves a sizeable share of GOL's and parents'/citizens' limited resources, or none.

The study has a qualitative design orientation. It can be classified as an inquiry based on survey research in education. In particular, this study falls under descriptive survey design, the method of research that looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees (Leedy 1993:185). Leedy (1993:186; 1997:190) expands that survey in this context means to look or to see beyond the casual glance or the superficial observation, and defines observation in its wider connotation as looking largely from the ear rather than the eye. Thus, the educator may look at the achievement, attitudes, beliefs through various means of evaluation, always accompanied by making records, in order to arrive at an in-depth understanding of the research problem (Leedy 1997:190).

In this research a single-group, single design (data from this design describe the status of one or more variables in the population, measured at only one time) will be used as opposed to a longitudinal survey design, which provides answers to questions about the changing status of variables in the population studied (Smith and Glass 1987:237, Leedy 1997:189), or explanatory survey designs, which de-emphasise description in favour of testing hypotheses about the relationship among variables in the population (Smith and Glass 1987:239).

Leedy (1997:189) describes the descriptive research method as "the most basic quantitative research method ... because descriptive researchers tend to convert their data into numerical indices and to employ statistical analysis techniques to generalise the findings from a sample of respondents to a population". The research will translate the qualitative findings into basic quantitative features like tables, charts, graphs and other summary and trend-indicating techniques (Leedy 1997:190).

This project was commenced with document analysis of the socio-economic status of Lesotho in conjunction with the current trends in the public primary, secondary and

higher education phases. This was crystallised with an exploratory survey of peoples' perceptions of private schools through a 120 induction student sample. Its aim was to serve as a background to the investigation of the ability of private schooling towards the provision of quality education leading to the production of skilled manpower for Lesotho.

Both primary and secondary sources will be used to conceptualise the meaning of quality in education by making references and comparisons to various education systems mostly in the developing countries.

A review of Lesotho's public education system, and in particular primary and secondary structures and processes in general, will be given. This will be analysed with special emphasis on their relationship to quality and effectiveness in producing highly skilled human resources. This will be carried out through a literature review of GOL's plans and strategies. However, the current views of the citizens of Lesotho will be sought through an empirical investigation to augment GOL's policies pertaining to quality in education. This will be in the form of semi-structured interviews with a cross section of the populace. The current practices in public and private schooling will be taken on board through a qualitative investigation of an in-depth study of a sample (6) of secondary schools.

Creswell, (1994:12 as cited in Leedy 1997:157) says that in case studies the researcher "explores the case/s bounded by time and activity and collects detailed information by using a variety of data collection procedures during a sustained period of time". Case studies of a sample of private secondary schools' education practices will be outlined and analysed regarding effectiveness, thus emphasizing quality in education.

Unstructured and semi-structured in-depth interviews with a number of major role-players within and outside the private schooling communities will be conducted and analysed. The perspectives of these role-players on the socio-economic rationale of the private schooling in the education system of Lesotho, combined with insights gleaned from the literature study and survey research observations, will hopefully lead to:

- the answer to Lesotho's need for quality education which will help in the production of skilled manpower needed in the growth of her socio-economic systems;
- a comparative analysis of private and public schooling in Lesotho's education system in matters related to fitness for purpose/s, effectiveness and ladder to specialised human resources;
- the recommendations for private and public schools' areas for further development; and
- the justification for private schools' struggle for greater support from GOL.

Limitations and direction for further research in this field will also be addressed.

1.5 Related research

1.5.1 The debate on private and public schools

This research attempts to find ways of alleviating the current quality related problems in public primary and secondary schools in Lesotho in order to produce skilled human resources. The research wants to ascertain whether private schooling can provide this remedy more effectively than the public system thereby creating the need for related research in this direction. The key factors to be verified will be private schooling versus public schooling in quality, effectiveness, internationally recognised qualifications and the role of education in human resources development. These will be addressed in various subsections. First the debate about private and public schools.

In his paper, *The case for private schools,* Henning (1993:8) alleges that the state should encourage private education, especially in countries in which increasing demands for schooling are impossible to meet from available resources. The 1988 World Bank study (as cited in Henning 1993:8) *Financing education in developing countries an exploration of policy options* recommended decentralising the management of public education and encouraging the expansion of private schools. It alleged that such a policy would mobilise additional resources for education and would increase competition among public schools and between private and public schools.

Henning (1993:10-11) reiterates that more parents in RSA would like to exercise the private school option were they able to afford it and gives evidence that Sowetan private schools out performed the rest with pass rates of 65 to 87%, compared with pass rates of between 20-45% in other Sowetan schools during the November 1992 standard ten (10) examinations. He further gave evidence that in November 1992, twenty (20) private schools were listed among one hundred (100) schools with the best standard ten (10) examination results. According to him (1993:13) it is a great performance, considering that private secondary schools comprise less than 1% of secondary schools population in Soweto. He observes (1993:13) that "the existence of the private sector financed in some measure by the state and operating within broad national educational policy, brings important social benefits".

Henning (1993:44-45) cites the 1988 World Bank study, confirming that state education is bureaucratic and concerned with mass education, while access to wider education becomes selective with increasing need for payment by those benefiting from it. The study observed, "private education relieves the state of considerable expense. If a small state subsidy caused them to flourish, the state would save even more". Of greater significance for the current research is Henning's (1993:45) warning that

> *private schools have to sink or swim. Schools, which do not deliver the goods will go bankrupt and disappear. But state schools that are inefficient continue to be a burden on the taxpayer. Accountability is the key distinction between private and state schools.*

Penrose (1993:11-12) is of the opinion that

> *there is undoubtedly an important role to be played by private schools in African countries ... its potential, as a future demand on government obligations under multi-party systems must be borne in mind. Where private schools may suffer financial problems there may be strong calls for government help. Also in many countries private or semi*

private schools have been directly supported from foreign aid, which is in many cases being withdrawn.

This is the detrimental position facing most of the private schools in Lesotho.

Henning (1993:21) says

upward social mobility requires management of many choices through individual judgement; education is about the development of such judgment and the ability to handle choice. Independent (private) schools are well placed to help individual's develop judgement.

He reiterates that private schools are seen as elitist because they are expensive, hence the need for government support to correct this anomaly.

Jimenez and Lockheed (1995:1) allude to Hennings assertions by saying that because private schools compete for students and are accountable to parents, who pay the bills, they have an incentive to adopt teaching practices and to use staff and educational materials effectively and economically. If public schools were forced to compete with private schools, they too might become efficient.

Jimenez and Lockheed (1995:5) reiterate that private education must fill the inevitable gaps in public education and cite excess demand for public enrolment, which the government cannot meet due to financial constraints as an important reason for private schooling. James (1989:214) adds another reason for private schools, namely differentiated demand for education in developed countries (a situation that is changing now to include even developing countries). Coleman, Hoffer and Kilgore, (1982, cited in Jimenez and Lockheed 1995:6) observed that private schools have characteristics like flexibility, direct accountability and the ability of their leaders to make critical decisions. These characteristics enable private schools to provide the type and quality of education demanded by customers (students and parents). It is further alleged by Jimenez and Lockheed (1995:6) that even when the quality of education is similar, private schools have the incentive to operate at a lower cost than their public school counterparts. Lastly Jimenez and Lockheed (1995:6) allege that

private schools can serve as a laboratory for alternative models of school-level management which, if effective, could be adopted by public schools.

Amidst the widespread clamour for private schools and government support, there are voices of dissent. Walford (1990:104-106) cites six objections to private schools:

- They bring about the buying of education, social and occupational advantages, e.g. advantage of A-levels, university entry and higher education, therefore privileged access to occupations. The children of the wealthy parents already have advantages; to be able to buy further privileges increases the inequalities in society.
- The children are segregated from their peers who attend public schools therefore their understanding of society is narrow. This reinforces social and economic divisions in adulthood, later on such children become leaders of commerce, industry, civil service, politics, where they will have power over the majority of the population of whom they have restricted knowledge and experience.
- Parents who use the private sector are unlikely to fight for the maintained sector. Parents who campaign for quality education of their children are articulate, knowledgeable and influential; people who could fight for further funding within the maintained sector but could only do so if their children use it. Such parents are unlikely to fight to see further expenditure on state maintained education.
- Private schools harm the maintained sector by having an unfair distribution of scarce education resources, i.e. sporting and social facilities and teachers. Mathematicians and computer scientists, for example, can be tempted away from the maintained sector by higher salaries and better working conditions.
- Parents may choose bad private schools for their children, or schools which are of a high standard but inappropriate for the particular child, i.e. a very sporty school may be favoured by the father, but make life miserable for the son; a science and technology oriented school may be favoured by the mother, but may be a bad choice from the child's point of view; or greater concentration on examination results at the expense of less quantifiable social and personal development issues.

- Private schools encourage the belief that education can be seen as an individual consumer commodity, yet each child is a member of society with a common culture transmission.

Thus there are divergent yet convincing views on the rationale for private and public schooling. But what evidence is there in support of part of the above debate and relevant to the current research?

1.5.1.2 Empirical research on the relative effectiveness and efficiency of public and private schools

The pros and cons debate over private and public schools notwithstanding, research into these schools has been carried out mainly in the developed countries. Researchers at Stanford University, under the auspices of the Institute for Research on Educational Finance and Government (IFG) in Stanford's School of Education (financed by the National Institute of Education) have carried out various studies related to private and public schools in some developed countries, i.e. Hammond and Kirby's research *Public policy and private choice: The case of Minnesota* (1988:243-267), and *The public/private division of responsibility for education: An international comparison* by James (1988:95-123). As a result of two symposia in 1986, of the American Educational Research Association at San Francisco, in California, authors presented papers pertaining to public policy developments in various western countries affecting private schools and their relationship to government schools. Examples included Lawton's work on *Public, private and separate schools in (the Canadian province) Ontario (1989:171-189),* Edwards, Fitz and Whittny's study, *Private schools and public funds: A case study of English initiative (1989:107-121)*, and *A back door process of school privatisation: The case of Israel* (1989:269-282) by Inbar. However, there is a move towards similar studies in the Third World, which aim at alleviating educational problems through specific education policies.

Jimenez and Lockheed research project (1995) sponsored by the World Bank rigorously compares private and public secondary schools costs and achievement in countries that are educationally diverse by seeking an answer to the question, "Would a high school student, selected at random from the general student population,

perform better in a public or private school?" The studies compare students' performance on standardised tests in a cross-section of public and private schools in five countries (Columbia, Dominican Republic, Phillipines, Tanzania and Thailand). In this exercise, student background, motivation, innate ability and prior performance and selection bias were controlled through the use of statistical techniques removing the influence of background factors from the achievement scores. Differences in achievement with differences in costs were also compared in the course of examining the relative efficiency of public and private schools. Thus the study combined both effectiveness and cost comparisons. The researchers used data already collected for other purposes.

For Columbia Jimenez and Lockheed's (1995:18-29) sample included 16 diversified schools, 113 comparison schools chosen on their similarity to the diversified schools in terms of the subjects offered and their geographic proximity. Data used was on 1004 students for whom both aptitude and achievement test scores were available. Student academic achievement tests measured skills taught in biology, chemistry mathematics and social sciences using an aggregate standardised to a mean of 50 and a standard deviation of 10. For student aptitude, the researchers used the students' aptitude tests already administered and matched them with the students in the sample. These verbal and qualitative aptitude tests were unrelated to any particular curriculum in order to serve as a measure of innate ability. Student background information included gender, urban or rural place of birth, number of siblings, primary-secondary-level grade repetition, parental occupational status, maternal and parental educational attainment, paternal income, family ownership of automobile, family ownership of business, number of books in the household and size of city in which the school is located. The sample included two school characteristics, namely the average salary of teachers in the sample schools and the student-teacher ratio. These are proxies for school resources spent on students, and can be considered as a measure of the quality of school inputs.

The basic results revealed that

- Private school students have better socio-economic family backgrounds than public school students do.

- Fathers of private school students have more education than those of public school students.
- A greater proportion of private school families lives in a large city and owns a car.
- Average aptitude scores are similar, but students in private schools have a 2.4-point advantage in achievement test scores. This implies that although innate ability is similar, students in private schools score more in the same subjects taught at school than students in public schools.
- Mean teacher salaries in public schools are much higher than those in private schools (among non-missing values).
- A greater proportion of private schools does not report mean teacher salaries.
- Student teacher ratios are lower in private schools (Jimenez and Lockheed 1995:19).

These authors (Jimenez and Lockheed 1995:28) concluded from the Colombian empirical research that the average cost per student in the public sector is about 10% higher than in the private sector. The difference is mostly due to payments for teachers and direct supervisors, rather than for administration and other expenditures (including maintenance). In public schools, the student-teacher ratio is lower, the ratio of teachers to supervisors is lower and the average level of formal training is higher.

Similar case studies carried out by Jimenez and Lockheed in Tanzania (1995:31-43), Philippines (1995:46-57), and mini surveys in Dominican Republic (1995:83-102) and Thailand (1995:65-82) corroborated the Colombian findings. Their principal findings (1995:115) were:

- Although students in private schools come from more privileged families than those in public schools on average, there is a significant overlap between the two groups.
- With student background and selection bias held constant, students in private schools out-perform students in public schools on a variety of achievement tests.
- The unit costs of private schools are lower than those of public schools.

- Private schools have greater school-level decision making and put more emphasis on enhancing student achievement; this seems to affect the mix of inputs that private versus public schools choose.

The findings on the relative effectiveness of public and private schools are relevant to the current research. Do private schools provide a better education than public schools? Jimenez and Lockheed's (1995:117) finding was that, given student background, students in private schools generally outperform their public school counterparts on standardised mathematics or language test or both. Jimenez and Lockheed (1995:118) show that in Colombia, a student with the background of the average public school student would score 1.13 times (13%) better in a private school than in a public school (compare Table 1.1).

Table 1.1 The private school advantage: Predicted test score in private schools as a multiple of predicted test score in public and in standard deviation units

Country	Indicator of Achievement	Relative advantage	Effect of size
Colombia	Average math and verbal	1.13	0.55
Dominican Republic[a]	Mathematics (0-type) Mathematics (F-type)	1.31 1.47	0.89 2.16
Philippines	Mathematics English language Filipino language	1.00 1.18 1.2	-0.00 0.33 0.25
Tanzania	Average math and verbal	1.16	0.97
Thailand[a]	Mathematics	2.36	1.69

Notes:

The table shows the proportional gain in achievement score if a randomly selected student, with the characteristics of the average public school student, attends a private rather than a public school, holding constant that student's background.

[a] For the Dominican Republic and Thailand, the test score before the school year began was included as a regressor in the equation explaining achievement at the end of the year.

Adapted from Jimenez and Lockheed (1995:118).

A second important finding from Jimenez and Lockheed's case studies related to the current research is on the relative efficiency of public and private schools. Their finding on preliminary calculations based on school expenditure data indicate that, on average the unit costs for private schools are lower than those for public schools. For the same unit cost, private schools provide as much as three times more learning as the public schools do (as seen in Jimenez and Lockheed 1995:119, compare Table 1.2, column 2). In other words the same amount of learning in private schools can cost as little as 15% of its cost in public schools (as indicated in Table 1.2, column 3). This gives evidence that at secondary level private schools are more efficient than public schools.

Table 1.2 Relative average cost and efficiency of public and private schools

Country	*(I) Ratio of private cost to public cost*	*(2)Ratio of relative effectiveness to cost*[a]	(3) Ratio of relative cost to effective-ness[b]
Colombia	0.69	1.64	.64
Dominican Republic			
O-type	0.65	2.02	.50
F-type	1.46	1.01	.99
Philippines[c]			
Math	o.83	1.20	.83
English	0.83	1.42	.70
Filipino	0.83	1.22	.81
Tanzania	0.69	1.68	.59
Thailand	0.39	6.74	.17

Notes:

[a] Figures from Table 1.1 divided by column 1 of Table 1.2

[b] Column 1 of Table 1.2 divided by figures from Table 1.1.

[c] Public cost estimates, weighted average of national and local costs. Costs are assumed to be the same for all three subjects and are based on World Bank estimates. Adapted from Jimenez and Lockheed (1995:119).

The above two factors amplify two aspects of the current research, namely, can private schooling provide Lesotho with the needed manpower more effectively and more cost efficiently than the public school system? In other words to what extent can Jimenez and Lockheed's findings in the five cases, on the relative effectiveness and efficiency of private and public schools, be applied to the Lesotho situation?

As the current research is geared towards skilled manpower, related research on education as a ladder to human resource acquisition now follows.

1.5.1.3 Education and human resource development

Implicit in the current study is the notion of human resource development (HRD) strategy. According to Gould (1993:149), HRD requires expenditure that is targeted to people directly to raise the actual and potential economic productivity of the population. Schultz (1981:4, as cited in Gould 1993:148) argued that the decisive factors of production in improving the welfare of the poor people are not space, energy, cropland; the decisive factors are the improvement in population quality and advances in knowledge. Schultz (1981:17, quoted in Gould 1995:148) alludes that "knowledge is the most powerful engine of production; it enables us to subdue nature and satisfy our wants".

It is in this same vein that Gould alleges that education makes people economically productive and contributes to the development of local and national economy. In their studies on the overall effect of educational investments in the national accounts, Psacharopoulos and Woodall (1985:17, as cited in Gould 1993:149) confirmed that increased education of the labour force appears to explain a substantial part of growth of output in both developed and developing countries since 1950. This is what

Lesotho is aspiring for through their manpower planning techniques in the late 1990s, i.e. enrolments to generate a given number of engineers, doctors, architects or other skilled manpower to eventually contribute to the nation's economic growth (see par. 1.2.1). This can only be achieved if estimates of future demand for the overall labour force are accurate (to avoid an oversupply of educated unemployment that is a familiar feature in third world countries). Blaug, (1970, cited by Hough 1991:20) says,

> *manpower forecasts must always be combined with projections of the demand for places ... keeping in a continual check on labour markets for highly qualified manpower and gradually develop insights into the ways in which education interacts with economic growth.*

Secondly the issue of public and private demand for education should be borne in mind. The need for highly skilled manpower in Lesotho should first and foremost be looked at for social benefits, hence the public demand for education. Public or social benefits are those benefits that accrue to society and the economy as a whole and not merely to those who benefit directly (private benefits) as a result of their own education (Gould 1993:20). Any government expenditure on education to achieve highly skilled personnel is premised on the benefits to the economy as a whole and the increased potential for modern production that they bring. Gould (1993:21) goes further, citing Psacharopoulos and Woodall (1985) alluding to the fact that this argument has been used by individual governments and the World Bank to justify investments in education.

The above arguments (i.e. education contributes to HRD and that therefore government expenditure on education is warranted due to the benefit returns to the nation including economic growth among other things) are relevant to the current research. If the current research confirms the belief that private schooling can be used to produce the skilled persons required for Lesotho's economic growth more effectively and more efficiently, private schools' cry for more fiscal assistance and recognition will be premised (see par.1.3). In addition, the public school sector will emulate private schools' practices to address the issue of quality. Although Caillods (1990:4) laments that it is practically impossible to predict with any accuracy ten or

fifteen years ahead of time what the manpower needs will be, he is of the opinion that forecasts are essential for long term planning. Caillods (1990:4) adds that such uncertainty compels "emphasis on high quality, versatility and flexibility in manpower training".

Thirdly, empirical evidence has shown that there is a strong and positive link between education and mobility (Shryock and Nam 1965 in the USA; Connel *et al.* 1976; Simmons *et al.* 1977 in the Third World, as cited in Gould 1993:170). Gould (1993:192) asserts that the most highly educated display the highest propensities to become migrants, their education and skills allow them to be seen as being part of an international global, labour market. On intra-continental migrations, Gould (1993:195) gives examples of massive out-migrations of educated workers from Nigeria to Ghana and medical doctors from Uganda widespread throughout Africa. Many third world students who study abroad (North America and Europe) are financed by scholarships from the first world countries or institutions. Gould asserts that due to their qualifications they easily get absorbed into the labour market in the country in which they have studied. This leaves their countries of origin with shortages of highly skilled manpower, e.g. shortages of doctors in India, of engineers in Peru and of scientists in Senegal (Gould 1993:198).

The above situation is further exacerbated by the fact that some third world countries can not afford to train their students in high technological fields and hence sponsor them to study in first world countries in which they may opt to stay rather than come home to give the social benefits to their nation (Gould 1993:196-201). On this issue Gould (1993:198) alleges,

> *costs of employing foreign graduates who have been trained in the third world country at that country's expense (wholly or partially) seem to be less than the costs of investing in further education and training by the first world governments and companies.*

This caution on migration is relevant to the current research at three levels. First, although NUL trains Lesotho's skilled specialists i.e. lawyers, agriculturists

accountants, economists and scientists, there are still omissions such as doctors, engineers, architects among others. The government has to train them elsewhere - using public funds. Secondly, even those who use private schools as a bridge to higher education have to go outside Lesotho to further their studies and thirdly it has been already established that there is an on-going brain drain from Lesotho to RSA. This calls for a management change in the effective recovery of Lesotho's educational loan/bursary/funding schemes, stricter measures to bond the recipients of such benefits and/or more incentives to retain them (see par. 1.1.1.2 and 1.2.1). Things would be different if Lesotho had enough highly skilled manpower and was thus training her population for export. South Korea, for example, has created special technical high schools to train migrants; Pakistan trains some artisans on the assumption that most of them would seek work in the oil related developments in the Persian Gulf; and Jordan has similar policies, including training at university level (Hong 1983; Tsasok 1982; and Appleyard 1989:491, as cited by Gould 1993:200).

The issue of migration further addresses the international perspective of the current study, i.e. the production of manpower in some private schools with qualifications which are more internationally recognised than the general public schooling in Lesotho (anecdotal evidence shows that even RSA frowns at qualifications emanating from Lesotho's public education system). Such internationally recognised manpower however may increase the migration further unless measures are put in place to combat it. Ojo (1990, as cited in Gould 1993:199) ascertains that in Africa a high proportion of local medical students will migrate after graduation, motivated by professional curiosity and satisfying hospital environment where technology is available. Tuingariki's (1988, cited in Bray 1993:90) tracer study on what happened to Cook Islanders who acquired medical qualifications reported that almost all of those with qualifications that are recognised overseas and who have not gone into politics are practising medicine in New Zealand (where there are 4 Cook Island doctors), American Samoa (1), Western Samoa (1), Solomon Islands (1) and United Kingdom (1).

Thus although private schools provide their graduates with internationally recognised qualifications, there is no guarantee that this will benefit Lesotho. Internationally

recognised qualifications should not be a panacea of Lesotho's economic growth, other measures pertaining to their retention should be put into operation.

The aforementioned section on related research has highlighted the key features of the current research. Empirical evidence has shed light on the relative effectiveness and cost- efficiency of the private and public schools, the role of education in human resource development, the role of human development in national economic growth and the effects of internationally recognised qualifications. These features are pertinent to the current research.

1.6 Research plan

In order to investigate and explore if private schooling offers the required quality education more effectively than the public schooling in Lesotho, the plan is as follows:

Chapter 2 provides a theoretical literature overview of quality in education, attempting to highlight the unique features or quality indicators in education.

Chapter 3 focuses on research methodology highlighting the research design, instruments used, steps used to construct the instruments and measures taken to enhance validity and reliability.

Chapter 4 deals with the empirical findings on the relative effectiveness of public and private schooling in Lesotho, addressing the following:

- An overview of Lesotho's education structure.
- The definitions of public and private schooling in the context of Lesotho.
- The findings of schooling practices in the six sampled schools measured on six performance indicators perceived by the populace of Lesotho as indicative of effective schools. This will emanate from questionnaires, interviews, and standardized tests.

Chapter 5 addresses:

- Limitations of the research.
- Conclusions on findings on each of the performance indicators, with insights into the extent to which either of these schooling systems is more effective than the other.

- Recommendations on how the practices which make either of these schooling systems more effective than the other could be emulated in order to enhance quality education and thus produce the human resources needed to move Lesotho onto a higher growth path.
- Summary and direction for further research.

CHAPTER 2

A literature overview of quality in education

2.1 Introduction

This research seeks to find out the relative effectiveness of private and public schooling in Lesotho in delivering quality education, therefore an overview of quality in education is imperative. According to Carter (1998:10) effectiveness, efficiency, equity and excellence are "the four Es of school management". However, these four E's (including quality) are so interwoven, in the school management culture, that they are used interchangeably in this study.

The essence of this chapter is four fold. First to attempt to find out whether quality in education means the same thing to all who pursue it in both developed and developing countries. Secondly, to find out why there is so much interest in monitoring performance in schools and if such monitoring is justified. Thirdly, this chapter will endeavour to find out from school effectiveness research development studies, the indicators that can be used to determine effectiveness in schools. Lastly, a few models that could be used to monitor school effectiveness will be outlined. The intention of looking into the four aims of this chapter is to find out how they (i.e. definitions, motives, indicators and models) could be modified and utilised to suit the Lesotho situation.

2.1.1 Quality in education

Wilcox (1990:39) cited by Pennycuik (1991:3) and Fantini (1986:44) cited by Townsend (1994:29) warn that quality in education is potentially an elusive concept that evades precise delineation. Stoll and Fink (1996:26-27) observe that no common definition exists even across member states of Organisation for Economic Co-operation and Development (OECD) countries when discussing quality in schools. Stoll and Fink (1996:26) cite Levine and Lezotte (1990) defining quality as the production of desired result or outcome. But desired by whom, since there are many competing values to choose from? Factors that can influence the definition of quality may include:

- The **people** being addressed, i.e. parents, pupils, governors, the local community or even the media, as mentioned by Hawes and Stephens (1990:9-10).
- **Perceptions of quality** as to which Stoll and Fink (1996:27) confirm that it is feasible that any or all the above groups of people may have differing perceptions.
- The dynamic nature of quality which, according to Hawes and Stephens (1990:22), constantly adapts to new needs and changing **conditions.**
- The different **values** attached to quality (Hawes and Stephens 1990:11).

It is against this background of competing interests that various definitions of quality are derived.

Nyatanga, Forman and Fox (1998:23) define quality as the degree of confidence that students and partner agencies have in relation to perceived practice. Focusing on the assessment and accreditation process, quality to them refers to the certification that learning has reached an acceptable level or standard. Dennison's (1993:221) basic legislation on quality is that of the 'consumer sovereign' (cf. Deming's phrase that "quality begins with delighting the customer", cited by Edwards 1994:41). Dennison adds, schools have to offer parents and pupils what it perceives they most want from the school. This concurs with Arcaro's (1995:18) customer driven quality. Everard and Morris (1996:181-182) assert that the definition of quality as "excellence" was replaced in the early 1980's by "reasonably fit for the purpose" and since the late 1980's has swung back to be generally accepted as "meeting or exceeding the expectations of the customer". To Hawes and Stephens (1990:11) quality engrosses three interrelated and interdependent strands, i.e. efficiency in meeting goals, relevance to human and environmental needs and conditions and something more in relation to the pursuit of excellence and human betterment. Gray (1993:23) cautions that although quality has something to do with the 'best buy' in the education service, one should not be restricted to the kinds of quality that pertains to washing machines, television sets and electric food mixers (i.e. what Torrington and Weightman [1993:44] call "factory thinking") but look for "something more". He cautions that articulating what this "more" is, will be a major challenge for years. According to Torrington and Weightman (1993:44), this is because teachers believe in the integration of education with much of the emotional and

intellectual development of their pupils coming from the wholeness of the school in which they are (i.e. the ethos, the spirit, the culture of the school).

Grisay and Mahlck (1991:5-6) define an effective school as a school which gives a significant contribution to the students' achievement independently of the students' background and the community context. It is the value added by the school to students' literacy, academic and social skills through its teaching practices, general organisation and management. Sammons, Hillman and Mortimore (1995:3) confirm this by defining an effective school as one in which students progress further than might be expected from consideration of its intake. An effective school adds extra value to its students' outcomes in comparison with other schools serving similar intakes. Gray (1993:27) holds the same view by cautioning that "by insisting that schools publish their raw exam or test results we run the risk of rewarding schools for the quality of the intakes they can attract rather than what they actually do with pupils". Harlen, Gipps, Broadfoot and Nuttall (1996:267) propose the value added approach that looks at the gain in achievement while the pupil is at a particular school (that is, the progress he/she makes there) as a way forward. Stoll and Fink (1996:27-28) see the term "value added" as describing the boost given by the school to pupils' achievement over and above what they bring in terms of prior attainment and background factors. They assert that this definition allows for intake variations and therefore attempts to "level the playing field".

According to Townsend (1994:48) an effective school is:

> *one that develops and maintains a high quality educational programme designed to achieve both system-wide and locally identified goals. All students regardless of their family or social background experience both improvements across their school career and ultimate success in the achievement of those goals, based on appropriate external and school-based measuring techniques.*

The definition of quality adopted in this research is the relative effectiveness of public and private schooling in meeting or exceeding the expectations of their customers in Lesotho. This definition transcends or is a combination of the definitions mentioned in

this section. It compels schools to find out who their customers are, what their expectations are, and constantly monitor the extent to which they are satisfying them. Everard and Morris (1996:182) define a customer as anyone who expects or receives a service from schools and the supplier as anyone from whom the schools receive or expect a service. They observe, those customers and suppliers may be those whom the schools normally consider as such, i.e. people external to the schools (parents, pupils, employers and governments) or they may also be people within the school. For example if the principal expects a member of staff to produce a report, the principal is the customer and the member of staff the supplier. Conversely, if the member of staff requires some information from the principal in order to produce the report, the customer-supplier roles are reversed as regards that piece of information. This is Arcaro's (1995:31) customer-supplier chain. Everard and Morris (1996:183) and Arcaro (1995:31) further explain that in a quality school, it is expected that the supplier, whether member of staff or principal, will endeavour to meet or exceed the expectations of the customer. Their advice is that 'communication of expectations and capabilities' are an essential ingredient. Whether you are the customer or supplier you should ensure that the supplier fully understands the expectations of the customer and the customer fully understands the capacity of the supplier to meet his/her expectations. At this juncture any constraints or questions should be communicated, as soon as possible, otherwise according to Arcaro (1995:31) there will be a breakdown of the customer-supplier chain. Ashworth and Harvey (1994:15) and Everard and Morris (1996:183) refer to this as Total Quality Management (TQM). TQM is defined by Ashworth and Harvey (1994:15) as a system that seeks to "realign the mission, culture and working practices of the organisation by means of pursuing continued quality improvement for the customers". TQM emphasises a commitment by the institution to satisfy the needs of the customer both inside and outside the institution. Elliott (1996:19) sees this as being client-focused. Ashworth and Harvey (1994:15) assert that when using TQM, one may choose to focus more closely on the needs of the students and how the quality of their learning experiences can be assured. They refer to this as Strategic Quality Management (SQM). SQM, a subset of TQM, pays attention to the learners needs related to pre-entry, entry and exit issues of the course (cf. Hawes and Stephens' [1990:14] explanation of now needs and later needs).

This section has shown that although quality is sought for at international, national and institutional levels (in both developed and developing countries) it does not mean the same to all those in pursuit of it. This is due to the fact that quality involves many different aspects and perspectives that change, depending on the light in which they are being examined, it involves contradictions and conflicts between many interested groups, and is dynamic and constantly shifting in tune to new needs and changing conditions. Why are people concerned with monitoring such a complex or nebulous concept?

2.1.2 The politics of school evaluation

Why monitor school performance? Why do schools need to satisfy their customers? According to Gray (1993:27), these questions culminate into the "politics of school evaluation". Townsend (1994:1) puts this into historical perspective by alleging firstly that the 1980s developments (global recession, ageing population) changed the protected position of those involved in education due to the reduced amount of money available to public services, including schools. Secondly, the need to compete economically on a global scale saw pressure in many western countries for schools to ensure that large numbers of students with specific skills and attitudes completed school. Thus the ability of education to teach new skills and competencies to all graduates amidst this financial constraint has put education into a position where the requirements placed upon it have been brought into question.

Stoll and Fink (1996:168) confirm that different educational stakeholders vary in their perceptions of the purposes for evaluating schools and assert that while external accountability appears to be a perennial favourite of politicians, many people view empowerment (of educators), teacher development and school improvement as more important.

According to Willms, (1992:3), the collection of monitoring data may be driven by the following reasons:

- Identification of problem areas in the schooling system so that corrective measures can be taken. Stoll and Fink (1996:169) see this as providing useful indicators of what works well and what needs to be improved. If you know what works well you will be in a position to analyse it to understand its success. Stoll and Fink say that although knowing what does not work well does not explain how to change it, it makes one to reflect on why it is not effective, the barriers that prevent improvement and what needs to occur to ensure improvement. Berlak and Berlak (1996:9) view reflection as the "dilemma language" which is used to structure a critical search of alternatives all aimed at improvement. Hawes and Stephens (1990:23) refer to this as the "language of critique" in which reflection, understanding and consideration provide the "vocabulary of the moment". Elliott (1996:19) adds that self-reflection is a means of overcoming stereotypical judgements and responses. English and Hill (1994:26) broaden this concept of reflection to encompass all learners (students, teachers and administrators).
- Willms' (1992:3) second reason for monitoring schools is to assist the administrators in determining the best allocation of resources. This can be compared to Coombs' (1970:43) cost-benefit principle which rational individuals roughly apply when deciding how best to spend their money when their desires exceed their means. School administrators may use monitoring data results to examine their alternatives, weigh the cost of each and the corresponding satisfaction or utility they feel it will bring to the school and choose those particular options within their means that promise the highest ratio of benefits to costs. Hawes and Stephens (1990:8) assert that rather than look for increases in resources, schools must seek to "exploit existing capacity" so that they first examine critically how they use what they have and secondly scrutinise how they can direct those resources to more efficient, relevant and better ends. Coombs (1970:27) however, cautions that resources should not be spread thinly over more and more students at the expense of quality and effectiveness. Caillods (1990:3) reiterates that financial crisis may force administrators to slash budget items such as building maintenance, minor equipment purchases and reduction in salary increases which eventually results in the deterioration in the quality and conditions of schooling.

- Thirdly, Willms (1992:3) sees monitoring schools as a means of diagnosing strengths and weaknesses in pupils' mastery of the curricular objectives, therefore acting as a guide for the curriculum and instruction. This could be viewed as assessing the effects of interventions implemented at state, district or school level.
- Fourthly, Willms (1992:3) says that school monitoring can be used to stimulate discussions about the goals of schooling and give rise to new ideas that affect policy and practice. While alluding to the same point, Caillods (1990:4-6) observes that, due to international competition, institutions of education will have to keep improving the quality and flexibility of their outputs, and parents and students are demanding better results. This calls on policy planners not to be concerned solely with school enrolment but with what the students are learning and how they can be sure that their students can attain minimum educational standards (cf. Townsend's [1994:1] need to compete economically on a global scale).
- Lastly, to Willms (1992:3) school monitoring can be used to motivate the teachers and administrators to improve performance and reduce inequities. Stoll and Fink (1996:169) reiterate that equity is a fundamental tenet of monitoring school effectiveness. One pupil group should not be offered better opportunities than another, i.e. girls rather than boys, younger rather than older pupils, pupils of one particular ethnic or social class background, pupils taking particular subjects or courses or pupils in different levels or streams. Stoll and Fink (1996:27) cite Murphy (1992) asserting that the underlying belief of the school effectiveness movement is that all children can learn. Hawes and Stephens (1990:30) broaden this concept of equity to encompass not only the learners but decision-makers too. They assert that the decision making system should be made fairer (more equitable) by enlarging the circle of those who decide. This will create a feeling that the provision of schooling and its improvement is the responsibility of all, thereby making better use of the existing capacity.

The above reasons can be classified as monitoring for school improvement and development. To Hargreaves and Hopkins (1993:234) school improvement is synonymous with developing strategies for educational change that will strengthen the

school's organisation as well as lead to the implementation of curriculum reforms. They assert (1993:239) that the knowledge gained from school effectiveness studies should be used for school improvement, which in turn calls for a development plan. In other words development planning provides a means whereby this knowledge can be put to the test of practice. Hargreaves and Hopkins (1996:326) caution that such improvement and development should not be haphazard but needs a development plan designed to allow the schools to organise their existing programmes with greater efficiency and success. Coombs (1970:14-15) alludes to this by defining educational planning as the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. He confirms that educational planning deals with the future, drawing enlightenment from the past and is concerned not only with where to go but also with how to get there and by the best route. This is what Hallak (1990:8) calls educational purpose of school effectiveness, concerned mainly with quality control and educational outcome in relation to the teaching-learning processes, curriculum and disparities in educational achievement.

However, not everyone sees the improvement of education as the main goal for monitoring education. Many educators in the developed world believe that the explicit intention of monitoring systems is to make schools accountable through market forces. Kogan (1986), in Willms (1992:13) defines accountability as "a condition in which individual role holders are liable for review and the application of sanctions if their actions fail to satisfy those with whom they are in accountability relationship". Willms (1992:3) observes that throughout Europe a faith in market mechanisms pervades government offices with the doctrine that publicly funded organisations should be held accountable by having to report regularly on their performance, hence the notion of 'value for money'. Hallak (1990:8) observes that besides the educational purpose, school monitoring can be for administrative reasons. To him, accountability to society, funding sources, parents, and schools as institutions serves the administrative purpose of evaluation. He adds that those evaluating schools for accountability believe that the introduction of market mechanisms to education will significantly improve schooling.

Willms (1992:3) confirms Hallak's observation by explaining that the view of those in this school of thought is that inter-school or inter-regional comparisons will bring pressures to bear on schools, particularly those performing below average. These pressures will induce schools to perform better and if not, the data will constitute objective grounds for closing schools or appointing new staff. Those in this camp further believe that if indicators can be used to assess the performance of individual teachers or principals accurately and fairly, then they might be used as an objective basis on which to decide promotions, merit pay and dismissals.

Although Menter, Muschamp, Pollard, Nicholls and Ozga (1996:334-335) allege that the purpose of making primary and secondary education in Britain go through market forces, is to introduce competitive practice in order to improve the performance of the schools, the reality is often different, because of the following reasons:

- In the first place, popular schools can only take a limited number of students. They simply become choosier about the pupil intake and the rest have to make do with their second or third choice of school. These are often schools that need improvement but the market offers no mechanism for achieving this. Hawes and Stephens (1990:12) allude to this point when discussing the issue of quality as efficiency in improving standards. They posit that if a school imposes a literacy test on entrants, it can hardly be complemented on achieving a better output than an impoverished, isolated and rural school, which is forced to take those who have failed to be admitted into their first choice schools.
- Secondly, the schools with the worst examination results are frequently where no alternative is available for the community who, because of various forms of deprivation, may be unable to send their children to schools outside the immediate area, therefore such schools will still have enrolments and will not be weeded out.
- (And) lastly, sometimes the whole community has low expectations from education and is satisfied with a weak school. They may unite to protect the reputation of the school against a negative inspection or market report. The school may not close down (Centre for Educational Research and Innovation [CERI 1996:349]).

In other words, the administrative aims behind school monitoring systems may not necessarily be realised as purported by those for monitoring for accountability.

Amidst the above claims (of the non-fulfillment of the theory of capital decline and the weeding out of the system), CERI (1996:349) however reports that competition does seem to have had some other positive and negative effects on British schools. Some schools are now paying more attention to key indicators such as examination passes and school attendance. The less desirable developments include the more frequent exclusion of difficult children or those with special needs, lest they bring down the school's examination score or spoil its public reputation through bad behaviour. In some developing countries such as in Kenya, for example, (where performance in external examinations is used to norm-reference schools at national level) anecdotal evidence shows that some schools register their academically less able students at other examination centers so that the schools percentage pass rate is not marred by these students' results.

Denninson (1993:221-222) asserts that once a service is marketed it becomes subject to scrutiny. Potential consumers require guidance about the quality of the service, what they may gain from it, and sometimes at what cost. They need criteria on which to base judgements about whether to use the service, or which parts of a service they should choose. The debate for and against the monitoring of schools rages on.

This section has highlighted the historical context and two major purposes for monitoring school performance. These are the administrative reasons that are threatening and deal with accountability (value for money) on one hand, and the less threatening educational purpose concerned with quality control and educational outcome in relation to the teaching-learning processes, curriculum and disparities in educational achievement. The message to be borne in mind is the conclusion of Stoll and Fink (1996:41) that:

> *school effectiveness research will be little more than an interesting intellectual activity unrelated to the daily work of schools and of little significance in the*

various reform agendas unless it is tied to ... effecting change in the structures and cultures of schools.

According to Denninson (1993:222) and Townsend (1994:34) whether monitoring is for improvement or accountability, one needs criteria on which to base judgements about the service on offer.

2.1.3 Indicators of schooling that determine school effectiveness

2.1.3.1 Introduction

This section deals with four aspects of school effectiveness. First, some developments in school effectiveness research (SER) will be highlighted to shed light on this topic. Secondly, the general indicators or determinants of school effectiveness emerging from SER will be outlined. Thirdly, the issue of efficiency in education will be perused and lastly, a summary of the findings of this section will be given.

2.1.3.2 Development of school effectiveness research

Early studies (1960s and 1970s) on school effectiveness i.e. Coleman (1966) in the United States of America (USA) and Plowden (1967) in the United Kingdom (U.K.), and other national and comparative surveys such as studies carried out by Walker (1976), Hussein (1967,1979) as cited by Yoder (1989:1), and those of Jencks (1970s) as reported in Gray (1993:27.28) and in Gray and Wilcox (1995:18) found that factors relating to pupils' social and home background account for more of the differences in the pupils' achievement than do school and teacher differences.

The interpretation that grew out of such early studies was that schools made little difference to pupils' lives, therefore there was no need to pursue indicators or determinants of school effectiveness at the institutional level but at the socio-economic status level (SES) of the students' backgrounds. Stoll and Fink (1996:27) and Sammons, Hillman and Mortimore (1995:2) allege that such perturbing pessimistic social science findings led to the emergence of the school effectiveness movement. A wide range of

research efforts in the 1980s and1990s i.e. Gray *et al.* (1990) focused on first separating the impact of SES from that of school while others such as Mortimore *et al.* (1988), Mortimore (1993), Creamers (1990) as cited in Stoll and Fink (1996:27) and Sammons *et al.* (1995:2) demonstrated that schools make a difference.

A second wave or generation of school effectiveness researchers' (SER) aim was to ascertain whether some schools were more effective than others, and if so, which factors contributed to the positive effects. This wave of SER looked into whether differences in resources, processes and organisational arrangements (input characteristics) affectd pupils and if so, in what way. According to Townsend (1994:3), SER such as those of Scheerens (1990) emerged in response to the suggestion that resources and other material inputs were not very significant in explaining school outputs. The conclusion of such research was that when input characteristics (all of which can be expressed in quantitative or monetary terms) were considered, there was little consistent relationship between educational expenditure and pupil achievement (Hanushek [1986]), cited in Townsend [1994:3]). Townsend (1994:3) says that this group of researchers paid little attention to processes that linked the two.

This was taken up by the third group of SER who considered issues of instructional effectiveness characterized by the work of individual teachers or activities at the classroom level. Sammons *et al.* (1995:4) cites Goldstein *et al.* (1993) and Sammons and Mortimore (1994), confirming that differences in school processes accounted for significant differences between schools with regards to students' achievements. According to Townsend (1994:4), a series of characteristics (processes) have been identified which are consistently associated with pupil achievement.

The fourth wave relevant to SER was school improvement research (SIR). Carter (1998:8) describes SIR as "the strategies by which the findings of SER can be used to bring about change". Sammons *et al.* (1995:2) cites Reynolds and Creamers (1990) as

well as Stoll and Fink (1994) asserting that SER provides a valuable background and useful insights for those concerned with school improvement.

While upholding the above view, Carter (1998:21) advocates for a merger of SER and SIR as the new trend in SER development:

> *now attention at school level is shifting from these characteristics of effective schools to the strategies required to achieve effectiveness: in other words to school improvement. It has become necessary to transfer the energy, knowledge and skills of school effectiveness to school improvement.*

The above mentioned section of SER has ascertained that schools make a difference. Pupils' achievement is not just a product of SES. Secondly, when differences in schools' intakes are taken into account, there are still great differences in the results of pupils attending schools of differing effectiveness. What causes these differences and could these be used to effect improvement at school level?

2.1.3.3 Indicators of school effectiveness

Stoll and Fink (1996:183) define indicators as "a single or composite statistic, which reflects the health of an educational system and can be reliably and repeatedly, obtained". Everard and Morris (1996:185) allude to indicators or standards as a set of requirements to which an organisation must conform in order to be given accreditation by the appropriate institute. Denninson (1993:224) perceives performance indicators as a very "crude shopping list" that might be used by prospective parents and hence determined by the consumers. Hopkins (1989:108) takes the definition of performance indicators a step further by alluding to them as a statement against which achievement in an area or activity can be assessed by the use of specified criteria. A criterion describes a desired state of affairs and a standard that should be achieved. He elucidates that a criterion makes clear what is desired, implies the necessary changes and points to evidence which will be needed to show success. According to him (1989:106), performance indicators provide the context for evaluation questions and will vary from situation to situation

(within and between schools). Arcaro (1995:21) sums it up by alleging that performance indicators are measurable characteristics of educational processes and procedures used by a district (nation, school) to deliver services to students, to track performance, evaluate progress in achieving continuous improvement and represents a clear and objective basis for aligning all activities of the district toward common goals.

Different interests and needs of the researchers based in different areas or organisations have resulted in different "agendas for research" (Yoder 1989:1). According to Willms (1992:24) and Hallak (1990:8), principals and teachers want indicators that will give them useful information on school policy and practice in relation to instruction (educational purpose for evaluation). Administrators at district or state level tend to want indicators that pertain to universal criteria such as graduation rates, levels of literacy and numeracy (administrative purpose for monitoring schools). Teachers on the other hand may want detailed indicators of specific detailed criteria such as proficiency in certain reading skills, or mastery of content in a subject area. Gray (1993:33) developed the following general principles for the construction of school performance indicators:

- They should directly measure or assess schools' actual performance and not something else. (validity).
- Performance indicators should be central to the process of teaching and learning.
- Performance indicators should cover significant parts of schools' activities (but not all or even most of them).
- Performance indicators should reflect competing educational priorities. Schools, which did well in terms of one of them, would not necessarily be expected (or found) to do well in terms of others.
- Performance indicators should be capable of being assessed.
- Performance indicators should allow meaningful comparisons over time and between schools.
- Performance indicators should allow schools to be seen to have changed their levels of performance (i.e. to have improved or alternatively, to have deteriorated relative to previous performance and other schools).

- Performance indicators should be few in number; three or four might be enough to begin with. After some experimentation over a period of years one might end up with a few more. This concurs with Willms' (1992:69) assertion that researchers (i.e. Murmane 1987, Oakes 1989, Sirotnik and Bustein 1987) agree that it is better to measure a few indicators well than attempt to cover the entire domain.

Hargreaves and Hopkins (1993:229) cite Mortmore *et al.* (1988), Purkey and Smith (1983) and Rutter *et al.*'s (1979:178) research on effective schools in the U.K., confirming that certain internal conditions are typical in schools that achieve high levels of outcomes for their students. To them "effective schools were characterised by varied factors such as the degree of academic emphasis, teacher actions in lessons, the availability of incentives and rewards, good conditions for pupils, and the extent to which children are able to take responsibility". These characteristics seem to be all about school performance as Gray (1993:33) had proposed. Hargreaves and Hopkins (1993:229) allege that Her Majesty's Inspectorate (HMI) survey report in *Ten Good Schools* comes to similar conclusions. To HMI the "good school" is one that can demonstrate quality in its aims, in oversight of pupils, in curriculum design, in standards of teaching and academic achievements and its links with the local community. Hargreaves and Hopkins (1993:229), citing the Department of Education and Science (DES), (1977:36), allege that what they all have in common is effective leadership and a climate that is conducive to growth. This is in line with Chilisa's (1989:9) organisational design in which the school climate and its influence on school outcomes is paramount and Arcaro's (1995:8-9) allegation that a Total Quality School creates an environment that enables everyone to bring measurable quality improvements to their work processes.

Mortimore, Sammons, Stoll, Lewis and Ecob's (1993:11) research reveals that some schools are more advantaged than others in terms of size, status, environment and stability of teaching staff and that these favourable given characteristics may contribute to effectiveness. But they contend that these factors do not, by themselves, ensure effectiveness. They simply provide a supporting framework within which the principal

and teachers can work to promote pupil progress and development. It is the factors within the control of the principal and teachers that are crucial (for effectiveness) for these are the factors that can be changed and improved. According to Mortimore *et al.* (1993:11) and Gray (1993:33) such crucial factors can be grouped into those that concern school policy, those that relate to classroom policy and those aspects of relevance to school and class policy. Factors that concern school policy include purposeful leadership of the staff by the principal, the involvement of the deputy principal, the involvement of teachers and the consistency amongst teachers. Factors that relate to classroom policy include structured sessions, intellectually challenging teaching, the work-centered environment, and limited focus within sessions and maximum communication between teachers and pupils. Finally those aspects of relevance to both school and class policy include record keeping, parental involvement and positive climate (vide Mortimore *et al.* [1993:16-20] for references to other scholars validating these factors).

Mortimore *et al.*'s four groups of factors echo Chilisa's (1989:9) organisational variables such as leadership quality, social satisfaction, and sense of accomplishment of task, degree of autonomy, student and teacher interaction and participation in decision-making.

Gray (1993:29) revisited Jencks *et al.*'s (1972) assertion of schools adding less to the students than do home factors by alleging that Jencks had paid little attention to the following four factors that cause differences in the results of pupils attending schools of differing effectiveness (regardless of their SES):

- The more effective or successful schools seem to know what they are about and where they are going. They have visible and explicit ideologies. They have explicit goals and have shown clearly how these goals have to be achieved.
- The more effective schools have "press for excellence". Teachers expect their pupils to achieve and pupils in turn find themselves stretched and challenged in the classrooms. Willms (1992:74) describes it as the extent to which staff value academic achievement and hold high expectations for their pupils.
- The more effective schools respect relationships. This includes absence of conflict between pupils and teachers, mutual respect or good rapport, with plenty of

opportunities for pupils to establish vital relationships with one or more adults. This concurs with Sleeter and Grant's (1988:78) view of the human relations' approach in schooling. They assert that "human relations" examines relationships among people, regardless of whether race, social class, gender or handicap is involved.

- Lastly the more effective schools are well managed thus the role of the school's leadership is noticed (cf. Mortimore *et al.* [1993], Hargreaves *et al.* [1993:229], Chilisa [1989], and Arcaro [1995:13-16] for the same view).

In the same vein Hopkins (1989:184) observes that effective schools are characterised by factors such as school leadership, supportive climate within the school, emphasis on curriculum and teaching, clear goals and high expectations for students, a system for monitoring performance and achievement. Hopkins adds, ongoing staff development and in-service training, parental involvement and support as crucial factors. Ashworth and Harvey (1994:37, 40) support ongoing staff development and in-service training. They reiterate that staff appraisal should be added to these indicators of school effectiveness. They claim that staff development is about investing in both teachers and support staff to enhance their ability to serve the school by way of training and keeping abreast with their professions (cf. Stoll and Fink's [1996:146]) reference to staff development as "professional development" or professional growth). Ashworth and Harvey assert, however, that staff appraisal should be a prerequisite of any such effective staff development. Marland (1987:4) refers to appraisal as an evaluation primarily concerned with recognising and celebrating good practice of staff to find ways on which to build on it. It is only through such an evaluation (of performance in class, behaviour outside class, professional ethics, in fact whatever rotates in, with, through and around the staff when implementing their duties) that the needs of individuals can be negotiated or balanced against the broader needs of the school. These then will in turn lay the basis for staff development.

The above factors raised by Hopkins (1989), Gray (1993), Hargreaves and Hopkins (1993) and Ashworth and Harvey (1994) show that school processes and their internal conditions can make a difference in school effectiveness and in turn contribute to

students' performance even when home backgrounds are taken into account (in contrast to allegations by Jenck's [1972], Coleman's [1966], and Plowden's [1967]).

An effective school should be judged by the 'quality' of its goals. (cf. Hargreaves and Hopkins's [1993:229] view that a good school is the one that demonstrates quality in its aims). Green (1994:1-4) warns that it is possible to achieve 'easy' low standard goals. Farrant (1997:21-22) defines educational goals as "the ends that society sets for the education system it operates". Goals may be expressed in broad political, cultural and economic terms such as citizenry; democracy or national unity; or they may refer to more specific aspects of education such as lifelong learning or equal opportunity. Ashworth and Harvey (1994:26) assert that an educational institution is measured against the quality of the objectives, which the management has set out in their published statement of purpose or mission statement, and how well these objectives are achieved in practice. These authors allude to a mission statement as identifying the school's aspirations, the school's client groups, the opportunities that are available at school and the school's expectations in terms of quality. They explain that apart from the general broad mission, the mission statement should encompass a set of aims as targets indicating the precise direction that educators must follow in all or part of the educational system, objectives and milestones for their achievement, the frequency of its review, who contributes and determines it and priorities within it. This description of mission statement concurs with that of Farrant (1997:21). Coombs (1970:56) alludes to the same point by asserting that when dealing with goals, one moves from the general to the particular, from the broad aims of the educational system as a whole to the more specific objectives of its particular subsystems to the objectives in operationally meaningful terms and then use these defined objectives as a criterion for testing performance. This can be compared to Murgartroyed and Morgan's (1994:46) contract conformance. In a school scenario contract conformance refers to some quality standard specification by the school to its customers during the negotiation of forming a contract and forms the criteria of the assessment of that school's quality.

Improving ineffective schools using only factors shown to be present within effective schools have been unsuccessful (Stoll and Fink 1996:32). According to Stoll and Fink (1996:32) the importance of knowing this is that it is insufficient to describe the characteristics of effective schools and assume that ineffective schools possess "the mirror" opposite of these factors. One should not assume that by merely emulating what makes some schools effective would automatically turn the ineffective ones around. The school context (Torrington and Weightman's [1993:44] school ethos and school culture) has to be taken on board too. Townsend (1994:12) cites studies of scholars such as McPherson and Willms (1986) demonstrating that effective and ineffective schools are not always consistent in their results for all their pupils. Some students perform well in ineffective schools and effective schools are not effective for all curriculum areas and for all students (cf. Mortimore's [1991:9] view that no school, even one that is highly effective can guarantee progress to all its pupils).

This section has shown that although indicators of effective schools are varied, similarities can be traced from SER. The quality or standards embedded in school goals, the quality of their delivery and the quality of their outcomes determine the quality of the school. However, due to financial constraints the economic cost at which this is achieved should be taken on board as will be elaborated on in the next section.

2.1.3.4 Efficiency

Although the four Es of school management are interchangeably used in this study (see par. 2.1) there is need to elaborate on the term efficiency. Mortimore (1991:10) confirms that whilst effectiveness and efficiency in some ways overlap, they do not necessarily represent the same qualities. He asserts that it is possible to have a school that appears efficient yet is not according to the aforementioned definitions effective and vise versa. Green (1994:104) defines efficiency as a measure of the resources used (costs) to achieve the stated goals. He reiterates that low standard goals might as well be achieved at low cost. Ashworth and Harvey (1994:25) reiterate that efficiency is answering questions like "what measures were necessary in achieving these objectives/goals. Could the process have been managed in a cost-effective way?" In other words, their emphasis here may not

be so much on the standards or quality of goals but the most cost-effective way in which these (quality or non-quality) goals could have been achieved. This is economic efficiency, which Windham (1990) is cited by Grisay and Mahlck (1991:6) as saying signifies that cost and benefit values are attached to the inputs and outputs. English and Hill (1994:85) caution that the efficiency mind-set that has subverted the educational management is dangerous because TQE may simply be translated as better education that is cheaper.

Hawes and Stephens (1990:12) view efficiency as "having the right tools for the job, the principle of making the most of what you have". This is especially so in the developing countries where resources are usually inadequate or rationed. Caillods (1990:1) qualifies this statement by adding that there are countries with such a shortage of resources that whatever decisions they take get constantly impeached as the demands of day to day management prove more pressing than medium-term consistency. In such countries school administrators have found themselves with little room to manoeuvre. Penrose (1993:8) confirms that public education systems in most African, South Asian, Caribbean and Latin American countries are severely under-funded in relation to what they are trying to achieve but adds that this is mainly due to lack of the mechanism for improving efficiency. He asserts that such mechanisms should be put in place rather than reduce the costs per student, for he does not see how this can be done in African countries without further reduction in the quality of the product (i.e. education).

2.1.3.5 Summary

From the preceeding (par. 2.1.1-2.1.3.3) discussions on SER, it becomes clear that:

- Quality in education involves contradictions and conflicts between the many interested groups. Although it is dynamic and shifts to cater for new needs and changing conditions, an effective school should always satisfy the customer-supplier contract by delivering the promised goods.
- Secondly, school effectiveness research fulfils an administrative and/or an educational role, depending on the researcher's motive. The new trend is not only to use SER for SIR but also to merge the two research movements.

- Thirdly, from the development of SER, it has been ascertained that when differences in schools' intakes are taken into account there are still great differences in the results of pupils attending schools of differing effectiveness. There must be something at institutional level that causes these differences.
- Lastly, the determinants or indicators of effective schools are varied and dependent on the researcher's aims and the context of the school. SER reveals that the value-added phenomenon and school organizational pre-conditions are at the heart of school performance indicators.

Voices of dissent on the issue of assessing and monitoring of schools notwithstanding, scholars have suggested various theoretical models on which systems of monitoring performance in schools may be based. Willms (1992:65) warns that there is no "model for all seasons" i.e. a model that would apply to all schools in all communities at all times. Even if one could come to an ideal model, its complexity would be overwhelming and the data requirements immense. This is addressed in the next subsection.

2.2 Models of evaluating effectiveness in schools

2.2.1 Introduction

The models for monitoring school effectiveness discussed in this section include Chilisa's models, the five factor model, the process-product design, the input-output model, the input-process-output model, the quality wheel design and Townsend's model for evaluating effectiveness in schools.

2.2.2 Chilisa's models of evaluating school effectiveness

In a symposium on *School Effectiveness Research in Botswana*, Chilisa (1989:9) adopted Cuttance's three models, namely the Organisational, the Institutional and the Exemplary School models as an alternative to the traditional economic approach designed to find out the degree of the influence of SES and school variables on scholastic achievement, employability and social mobility of individual learners.

The Organisational model asserts that school organisational structure influences student outcomes. Thus the degree to which the outcomes between schools differ is a reflection of the differences in organisational structures of the schools. Included in the organisational structures are variables such as leadership quality, social satisfaction, and sense of accomplishment of task, degree of autonomy, student and teacher interaction and participation in decision-making. This in essence is a study on school climate and its influence on school outcomes.

According to Chilisa (1989:9) in the Institutional model for evaluating school effectiveness the school is viewed as an institution with clearly "institutional dominance and subordination and regular institutionalised sequence of events". He adds that in such situations pupils' learning and participation is determined and constrained by the institutional norms and values of the school. Institutionalised values may include curriculum tracks, the grade-level system and denominational education system.

Chilisa's (1989:9) Exemplary model for evaluating effective schools is an analytical model that employs the input-output approach to locate schools with high outcomes (effective schools) and schools with low outcomes (ineffective schools). A small number of schools consisting of the effective and ineffective schools are then chosen for closer study.

Apart from Chilisa, other scholars have suggested other models for evaluating school effectiveness, as the following subsections will show.

2.2.3 The five factor model for evaluating school effectiveness

According to Willms (1992:32), Cohen (1981) and Oden (1982) assert that the five-factor model for monitoring school effectiveness postulates that effective schools have some combinations of five factors. These are strong leadership, higher teacher expectations and a system for monitoring pupil performance (cf. Gray's [1993:29] press for excellence and

role of the schools leadership), a safe and orderly climate (cf. Chilisa's Organisational model), and an emphasis on basic academic skills.

Cohen (1981) and Odden (1982) are cited by Willms (1992:32) reiterating that this five-factor-model for effective schools is considered as a blueprint for educational improvement by many educators and administrators. However, according to Willms (1992:32), this model has been criticised. Its critics claim that studies such as those undertaken by Turkey and Smith (1983), Ralph and Fennessy (1983) did not meet the standards of social science research, i.e. firstly there was inadequate control for background characteristics of pupils entering the schools and secondly, they suffered from observer bias.

Willms (1992:32-33) confirms the first criticism by asserting that principals of high social-class schools can probably display strong administrative leadership and establish a safe and orderly climate more easily than the principals of schools in deprived areas. Similarly teachers in high social-class schools probably find it easier to maintain high expectations for academic success and are more likely to monitor their pupils' performance. That means that the five-factor model does not take the considerations of socio-economic status (SES) and their relationship with academic achievement on board. According to Willms (1992:50) researchers such as Mueller and Parcel (1981) use SES to refer to the relative position of a family or individual on a hierarchical social structure based on their access to or control over wealth, prestige and powers. A student's SES includes a wide range of background measures describing the occupational prestige, educational levels and economic positions of pupils' parents.

Stoll and Fink (1996:38) refer to the five factor model as "Edmond's (1979) well-known and simplistic model" listing five factors which were argued that if they were adopted by a school, educational achievement would follow. Stoll and Fink credit it for its establishment of the importance of equity to school effectiveness but allege that its usefulness was constrained by its emphasis on achievement in basic skills, its assumption of causality based on correctional evidence and the independence of the factors.

While upholding the criticisims of the five-factor model, it should be noted that it has strong points that can be used for school effectiveness evaluation. The organisational factors embedded in it are valid for investigating the differences in school effectiveness regardless of the SES of the students. Hopkins (1989) and Gray (1993) have ascertained that school processes make a difference in school effectiveness and in turn contribute to students' performance even when home backgrounds are put into consideration. However due to its criticisms it is necessary to look at other models for monitoring school effectiveness.

2.2.4 The process-product design

Hargreaves and Hopkins (1993:232) observe that there is an extensive body of research on the effects of teaching on student performance. They refer to this as the process-product design where the amount and the quality of teaching are assessed and correlated with student test scores. The researchers who follow this framework attempt to identify those patterns of teaching that relate to enhanced achievement. In other words they focus on teaching as a means to an end. Willms (1992:66) defines process as the factors associated with schooling that affect outcome either directly or indirectly. He specifies (1992:9) that to him schooling processes refer to factors directly related to school policies and practices. Willms (1992:64) while contending that the word "process" suggests that schools process pupil into schooling outcomes, says that he would like to see more instructional outcomes added in the process-product model. To him, instructional outcomes include factors describing the context and the setting of the schools (such as school enrolment, teachers' mean salary, and racial balance), and evaluative factors associated with the climate or culture of the schools. These evaluative factors attempt to portray the internal workings of school life i.e. how pupils and staff are organised for instruction, the formal and informal rules governing operation, the nature of interaction between participants in various roles and participants attitudes, values and expectations (cf. Chilisa's organisational model).

Hargreaves and Hopkins (1993:232) caution that although the process-product researchers confidently speak of conclusions, at best their results are correlations and hence do not prove cause and effect. They, however, confirm that teaching is an important aspect of school effectiveness. These authors go further (1993:234) to reiterate that the teacher is the link between classroom improvement and school development. The teacher is the only one who can bring together in practical and meaningful way these crucial elements (classroom and improvement and school development) for enhancing quality in schools.

Willms' (1992:32) contention about the process-output model is that in most cases analysts have given average scores of the process measures for each school alongside average scores on a number of outcome measures. According to Willms (1992:32) the underlying motive of showing the relationship between process measures and outcomes is that if schools improved their schooling processes in the prescribed measurable ways, better scores on the outcome measures would follow. Willms (1992:32) cautions that this may not be the case. He confirms that many of the processes that make for an effective school are correlated not only with schooling outcomes but also with the intake composition of schools (cf. Harlen *et al.* 1996:267). Additionally, factors that affect schooling are many, complex and difficult to describe and measure. Factors such as leadership are multifaceted and there is low inter-subjective agreement amongst teachers in their ratings of principal's leadership skills; teacher experience had a positive effect on the achievement of high ability pupils but a negative effect on the achievement of low-ability pupils; teacher morale may not have a high correlation with schooling outcomes but is a prerequisite for a school climate that is conducive to learning (Willms 1992:64). Stoll and Fink (1996:38) support Willms' criticism of the process-output model by observing that teams study the processes separately and use multilevel models to examine different levels within the school.

Another problem with this model is the fact that it is difficult to delimit a set of school process variables that are mainly factors that can be influenced through school policy and practice. Teachers may have relatively little control over factors like class size, length of

the school day, or resources available for teaching materials. Conversely, district-level administration has relatively little control over teachers' instructional strategies or their methods of motivating pupils. Willms (1992:67) therefore concludes that schooling processes require a multilevel formulation with variables describing the system from different perspectives. According to Willms (1992:5) multileveling provides a framework for describing the variability in schooling outcomes between and within schools. He adds (1992:6) that multileveling allows one to make statistical adjustments to the school means on an outcome measure to take account of factors that lie outside the school. He asserts that such estimates of the adjusted means provide a better basis for making comparisons between schools. It is on this basis (of the lack of the use of multilevel statistics in the processes-output models) that Willms (1992:32-33) concludes that although averages on process and outcome measures may help schools identify strengths and weaknesses, they are insufficient for purposes of accountability.

Due to the criticisms of the product-output model other models have also been put in place as shown in the proceeding subsection.

2.2.5 The input-output model

Willms (1992:50) asserts that schools vary substantially in their intakes hence the relationship between SES and schooling outcomes has to be put into consideration. He insists that if the analysts wish to find out the effects of particular school practices and policies (cf. Chilisa's organisational model) or to compare schools in their achievement (cf. Chilisa's exemplary model) they must include valid and reliable measures of schooling inputs. To Willms (1992:28) the input-output model of monitoring systems is based on the theory about "how inputs cause outputs" hence the input-output model. Stoll and Fink (1996:38) see this model referring to the economic ideal of inputs and outputs and cites Rutter *et al.* (1979), Mortimore *et al.* (1988) and Tizard *et al.* (1988) as examples of research studies based on this model. To Willms (1992:9) schooling inputs refer to factors exogenous to the schooling system, i.e. factors associated with pupils' family backgrounds, and social, economic, and political factors that affect schooling outcomes but lie outside the control of teachers and educational administrators. Willms's

definition may be different from other scholars who see inputs as including pupil's experiences at school as well. According to Pennycuick (1991:2) inputs are conceived in broad terms, to include the complex interactions of students and teachers as well as textbooks and teacher's salaries. Chilisa (1989:8) on the other hand divides input variables into social psychological inputs, socio-economic background inputs, school resources and process inputs and placement scores or cognitive ability background inputs. To Chilisa the outcome variables include, among others, academic achievement, attitudes, creativity, earnings, productivity and social mobility. He concludes by observing that the input-output models focus on the influence of schools on individual pupil outcomes and not on school differences, a focus that is now taken over by the new emerging trend (encompassing, organisational, institutional and exemplary models).

At another level of criticism, Willms (1992:28-29) confirms that many researchers have conducted studies to explore the relationship between schooling inputs such as pupil, teacher, and school resources and schooling outputs such as examination results and their overall examination attainment but asserts that the input-output model is limited. He (1992:28-29) gives the following reasons:

- This model fails to specify how policies and practices at one level of the system influence events taking place at other levels due to the unavailability of appropriate multilevel statistical techniques.
- The input-output research examined only the lowest levels of the schooling system (pupils, classrooms and schools) and did not take into account the wider social, cultural, and economic factors associated with the community and larger systems in which the schools operate.
- The input-output model emphasises factors that are easy to define and measure whereas many of the processes that affect schooling outcomes are difficult to define and even more difficult to measure. Townsend (1994:6) alludes to the same idea by observing that much of school effectiveness has tended to concentrate on a select number of objectives and only on those that can be stated in measurable terms.
- Those who have used the input-output model further do not seem to have included all of the relevant pupil-background factors that affect schooling outcomes including

those confounded with the school attended. This leads to biased and inaccurate estimates of the effects of schools or of school policies and practices.

To Willms (1992:29-30) the significance of knowing the weaknesses of the input-output models lies in the fact that this can lead to the provision of stronger models for monitoring school performance. It is on this background that Willms adopts Richards's (1988) classification and division of monitoring systems into three categories, compliance, diagnostic and performance monitoring which attempt to fit in the input-output model:

- **Compliance Monitoring Systems** emphasise schooling inputs particularly teacher and fiscal resources. They may include measures of average class size, pupil-teacher ratios, expenditures on instructional materials, size of the library, teacher qualification, number of support staff, or the proportion of pupils receiving special education (cf. Chilisa's organisational design). Compliance monitoring system relies on the assumption that if schools meet specified standards on various input measures then adequate levels of performance will necessarily follow.
- **Diagnostic Monitoring Systems** on the other hand emphasise the output side of the input-output model particularly academic outcomes. Their goal is to determine whether the majority of the pupils are mastering specific aspects of the curriculum. Such systems seek to identify particular skills and concepts that still require greater emphasis in certain schools (i.e. not having been attained and therefore should be reinforced). According to Willms (1992:30) most of diagnostic monitoring systems is criterion referenced (CRT) and requires frequent testing and immediate feedback in order to enable the teachers to shift the emphasis of their instruction or provide remedial activities. According to Croll (1996:268) CRTs involve constructing assessment procedures which relate an individuals' results not to the results of others but to whether or not they meet a predetermined, independent criterion. He observes such tests are intended to establish whether or not someone has particular knowledge or competence, not how they stand in relation to other people with regard to these. Willms' criticism of diagnostic monitoring is that little emphasis is placed on school inputs since its main purpose is to identify strengths and weaknesses in academic

skills, irrespective of pupils' characteristics. He concludes that diagnostic monitoring only is not useful for making comparisons between schools or districts.

- The third type of monitoring i.e. **Performance Monitoring** includes measures of both schooling inputs and outputs. The outcome measures could be standardized achievement tests (which are less curriculum-specific) covering broader domain skills and they may include adjustment for schooling inputs. Willms (1992:30) alleges that performance monitoring strives to make comparisons between schools and school districts in their outcomes. The explicit intention is to make schools publicly accountable through market forces (cf. Hallak's [1990:8] administrative purposes of evaluation and Menter *et al.*'s [1996:334-335] marketisation of schools).

Willms (1992:30) is of the opinion that the input-output model of schooling does not offer much to the educators about how to improve school practice. He suggests that school processes should be emphasised instead of inputs. It is on the basis of this critique that other models of evaluating school effectiveness incorporating inputs, process and outputs now follow.

2.2.6 Input-process-output model

According to Willms (1992:33) the input-process-output model is an improvement over the basic five-factor model, the process output model and the input-output model due to two factors. It recognises the multilevel structure of the schooling system and separates school processes from factors that lie outside the control of teachers and administrators. As Sleeter and Grant (1988:4) confirm, schools do not exist in a vacuum. They are connected to the society they serve. Therefore we need to consider the nature of the society in which schools exist. Thus Willms' (1992) inputs may comprise pupil inputs, ecological (the physical and material aspects of the environment) and milieu (the characteristics of the staff) of the school starting at the classroom, school, district and community levels. Schooling processes at each of these levels are as shown in the diagram in Figure 2.1 below. The combination of these inputs and processes are meant to bring about specific schooling outputs.

Figure 2.1 The input-process-output model (Willms 1992:33)

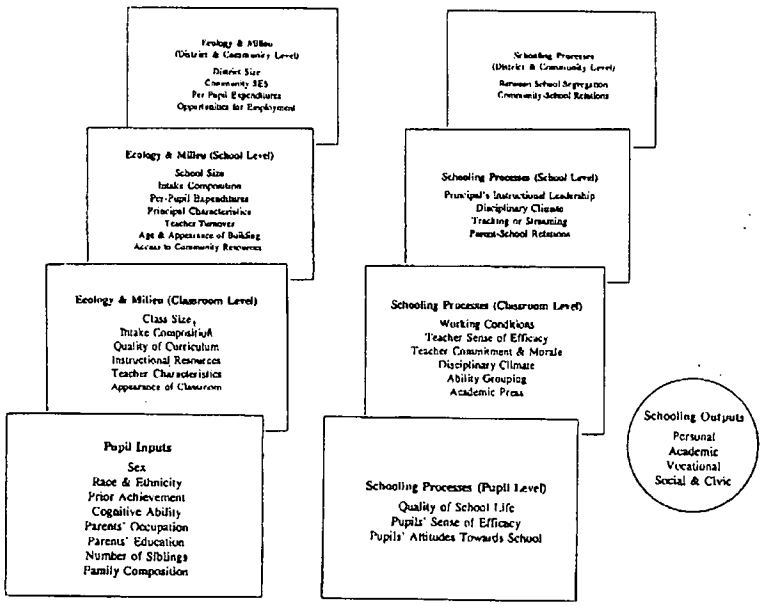


Figure 2.1 (See Appendix B for an enlarged version of this figure) show the components of the input-process-output model as advocated by Willms (1992:33).

Ashworth and Harvey (1994:8-13) have shown preference in the input-process-output model of assessing school effectiveness for improvement. They assert that educational institutions are a combination of different components including staff, students, curriculum, buildings and equipment. They (1994:12) conclude that a combination of these parts of the institution may lead to performance indicators and quality grade level descriptors which can be used to judge the quality of education at an institutional and national levels. They propose that these verbal descriptors can be categorized more concisely by the use of the following quality descriptors:

1. Very good with many good characteristics.
2. Good, good characteristics and no major shortcomings.
3. Sound but undistinguished, or good characteristics balanced by shortcomings.
4. Some shortcomings in important areas.
5. Many shortcomings, generally poor.

An educational institution can thus be ranked on a scale of one to five (1-5) quality grade levels depending on the matrix of the performance indicators in situ. A quality assessment is made of an activity or facility by inspecting the mix of the desirables (i.e. good), and undesirable's (i.e. causing shortcoming) characteristics present.

Other scholars use similar grading points to some extent. Gray (1993:26-27) says that in England, HMI's preference of using a five point scale running from 'excellent' to 'poor' is to draw a line below the third category; hence 80% of lessons are 'satisfactory' (the mid-point) or 'better' (good or excellent). Gray (1993:27) contrasts this with most of England's Local Educational Authority's (LEA) which draw the line halfway down the list to enable them to conclude that half the schools in a specific Local Authority district are above the LEA average and half below it. Gray's suggestion is to draw two lines on the assumption that the majority of schools are performing at or around the average.

The input variables in Ashworth and Harvey's evaluation model (1994:8) are staffing, staff development, accommodation, equipment and curriculum. This list does not seem to be as exhaustive as that entailed in Willms' input variables (cf. Appendix B). In particular pupils' inputs such as prior achievement, cognitive ability, SES which include parents' occupation and education, number of siblings and family composition are not taken on board by Ashworth and Harvey but are considered by Willms. Other omissions include ecology and milieu at district and community levels. It should be noted however that Ashworth and Harvey were dealing with quality in further education while Willms was dealing with primary and secondary schooling systems. Secondly where as Ashworth and Harvey's approach to monitoring educational effectiveness tends to be qualitative, Willms (1992:5) admits that his approach does not describe qualitative approaches to educational evaluation such as those of Eisner (1985), Fetterman (1980), Hammerskely and Atkinson (1985), Lincoln and Guba (1985). Willms (1992:5) points out that his quantitative approach is potentially useful for guiding qualitative study because it invites one to think about how policies and practices at different levels of the system affect schooling outcomes.

The variables considered by Ashworth and Harvey (1994:28, 63, 97) as school processes include teaching and learning, management and students support systems. These seem to concur with those of Willms. The output variables of Ashworth and Harvey include standards achieved and assessment while Willms' schooling outputs seem to be more detailed and are classified as personal, academic, vocational, social and civic.

What this boils down to is Willms' (1992:64) confirmation that there are so many factors that affect schooling outcomes and most of them are complex and difficult to describe and measure.There are varied variables that can be selected and included in the input-process-output model depending on the nature, the purpose and the context (place, country, district) of the research.

Willms (1992:64) cautions that dividing factors that affect schooling outcomes into inputs, process and outputs is to some extent also difficult. It is on the basis of this complexity that a model that combines not only the three but also shows inter- and intra-relationships between and within the inputs, processes and outputs of an institution can be derived. The next subsection addresses the quality wheel design which addresses this issue.

2.2.7 The quality wheel design for evaluating school effectiveness

Hawes and Stephens (1990:43) propose that for quality to be improved and assessed at primary and secondary levels one needs a model that will reflect the complexity of the elements, which determine quality and qualitative improvement while at the same time indicate their inter-relationship and inter-dependence. This echoes Yoder (1989), Willms (1992), Stoll and Fink (1996), Everard and Morris's (1996) observation that educational institutions are complex phenomena covering a wide range of goals, tastes, components, responsive to change at institutional, district, national and international levels. All these facets should be seen individually and collectively, thus the issue of intra- and inter-dependence and intra- and inter-relationships advocated for in the quality wheel model. Unlike other models the quality wheel incorporates all the variables rather than dividing

them into inputs, processes and outputs. Hawes and Stephens (1990:42) used Hust's seven important conditions (communication, relevance/desirability, feasibility, efficiency, trialability and adaptability) for acceptance of quality and innovation to develop a model for assessing and improving quality in education. Their idea of assessing and improving (at the same time) echoes Hargreaves and Hopkins' (1993:234) view that monitoring systems should be tied to improvement. Their model is the analogy of a wheel with the center hub and two concentric rings to provide strength and enable the whole (system) to roll forward. This is illustrated in Figures 2.2 and 2.3.

Figure 2. 2 The quality wheel: stage one (Hawes and Stephens 1990:43)

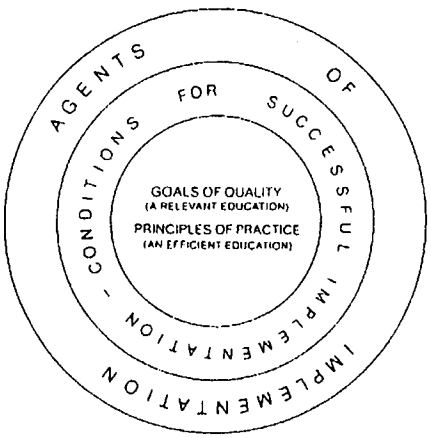
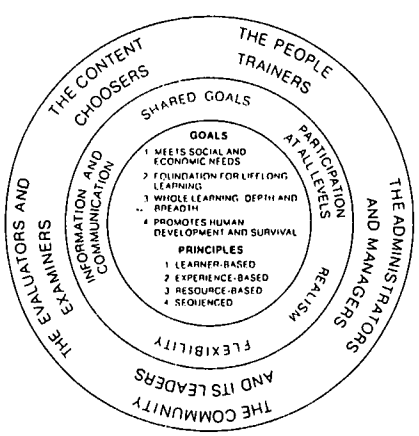


Figure 2.3 The quality wheel: final stage (Hawes and Stephens 1990:59)



The hub of the wheel contains the categories of goals and the basic principles of practice, which determine relevance and efficiency. According to them in order to live effectively

in the twenty-first century education has to fulfill the following four comprehensive goals:

First, education must meet **individual and community needs** both in respect of now needs and later needs (cf. Hartwells' [1989:41-42] outputs and outcomes model). These include positive attitudes towards helping families and communities, functional literacy and numeracy, logical and scientific thought and the understanding of nature (cf. Hargreaves and Hopkins's [1993:230], consensus on high expectations, explicit goals and Gray's [1993:29] view that effective schools have visible and explicit ideologies), clear rules, a genuine caring about individuals and the community. Willms (1992:82) supports Hawes and Stephens' view about goals by confirming that although schools vary in their stated purposes and in the emphasis of their curriculum and instructions, nearly all schools view the development of basic skills in literacy and numeracy as one of their main goals. However Stoll and Fink (1996:38) criticise the five-factor model for its emphasis on achievement in basic skills.

Secondly, according to Hawes and Stephens (1990:45) education must be geared to **lifelong learning and the ability to support change**. This concurs with Stoll and Fink's (1996:94) observation that "learning never stops". These authors (Stoll and Fink 1996: 94) cite Barth (1990:50) asserting that there is always more to learn and pupils can only **learn** alongside adults who also learn because "when teachers stop learning so do their students".

Thirdly, Hawes and Stephens (1990:46) say that education must encompass **whole learning.**

Lastly, education must relate to **survival and development of the human species** (Hawes and Stephens 1990:50). On this last goal Hawes and Stephens (1990:13) confirm that it is perfectly possible to have an education which is efficiently orientating learners towards wrong ends, either because what they are learning is not socially useful, or more

sinister, because it is not desirable. They allege that the principles of apartheid, Nazism and facisim can be efficiently taught.

It should be noted that Hawes and Stephens's four goals for education for the twenty-first century concur with Grisay and Mahlck's (1991:17) findings in four developing countries (Kenya, Tanzania, Malaysia and Thailand). These countries view education as a vital instrument in the creation of a modern economy generating educated and skilled manpower to increase their scientific and technological development. Secondly education is a powerful means to preserve cultural values and heritages to maintain or improve national cohesion and unity.

All the above goals should not be seen to exist only, but be translated into reality through efficient principle practices embedded in education. Hawes and Stephens (1990:44-54) enumerate such principle practices as learner based, rooted in direct experience, sequential and resource based. This concurs with Elliott's (1996:20) view that knowledge can be acquired off the job but competence can only be fully developed through direct experiences. To Elliott, competence consists of the ability to apply knowledge in ways that generate correct practical responses to a situation. Edwards and Mercer (1996:241) confirm that one of the educational principles is that of pupil-centered experiential learning and the importance of pupils' engagement in practical activity and discovery. Ashworth and Harvey (1994:97) allude to the same point by alleging that the biggest barrier to quality in education is poor teaching. They assert that the most commonly used teaching method is lecturing. This makes the transmission of information to be entirely in one direction unless the teacher chooses to reinforce points by soliciting students' opinions during the lecture.

In the above case, Hawes and Stephens are actually connecting outputs, inputs and processes in the hub of the wheel. This echoes Willms's (1992:66) observation that one of the problems of delimiting a set of variables describing schooling processes is that the boundaries between input and process variables and between process and output variables are not clear. He alleges that, for example, school staff may affect a variable such as

parental press for academic achievement only minimally and one may be inclined to classify it as an input variable. Other variables lie on the boundary between process and outcome variables. For example one could argue that pupils' academic aspirations or satisfaction with school are process variables because they are part of the school culture and they affect schooling outcomes. But equally one could argue they are outcome variables in their own right. Thus it is not surprising that the quality wheel sees all these factors inter and intra related and does not divide them into input-process-output variables but as a whole wheel.

The inner wheel of these authors' quality wheel contains five conditions necessary for qualitative innovation to happen. These include adequate information and communication, shared goals of relevance and desirability and flexibility (as shown in Figure 2.3). Elliott (1996:19) upholds this aspect of communication and empathy with clients as a means of understanding situations from their point of view. This echoes Everard and Morris's (1996:183) assertion that communication of expectations and capabilities are essential ingredients of a quality school. The inner wheel thus comprises mainly processes.

In the outer part of the quality wheel are located five agents for making plans for qualitative improvement to happen. These are the content choosers, the people trainers, the administrators and supervisors, the community and its leaders, the evaluators and the examiners (see Figure 2.3). These agents seem to tie in with Willms's (1992:33) school, district and community levels of schooling processes.

The following deductions can be made from the quality wheel. First the intricacy embedded in the quest of dividing school factors into inputs, processes and outputs can be alleviated by considering them as a whole rather than as factors separated from each other. The advantage of this will be that the emphasis on their intra and inter relationships will be highlighted. Secondly, Hawes and Stephens quality wheel articulates the four comprehensive quality goals envisaged in any given quality school. Thirdly the five conditions necessary for qualitative innovation to happen (i.e. efficient and effective

principle practices) and the five agents necessary for making plans for qualitative improvement to happen are essential for SER.

Nevertheless other models for SER may add more to the quality wheel design.

2.2.8 Townsend's model for evaluating effective schools

2.2.8.1 Introduction

Townsend (1994:33-34) proposed yet another model for recognizing an effective school. This model comprises four dimensions of school effectiveness. The nature and the extent of the educational goals considered to be central to an effective school, the technique used to identify schools as being effective or not and thirdly the way in which those goals will be measured. The fourth dimension considers the school processes used to make that school effective in practice.

2.2.8.2 The nature and the extent of the educational goals

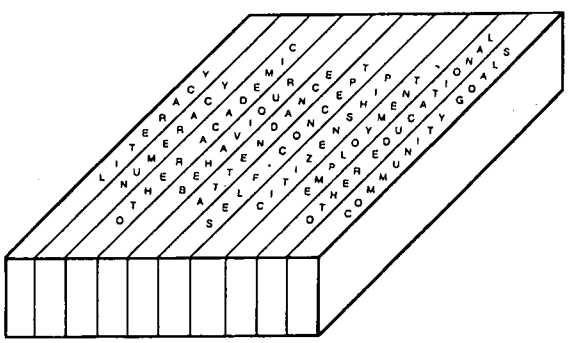
According to Townsend (1994:36) the goals necessary for all schools to undertake to be effective include the following:

- Academic skills incorporating all the various disciplines areas that educators felt all children should know, beginning with basic literacy and numeracy (cf. the five-factor model).
- Behaviour and attendance. The need for regular attendance at school and appropriate behaviour while attending school to ensure that the necessary skills have the best chance of being learned.
- Self-concept. The non-academic skills and attitudes considered necessary to develop the student's personal feelings of worth, i.e. health and human relations, the physical social, creative, cultural and emotional development areas.
- Citizenship skills. The non-academic skills and attitudes considered necessary to develop a concerned and involved member of a community
- Employment skills. The non-academic skills and attitudes considered necessary to obtain and remain in employment.

- Other educational goals. A variety of other educational goals that exist in all schools, i.e. the physical, social, emotional and spiritual developments of students, which do not fall neatly into any of the categories already listed, but impinge upon a number of them.
- Community goals. This area takes the role of the school beyond that of teaching students and into the area of serving the educational needs of the whole community. It might include such areas as after school programmes, adult education or community development activities or others that respond to identified community needs.

Figure 2.4 shows Townsend's nature and extent of educational goals.

Figure 2.4 Possible goals for schools (Townsend 1994:37)



2.2.8.3 The techniques used to identify schools as being effective or not.

Townsend (1994:38) insists that an effective school must have the aforementioned clearly defined educational goals (see par. 2.2.8.2) and was achieving them before embarking on to the identification techniques.

Townsend (1994:36) considers that the technique used to identify schools as being effective is "critical to an understanding of what it is that makes it that way". Townsend (1994:38-41) evaluates the following four different techniques: the use of standardized tests, the reputational approach, the use of school evaluation and development activities and, lastly, the community involvement in the identification process.

Although Townsend (1994:38-39) observes that a commonly accepted means of identifying effective school is through the use of **standardized testing** he goes on to criticize it. First, as this technique "is statistically based, it automatically means that a proportion of schools will be seen to be less effective than others, regardless of what they might be doing to change the situation". He elaborates on this by alleging that If, for example, the raw datum collected from a single test is used, a particular school may be seen to have improved dramatically over a period of years but if other schools improved as well this school may still be looked at as being less effective or not effective at all. Secondly, he argues that the collection of data for easily measured academic subjects is too narrow to be used as a basis for the judgement about how well schools are achieving their goals (as listed above). The use of standardized tests only is, therefore, limited.

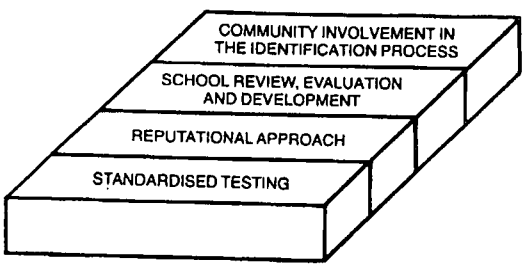
Townsend (1994:39) observes that a **reputational approach** could be another means of identifying effective schools. People who are knowledgeable about a number of schools may be asked to consider the schools' capabilities and progress. This, however, may not be the ideal means due to the problem of subjectivity and validity, which will arise depending on the criteria being used. Secondly, the perspective of the outsider may be a snapshot view of what actually occurs in the school at a particular time and will depend on the information collected or not collected. To Townsend (1994:40) therefore there is little that this approach can add to an understanding of a school's effectiveness that could not be achieved through a combination of other techniques, such as standardized tests and school reviews.

Thirdly, Townsend (1994:40) suggests that **local school records** (used during the process of self-evaluation and development) can be used to identify effectiveness of schools. Included here could be academic achievement records, attendance and discipline records, teacher styles and staff development activities and records of curriculum review and development. These could be used in conjunction with either standardized testing or reputational approach in order to build a more comprehensive picture of the school.

Lastly, Townsend (1994:41) posits that it is possible to use **school communities** to judge whether or not school goals have been fulfilled.

These four different means of identifying effective schools form the second dimension of Townsend's model. He sums up by reiterating that since each of these different techniques can be used for only a limited number of educational goals then any of these techniques would have the best chance of determining the effectiveness of the school across them all. Figure 2.5 shows Townsend's four techniques for identifying an effective school.

Figure 2. 5 Techniques for identifying effective schools (Townsend 1994:42)



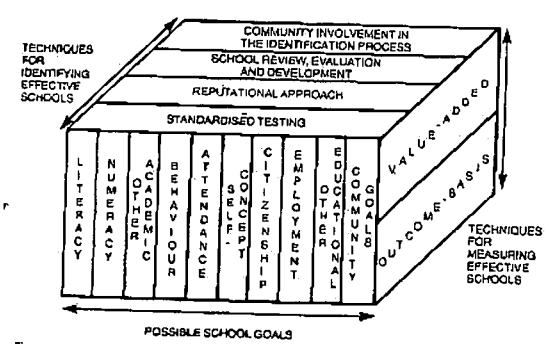
2.2.8.4 Techniques for measuring school effectiveness

The third dimension embedded in Townsend's model is the techniques for measuring school effectiveness. He suggests the **outcome method**, which concentrates on where students are at a particular time and the **value added method**, which considers how far they have progressed over time. Both, however, have limitations. According to him (1994:44) the outcome-based interpretation makes it "difficult to determine which outcomes were due to the students themselves and which were based on what the school had accomplished". On the other hand, the problem of using the value added method is that it might be perceived as accepting that standards in poorer areas can be below those

in more affluent areas, thus reinforcing the differences that school effectiveness was trying to eliminate. Due to this dilemma Townsend (1994:45-46) suggests that for a school to be effective there must be a high proportion of students who succeed on outcome measurements (such as standardized tests), a substantial improvement for those who do not fully succeed and a value added approach adopted for those goals that do not easily lend themselves to statistical measuring devices. This would ensure that the final outcomes of school were seen to be important but would also ensure that those outcomes were a product of school activity in addition to any thing that the students themselves were able to contribute. The measurement component adds a further dimension to Townsend's conceptual model of school effectiveness.

A combination of the goals adopted by effective schools, the techniques used to identify effective schools and the techniques used to measure the level of effectiveness of a particular school produces a model shown in Figure 2.6.

Figure 2.6 Townsend's model for recognizing effective schools (Townsend 1994:47)



2.2.7.5 Processes in an effective school

However, the above three ingredients (see par. 2.2.8.4) of an effective school do not work in a vacuum. Townsend (1994:51) cites various scholars' including Rosenholtz's (1989) analysis of schools that were changing and schools that were not, concluding that the success of any strategy for enhancing student performance depends largely on the context

in which schooling occurs (process issues). Each process issue interacts with the school's educational goals and with all the other processes operating in the school to create the actual level of effectiveness experienced by that school. Although these internal arrangements vary from school to school they are present in all schools to some extent. According to Townsend (1994:52) the process categories include leadership, decision-making, involvement of educational stakeholders, resource allocation, curriculum implementation, school environment climate and culture and lastly communication (cf. Torrington and Weightmans's [1993:44] as well as Hargreaves & Hopkins's [1993:229] school ethos and culture, and Chilisa's [1989:9] organisational design). Each process will affect the operations of all the others, making each school different due to the unique combination of its process, resources and goals. This argument is the opposite to the viewpoint that if an ineffective school tries to emulate the characteristics of an effective school, then this ineffective school can become as effective as that effective school (cf. Stoll and Fink's [1996:32] analogy of the mirror opposite, par. 2.1.3.3). This is because according to Townsend (1994-56) each school is bound to have it's own different combination of resources, goals and process that interact with each other. Therefore merely changing one set of characteristics does not guarantee a change in others.

2.2.8.6 Summary

Townsend's four dimensions of school effectiveness are vital for this research. The nature and the extent of the educational goals to be pursued by an effective school is comprehensive and yet flexible enough to be adopted and adapted to any situation, including Lesotho. The model recognises that some goals are mandatory (core goals) for all students and some would relate to the geographical and social areas in which they live (plus goals).

An effective school should achieve Townsend's (1994:105-106) core-plus goals. More than one technique for identification of effective schools should be used for reliability purpose. Thirdly, both measuring techniques (outcome and value added) should be deployed whenever and wherever they are applicable in order to enhance validity of SER. Lastly, the impact of school processes must be addressed to unravel the uniqueness of each institution.

2.3 Conclusion

This chapter on the literature review has indicated the key features for the study of quality in education or school effectiveness mainly from the research carried out in the industrialized countries and only a few from the developing world. Four distinct stages in the school effectiveness debate have been identified. Stage one (first wave or generation) consisted of the early research concerned with initiating the process of school improvement by identifying the characteristics associated with effective schools (with the hope that this information could encourage the schools to commence an improvement process). The second wave or generation school improvement issues were related to sustaining the (initiated school improvement) process by whatever means that could be employed. These two generations concentrated on a limited though expanding view of the role of the school. The core-plus notion might be the start (in the context of the developing countries) of the third wave or generation of school effectiveness researchers that take the debate to a much wider plane by focusing and incorporating teacher instructional activities at the classroom level. The fourth wave is where the findings from SER could be used to bring about change.

Secondly, although the complexity involved in studies of this nature are immense, some guidelines and lessons can be borrowed from their findings for use in the current research. Relevant quality goals are essential ingredients of any country's education system. The duty of the schooling system is to translate these goals (including the plus goals) into reality (outputs and outcomes) effectively and efficiently. It is on this basis (of seeking total quality education) that schools can then be categorized as being effective or ineffective, efficient or inefficient and thus determining their level of quality in the realm of TQE.

Thirdly, from this review the purpose of monitoring school performance in the current research is identified as for improvement. This in turn demands that the nature of the

performance indicators to be used in this research should be those directly linked to the school organisation because they are the ones within the reach of the school community and thus can be improved upon or can be degenerated. Following the knowledge gained from this literature review only those indicators relevant to the Lesotho education system (and by no means all of them) and to individual schools' immediate community will be taken on board.

Lastly, rather than follow any of the specified theoretical models for monitoring school performance this study will attempt to sift through the given models and co-opt only those aspects that are valuable and relevant to the Lesotho situation. The feasibility of articulating these aspects in terms of their constraints on cost, data accessibility and manpower requirements will impinge on the scope of the research too.

Chapter 3

Research methodology

3.1 Introduction

The purpose of this research is to find out the relative effectiveness of public and private schooling in Lesotho's education system. This chapter deals with the methods used to fulfil this purpose. Cohen and Manion (1989:41), and Cohen, Manion and Morrison (2000:44) define methods as a range of approaches used in educational research to gather data that is used as a "basis for inference and interpretation, for explanation and prediction". Cohen and Manion (1989:42) and Cohen *et al.* (2000:45) refer to methodology as describing and analyzing these methods, throwing light on their limitations and resources, clarifying their presumptions and consequences. The aim of methodology is to help to understand, in the broadest possible terms, not the products of scientific enquiry but the process itself.

This chapter includes the following aspects of research methodology: the research design, instruments used, steps used to construct the instruments, the final stage of methodology including validity and reliability issues, and the choice of the report format for scoring purposes.

3.1.1 Research design

This study can be defined as an enquiry based on a survey research. According to Cohen and Manion (1989:97) this design offers the advantage of gathering data at a particular point in time with the intention of "describing the nature of existing conditions while identifying standards against which the existing conditions can be compared". In this way the private and public schooling communities' perceptions, activities and realities were used to describe the ways in which these schools were run. The data accrued from these (ways in which these schools were run) were then compared to the specified quality performance indicators and educational goals adopted from SER and adapted to fit the Lesotho system. Secondly, as asserted by Anderson (1990:195), the survey approach

allowed one to reach a sample of the desired group and collect detailed information from them more efficiently in cost-benefit terms than would have been a study of the whole population. However as cautioned by Anderson (1990:197), although the survey methodology enhanced the collection of data not otherwise available these data do not pertain to the entire target population (all private and public schools in Lesotho) "but [is] a pale reflection of it". Another pitfall of this descriptive sample survey inquiry is that the data, being perceptions may be susceptible to distortion through the introduction of bias into the research design as alluded to by Leedy (1997:218-219). These disadvantages were however counteracted by the fact that these were the perceptions of people who were involved with this type of schooling (insiders) thus giving the design the added advantages of a participatory sample.

The scope of this study is centered on private and public schools in the Maseru district and not the entire country, and even in Maseru a few schools in these categories were used rather than the entire population of private and public schools. In addition the study is centered on specified quality performance indicators rather than the entire school life. Thus any generalisations should be treated cautiously. Nevertheless, the findings can be used whenever and wherever it is appropriate to do so.

Purposive sampling, explained by Cohen and Manion (1989:103), and Cohen *et al.* (2000:103) as sampling which involves the researchers handpicking the cases to be included in the sample on the basis of the judgement of their typicality, was used. In this research six schools (three private and three public) were chosen in Maseru district using the following criteria:

- Accessibility in terms of locality.
- Acceptance to be used as cases in the sample. According to Bell (1987:42) "no researcher can demand access to an institution, an organisation or material ... permission to carry out an investigation must be sought". School principals of the cases in the sample were consulted for the following purposes: to clear the channels, i.e. obtain consent; inform them that the final report might be of benefit to the school;

and to reassure them that all participants would be offered the opportunity to remain anonymous if they so wished.

- Their admissions as either being private or public was essential because of the interwoven nature of these systems, i.e. the lack of clear cut divisions between the term public and private and the misconception of these terms in the Lesotho education structure.
- The similarities in the nature or source of "their would be clients" was taken on board. These schools have an equal opportunity to attract the clients.

Thus research ethics e.g. informed consent, honesty, confidentiality and respect were adhered to. The nature of the research did not warrant any risks to the participants.

3.2 Research instruments

The data collection process focused on the school practices. In particular the data were to weigh these practices against a set of predetermined acceptable school effectiveness performance indicators. Although most of these indicators were qualitative, the data required were quantitative to some extent for proper analysis. Only when such quantitative data were available could any valid qualitative conclusions be made. Thus the research instruments chosen to fulfil this study were questionnaires, interviews and perusal of institutional documents.

3.2.1 Questionnaires

A self-completion questionnaire was chosen and used for the following reasons:

- Anderson (1990:207) asserts that a questionnaire permits the collection of reliable and reasonably valid data relatively simply, cheaply in a short space of time. As Bell (1987:50) put it, there is no point in producing "a grandiose scheme that requires several years and a team of researchers if you are on your own, and have no funds".
- According to Anderson (1990:207) a questionnaire can be administered in group settings. This was suitable for the six different schools in the sample.
- A questionnaire permits anonymity, thus increasing the chances of receiving responses that genuinely represented the participants' beliefs and feelings. It permits a person considerable amount of time to think about answers before responding, and

provides greater uniformity across measurement situations as alleged by Henerson, Morris and Fitz Gibbon (1987:28-29).

- Leedy (1993:187) observes that sometimes data lie buried within the minds, attitudes, feelings or reactions of people. He argues that, as with the oil beneath the sea, the first problem is to devise a tool to probe below the surface. To him a commonplace instrument for observing data beyond the reach of the observer is a questionnaire.

However, questionnaires fell short of the ideas of providing flexibility and giving those who could not express their views in writing a good chance. These two limitations were counteracted by the use of interviews, the second instrument.

3.2.2 Interviews

The choice of interviews was due to the advantages alluded to by scholars as follows:

- Cohen and Manion (1989:308) say that interviews allow greater depth of data collection, provide access to what is inside the person's head, make it possible to measure what a person knows, likes, dislikes and thinks. Thus, through interviews more information was gathered from the sample including their (cases in the sample) values, preferences, attitudes and beliefs.
- Interviews allow for a follow up to unexpected results, validating the questionnaires and probing, and are more personalized than questionnaires (Cohen *et al.* 2000:269).
- Henerson *et al.* (1987:25) further assert that interviews are more effective than questionnaires for obtaining information that require sequence. Whereas a person answering a questionnaire cannot have been prevented from reading ahead and changing answers, in interviews questions were answered in the sequence in which they were presented. This enhanced issues pertaining to validity and reliability by lessening the falsification of answers.

It should be added that these were, according to Anderson and Arsenault (1998:190), "key informant" rather than "normative" interviews. The aim of this research was to probe the views of respondents who had particular experience and/or knowledge about the subject being discussed (school principals, departmental heads and teachers who have

in-depth knowledge of what went on in the school). This was done using what Anderson and Arsenault (1998:183) called a specified "interview protocol".

3.3 Steps followed in the construction of the research instruments

3.3.1 Questionnaire and interview protocol development/construction

As reiterated by Bell (1987:58) the required questionnaire and interview protocol were those, which could give the needed information, would be acceptable to subjects and would give fewer problems at the analysis and interpretation stage. In this study, steps followed in the construction of such instruments were an exploratory stage, preliminary survey stage and the final stage of the actual questionnaire and interview protocol contents of the instrument.

3.3.1.1 Exploratory survey

After focusing the study on the relative effectiveness of private and public schooling in Lesotho, 125 volunteers (100 students from different schools, gathered in one school during the induction period, 10 teachers, and 15 parents randomly chosen from different professional backgrounds in Lesotho, from different schools) were deployed. This exploratory stage, which was carried out in a form of an open ended questionnaire, focused on three major questions, i.e. *what is quality in education? What is a quality school*? *How can one measure quality in a school*? This was for general fact-finding reasons that were eventually used at two levels. First, to find quality indicators specific to Lesotho and items to be included in the follow up questionnaires for validity and reliability issues in conformity with Henerson *et al.*'s (1987:59, 73) criteria for validity and reliability. Secondly, to compare what these peoples' perceptions of quality in education are with what scholars' documented criteria for quality indicators should be. Their contributions (see Appendix A1, A2, A3, A4) plus the information gleaned from literature overview on quality in education (Chapter 2) made the basis of the items included in the questionnaires used in the preliminary survey stage. Henerson *et al.*

(1987:59,73) are of the opinion that conducting interviews with a few respondents is an excellent procedure to assist in writing a first draft and selecting response choices for closed responses. Using open-ended questions in discussions, interviews or questionnaires identify the kinds of response choices that need to be included, a practice which, according to Henerson *et al.* (1987:59), serves as protection against constructing instruments that yielded invalid information on Lesotho.

3.3.1.2 Preliminary survey

The responses from the exploratory survey stage were corroborated with SER factors (see Chapter 2), tabulated and used in a quantitative investigation (see Appendix A) administered to 55 respondents (20 teachers, 11 parents, 7 administrators and 17 students randomly chosen from the sampled schools). The questionnaire (based on the material collected from exploratory survey on their perceptions on quality indicators that can play a role in effectiveness of private and public schools in Lesotho, and on literature review, (see Appendix A and Chapter 2) contained the following four sections: the goals of an effective school (Appendix A1), the major goal of an effective school (Appendix A2), the important elements in the development of an effective school (Appendix A3) and the elements critical in the development of an effective school (Appendix A4).

- **Section A. The goal of an effective school.** Respondents were given 14 statements as seen in Table 3.1 and Appendix A1 (gathered through SER [see Chapter2] and perceptions of the people in Lesotho during the exploratory stage) that show various educational goals that might be associated with effective schools. They were to show the level of disagreement or agreement on each of these statements using a 5-point likert scale. The results are shown in Tables 3.1.1 and 3.1.2.

Table 3.1.1 The Lesotho community perception agreement scores on the goals of an effective school

T= 20 teachers, P=11 parents, A=7 administrators (school management personnel i.e. principals, deputy principals, heads of departments) and ST= 17 students.

S. Agree		Agree		Uncertain		Disagree		S. Disagree	
number	%	number	%	number	%	number	%	numbe	%
T 12	60	8	40						
P 9	81.8	2	18						
AD 5	71	2	28.6						
ST 12	71	4	23.5	1	5.9				
T 8	40	7	35	3	15	2	10		
P 4	36.3	6	54.5						
AD 4	57.1	2	18.1						
ST 10	58.9	6	35.2	1	5.9				
T 7	35	11	55	2	10				
P 2	18.1	8	72.7	1	9.1				
AD 3	42.9	2	28.6	1	14				
ST 12	70.1	3	17.6	1	5.9	1	6		
T 12	60	5	25	3	15				
P 2	18.2	5	45.4	2	18				
AD 4	57.1	2	28.6	1	14				
ST 12	70.1	5	29.4						
T 15	75	4	20	1	5				
P 6	85.7	5	45.5						
AD 4	57.1	1	14.3	2	29				
ST 12	70.6	3	17.6	1		1	6		
T 13	65	5	25	3	15				
P 2	18.2	7	63.7	2	18				
AD 2	28.6	4	54.1	1	14				
ST 12	70.6	5	29.4						
T 10	50	9	45	1=5	5				
P 7	63.6	4	36.4						
AD 5	71.4	0		2=28.6	29				
ST 10	58.2	5	29.4	2	12				
T 11	55	7	##	2	10				
P 4	36.3	3	27.3	4	36				
AD 4	57.1	2	28.6	1	14				
ST 7	41.2	4	23.5	6	35				
T 13	65	6	30	1	5				
P 2	18.2	7	72.7	1	9.1				
AD 6	85.7	1	14.3						
ST 9	53	4	23.5	3	18	1	6		
T 8	40	6	30	4	20	2	10		
P 2	18.2	5	45.5	2	18	2	18		
AD 2	28.6	3	42.9	2	29				
ST 6	30	6	35.3	5	29				
T 12	60	6	30	1	5			1	5
P 6	54.5	4	36.4	1	9.1				
AD 5	71.4	2	28.6						
ST 15	88.2	2	11.8						
T 12	60	8	40						
P 6	54.5	5	45.5						
AD 5	71.4	2	28.6						
ST 12	70.6	5	29.4						
T 8	40	10	50			2	10		
P 4	36.4	6=	54.5	1	9.1				
AD 3	42.9	3	42.9			1	14		
ST 9	53	6	35.3	1	5.9				
T 5	25	10	50	5	25				
P 0		7	63.6	4	36				
AD 3	42.9	4	57.1						
ST 7	41.2	6	35.3	4	24				

As the table shows, there are differences in the responses within the four groups for all the statements. However in this preliminary survey all respondents were in agreement with statement 12, "an effective school will provide parents with regular communications about their child's achievements". Secondly, with the exception of one student, all the four groups were also in agreement with statement 1, "an effective school will provide students with a good understanding of basic academic skills".

In addition to statements 1 and 12, all students supported statements 4, 6 and 11, namely that:

- An effective school will provide students with a caring and supportive environment (statement 4).
- An effective school will provide students with the attitudes and skills necessary to develop a healthy understanding of themselves and others (statement 6).
- An effective school will use a range of assessment strategies to identify the students' level of achievement and also any learning difficulties that may diminish the student's learning potential (statement 11).

In addition to statements 1 and 12, all parents were further in agreement with statements 5 and 7:

- An effective school will provide students with the skills necessary to become a productive and useful citizen.
- An effective school will provide students with a balanced curriculum that encourages a wide range of learning experiences.

All administrators were in agreement with statement 14, "An effective school will provide parents with the understanding that the school is responding to the needs of the local community". This was in addition to statements 1 and 12.

The teachers were not in agreement with any other statements besides the common 1 and 12. However 19 out of 20 of the respondents were in agreement with statements 5, 7, and 9 while 90% of the respondents were in agreement with statements 3, 6, 8, 11 and 13. These results are shown in Table 3.1.2.

Table 3.1.2 An indication of the statements over which the Lesotho community perceptions on the goals of an effective school were all in agreement (indicated with a tick [✓]

Statements	Teachers	Parents	Admin	Students
1. An effective school will provide students with a good understanding of basic academic skills.	✓	✓	✓	16/17
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 a caring and supportive environment.				✓
5. An effective school will provide students with the skills necessary to become productive and useful citizens.		✓		
6. An effective school will provide students with the attitudes and skills 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 the opportunity to develop value systems that reflects the major values of our society.				
9. An effective school will provide students with teachers who act as responsible models for the development of community values and habits.				
10. An effective school will provide students with opportunities 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 students' level of achievement and also any learning difficulties that may diminish the students' learning potential.				✓
12. An effective school will provide parents with regular communications about their children's achievements.	✓	✓	✓	✓
13. An effective school will provide parents with an opportunity to be involved in the development of 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.			✓	

Implicit in the above analysis is that school effectiveness research in Lesotho should encompass statements (educational goals) 1 and 2 in the questionnaires and interviews to all respondents. In addition the following statements should be considered:

- Statement 14 should be incorporated in the administrators' (i.e. principals, deputy principals and heads of departments) interviews.
- Statements 4, 6, 11, 12 should be incorporated in the students' questionnaires and interviews.
- The teachers' interviews should include a variety of statements. While more emphasise should be put on statements 1, 12; statements 5, 7, 9 and to some extent statements 3, 6, 8, 11, 13 should be incorporated.

- **Section B. The major goal of an effective school.** Respondents were given six alternatives considered (through SER [see Chapter 2] and perceptions of people in Lesotho from the exploratory survey) to be the major goals of an effective school. They were to indicate the statement/s they considered being major goals of an effective school. They were also given an opportunity to suggest any other goals of an effective school they considered to be major but which had not been included in the six alternatives (see Appendix A2). The results are tabulated in Table 3.2.

Table 3.2 What is the major goal of an effective school?

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Teachers (20)	10	5	15	3	4	13
Parents (11)	10	7	7	6	2	4
Admin (7)	2	5	6	3	2	4
Students (17)	8	7	9	5	4	6
Total (55)	30	24	37	17	12	27
%	55	44	67	31	22	49

The above Table 3.2, indicates that according to the perceptions of the people in the Maseru district of Lesotho, the goals of an effective school in order of preference are as follows:

- To provide society with productive citizens (goal 3 was indicated by 37 out of the 55 respondents as a major goal, i.e. 67% respondent scores).

- To provide a comprehensive understanding of the basic academic skills (goal 1 was indicated by 30 out of the 55 respondents as a major goal, i.e. 55% respondent scores).
- To respond to the educational needs of its local community (goal 6 was indicated by 27 out of the 55 respondents as a major goal, i.e. 49% respondent scores).
- To provide students with skills necessary for future employment (goal 2 was indicated by 24 out of the 55 respondents as a major goal, i.e. 44% respondent scores).
- To provide students with a healthy self-concept (goal 4 was indicated by 17 out of the 55 respondents as a major goal, i.e. 31% respondent scores).
- To develop a value system that reflects the spiritual nature of man (goal 5 was indicated by 12 out of the 55 respondents as a major goal, i.e. 22% respondent scores).

The following table gives an indication of the differentiating group responses (Table 3.3) with regard to the major goals of an effective school.

Table 3.3 Group differences in the ranking and the rank order of the major task/goal of an effective school in Lesotho

Goal	Teachers	Parents	Admin	Students	Rank order
Academic	B	A	E	B	B (54.5%)
Employment	D	B	B	C	D (43.6%)
Citizenship	A	B	A	A	A (67.7%)
Self-concept	F	C	D	E	E (31%)
Spiritual	E	E	E	F	F (22%)
Community	C	D	C	D	C (49.6%)

- Table 3.3 shows that the teachers, students and administrators in Lesotho perceive a major goal of an effective school as "providing society with productive citizens". This concurs with one of the Lesotho Government's educational goal (MOEP 1997:172), namely "sufficient numbers of individuals will be provided with

appropriate occupational, technical and managerial skills to ensure the country's socio-economic development".

- The perceptions of the sampled parents in Lesotho that the major goal of an effective school is "to provide a comprehensive understanding of the basic academic skills" similarly concur with the position of the educational goals of the Lesotho government (MOEP 1997:172), namely that "every Mosotho will be provided the opportunity to develop competencies necessary for personal growth and social life through the provision of ... education".

It should be noted, however, that one of the Lesotho Government's educational goals, i.e. "Education programmes will incorporate cultural values and activities that enhance individual and social development, in particular, the role of the family and communities in school activities ..." (MOEP 1997:172) did not feature prominently in the community perceptions of the goal of an effective school. Only 17 out of the 55 respondents (30.9%) and 12 out of the 55 respondents (21.8%) responded positively to goal 4 (the major goal of an effective school is to provide students with a healthy self concept) and goal 5 (the major goal of an effective school is to develop a value system that reflects the spiritual nature of man) respectively. This shows the difference between the Government's projected plans and the communities' wishes and perceptions.

- **Section C. Important elements in the development of an effective school.** Respondents were given 18 elements (see Appendix A3) from SER in U.K., USA, Canada, Australia (see Chapter 2) and the people of Lesotho perceptions considered important in the development of effective schools. They were to show their agreement/disagreement as to whether they felt they were important in the Lesotho situation or not. The results are tabulated in Table 3.4.

Table 3.4 Important elements in the development of an effective school

	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	E16	E17	E18
T (20)	14	10	18	8	6	7	4	12	6	5	3	4	5	2	4	4	6	6
P (11)	11	7	11	7	2	3	1	6	8	4	6	4	1	4	5	5	3	6
AD (7)	6	5	6	5	4	5	4	6	6	3	7	3	4	4	7	4	5	5
ST (17)	14	14	17	13	8	12	12	14	14	13	10	11	11	11	12	12	12	13
Total (55)	45	36	52	33	20	27	21	38	34	25	26	22	21	21	28	25	26	30
%	82	65	95	60	36	49	38	69	62	45	47	40	38	38	51	45	47	55

T = 20 Teachers, P = 11 Parents, AD = 17 Administrators, ST = 17 Students and E = Elements in the development of an effective school.

From the above table it can be deduced that the sampled people in Lesotho perceive that the most important elements in the development of an effective school in rank order are as follows:

1. Dedicated and qualified staff (E 3), 95% respondent agreement.
2. Clear school purpose/policy (E 1), 82% respondent agreement.
3. Monitoring student progress (E 8), 69% respondent agreement.
4. Academic and administrative leadership (E 2), 62% respondent agreement.
5. Early identification of learning difficulties (E 9), 62% respondent agreement.
6. Staff development (E 4), 60% respondent agreement.
7. Opportunities for student involvement and responsibility (E 18), 55% respondent agreement.
8. Teachers take responsibility for and are involved in planing (E 15), 51% respondent agreement.
9. Positive school climate (E 11), 47%, safe and orderly climate (E 10), 45%.

Other elements (E 14, E 7, E 13, school council involvement in the selection of senior staff, time on task and school based-decision-making respectively) were not considered as being as important in the development of an effective school.

- **Section D. Elements critical to school effectiveness.** The respondents were to choose (from the elements they had identified in Section C) their five critical elements to school effectiveness in Lesotho. Since most respondents could have chosen all the 18 elements (if they felt they were important to school effectiveness which many did) this section forced them to narrow them to five elements that were imperative for an effective school (see Appendix A4). Secondly, this section was to confirm the results of Section C.

Table 3.5 The five critical elements to school effectiveness

	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	E16	E17	E18
T (20)	14	9	18	7		1		11		1						1	1	
P (11)	8	4	11	4	1	2		2	5	1					1	1	2	
AD (7)	7	4	6			4		4		2	2				4	1	1	2
ST (17)	6	5	11	3	3	1	5	6	7	7	1	1	0	3	1	2	3	8
TOTAL (55)	35	22	46	14	4	8	5	23	12	11	3	1	0	3	6	5	7	10
%	64	40	84	25	7	15	9	42	22	20	5	2	0	5	11	9	13	18

The above statistics (Tables 3.5 and 3.4) reveal that the five critical elements to school effectiveness (as perceived by 55 people in the Maseru district of Lesotho) in rank order are as follows:

- Dedicated and qualified staff. (46 out of the 55 respondents, i.e. 84% [E 3], cf. Section C 95%.)
- Clear school purpose (policy). (35 out of the 55 respondents, i.e. 63.7% [E 1], cf. Section C 82%.)
- Monitoring student progress. (23 out of the 55 respondents, i.e. 41.9% [E 8], cf. Section C 69%.)
- Academic and administrative leadership. (22 out of the55 respondents, i.e. 40% [E 2], cf. Section C 62%.)

- Staff development. (14 out of the 55 respondents, i.e. 25.5% [E 4], cf. Section C 62%.)

The slight percentage differences in Section D did not invalidate the findings from Section C.

From this preliminary survey findings the performance indicators to be considered (because they are perceived by over 50% of the sample in the community) as being critical to school effectiveness in a descending order are the following:

- Dedicated and qualified staff. (52 out of the 55 respondents = 95% [E 3].) This element should incorporate staff development or inset as it shows teachers as role models of learners. Secondly, although staff development did not stand out as being critical to school development in Section D (25.5%), it had scored 62% in Section C.
- Clear school purpose (policy). (45 out of the 55 respondents = 82% [E 1].)
- Monitoring student progress. (38 out of the 55 respondents = 69% [E 8].) It should be noted that this element has to go hand in hand with statement 12: "to provide parents with regular communications about that child's progress" because it received 100% respondent agreement on the roles of an effective school (see Table 3.1.2).
- Academic and administrative leadership. (36 out of the 55 respondents = 65% [E 2].)

Secondly the major goals of an effective school on which all those used in the Lesotho sample were in agreement are:

- To provide society with productive citizens.
- To provide a comprehensive understanding of the basic academic skills.

It was on the basis of these findings that the construction of the instruments (questionnaires and interview protocols) were used to ascertain the presence or the absence of these performance indicators and educational goals in the sample, six of private and public schooling in Lesotho commenced.

3.4 Final stage of methodology

3.4.1 Techniques

This stage considers the techniques used to identify and measure the relative effectiveness of six private and public schools in Lesotho bearing in mind the issues of validity and reliability.

The performance indicators and the relevant school educational goals had already been identified in the preliminary survey (par. 3.3.1.2) through the community perception technique as alluded to by Townsend (1994:41). Their presence or absence in the sample schools was tapped using different sources and instruments as follows:

Goal 1: To provide a comprehensive understanding of the basic academic subjects was tapped by:

- The use of value-added technique in which all the students in form one (the first year of the secondary schooling) in the sample schools were given a standardized test in Mathematics and English at a given time (within the first two weeks of their admission into these schools) and the same test was meant to be given to them again after a duration of 12 weeks, i.e. one school term. This is in line with Townsend's (1994:44) technique of measuring how far the students have progressed over a period of time.
- The use of the outcome-based technique in which the external examination results at the Cambridge Overseas School Certificate (COSC) and the International General Certificate of Secondary Education (IGCSE) levels were used from the past school records (covering a period of five years including year 2000 the year in which the students used in the sample received their results) to see how each school fared on them and thus the relative effectiveness of each school in the examination performance at a particular time. This concurs with Townsend's (1994:44) outcome-based method of measuring the school effectiveness. It should be noted that COSC performance specifically in English and Mathematics was sought out due to the emphasis laid on these two subjects in Lesotho (i.e. a student can only be considered for University entrance on attainment of a credit pass in English plus five credits; while Mathematics and science are required for science and economics subjects).

Goal 2: To provide society with productive citizens was tapped by the use of:

- Questionnaires to 181 form five students (the fifth year of the secondary level students) from the six sampled schools because they have stayed in these schools long enough and are mature enough to make less biased or even valid judgements about their school. This was followed by focused interviews with 113 students from these schools.
- Interviews with at least two teachers and one principal from each school as a means of ascertaining the extent to which 'citizenry' is imparted to the students and secondly as a way of triangulation with what the students had alleged in the questionnaires.

The extent or degree of the presence or absence of the identified performance indicators (PI) was present in each school was affirmed in the following ways:

PI 1: Dedicated and qualified staff

- Either the principal or deputy principal in each of the six schools was interviewed for information about staff qualifications in their respective school. Their choice was because they were the only personnel in the school who were in possession of such confidential information. School records were also used.
- Either the principal or deputy principal or head of department was interviewed on how they judged whether a teacher was dedicated and if they could identify such a person/s in their school. They were in a position to identify such persons as part of their school administrative roles.
- Questions pertinent to teacher dedication were included in the students' questionnaires, as well as teachers' and students' interviews. This was because as recipients, the students were in a position to give their perceptions on their teachers' performance in various aspects within and outside the classrooms. The teachers, on the other hand, could be able to reflect on their own practices (inside and outside the classrooms) to reach valid conclusions about their dedication to their profession.

PI 2: Clear school policy

- Either the principal or the deputy principal was interviewed on their school policy and was asked whether this was documented and if possible if these documents were available to the school community and the general public. Such records, if available, were used to verify the questionnaire and interview responses.
- At least two teachers in each school were then interviewed on the extent of the presence or absence of various issues in the school policy.
- Students' questionnaires and interviews included questions on school policy.

The rationale for choice of students, teachers and principals as targets from which issues related to PI 2 were elicited was that the entire school community could easily identify the presence or the absence of a clear school policy. Secondly, their perceptions on this performance indicator could be used to validate or invalidate its presence and its intensity.

PI 3: Monitoring school progress and providing parents with regular communications about that child's progress were elicited in the following ways:

- Either the principal or the deputy principal and at least two teachers from each of the sample schools were interviewed on the issues related to this indicator.
- Students' questionnaires and interviews contained questions on this issue too. School records (report cards, tests, mark books, notebooks) were also looked at.

The rationale for involving the above respondents in PI 3 was similar to that of PI 2, namely that as members of the school community, they should all be in a position to judge the extent to which monitoring school progress and keeping parents informed about their children's progress was going on in the school.

PI 4: Academic and administrative leadership issues were elicited by:

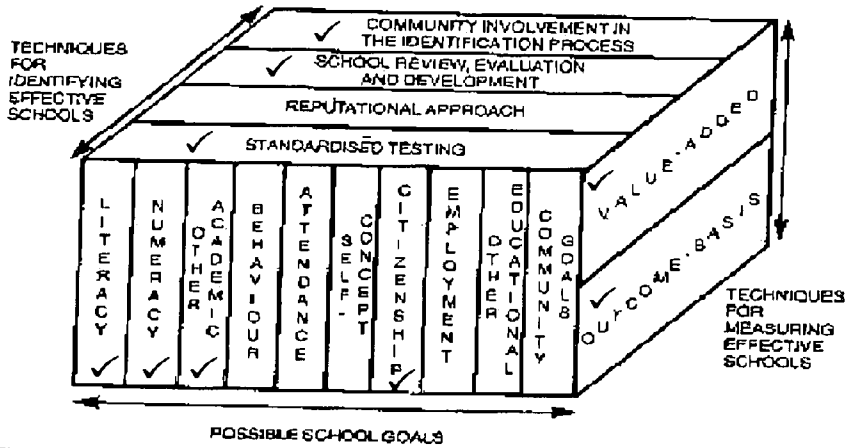
- Principals' records for examination results (academic) and interviews on administrative strategies and styles (leadership).

- Interviews with at least two teachers in each school on academic and administrative leadership with greater emphasis on teamwork.
- Interviews with students from each school on their attitudes about their school's administration.

The three hierarchical levels from which PI 4 was tapped from the school community (starting from the highest to the lowest i.e. principals, teachers and students respectively), was to harness the different perceptions of each of these groups. From these perceptions, valid judgments on the presence or the absence and the nature and degree of the academic and administrative leadership in the sample schools could then be made.

This section has shown that the identification of the possible school goals, the techniques used to identify the performance indicators, and the techniques used to measure effective schools in Lesotho was consistent with Townsend's (1994:42) model for identifying effective schools. This was through community involvement and value added respectively. These similarities are shown with a tick (✓) in Figure 3.1.

Figure 3.1 A comparison between Townsend's (1994:42) model and the current study of identifying effective schools in Lesotho



3.4.2 Validity

Did the questionnaires and interviews measure what they were supposed to measure? Henerson *et al* (1987:136) defined construct validity as the extent to which one can be sure that the instruments "represent the construct whose name appears in its title" and assert that construct validity can be achieved by giving precise definitions out of the complex, imprecise aims. This was taken on board as follows:

- To provide society with productive citizens was interpreted at four levels: conformity to the generally accepted societal behaviour and changing those which are considered wrong; respect for others and acceptance of the different cultures; attitudes and perceptions about the world that may co-exist within a community; an active involvement in the development of the local community; and a contribution to the welfare of other people in the community; and lastly, the development of the personal initiative needed to make any changes required to maintain a just and relevant society.
- To provide a comprehensive understanding of the basic academic skills was taken as related to the academic achievements of the students.

Each school effectiveness performance indicator was interpreted as follows:

- A dedicated staff's role goes beyond the academic realm; they are involved in extra curricular activities and develop an individualized programme for each student. Qualified staff are trained teachers that are knowledgeable in their respective subjects.
- Clear school purpose (policy) entails the development of a set of policies to guide the daily running of the school and leading the school into the future.
- Monitoring student progress involves looking at students' assignments, coursework, projects, notebooks and problem solving abilities and/or inabilities and doing something about them. This information should be made available to the parents including follow up discussions between parents, students, teachers and school administration.
- In the academic and administrative leadership, the principal should be seen as a leader of a team and responsible to the staff for developing a cooperative approach.

The second defense for construct validity of the questionnaire and interviews was the "opinions of judges". The draft questionnaire was given to three teachers for scrutiny with the following instructions:

- They were to find out what school effectiveness performance indicators and educational goals were being measured by the questions without having been told the intended objectives for these questions.
- They were to look for any paired statements.
- They were to look for any in-built consistency in the instrument.

According to Henerson *et al.* (1987:141) content validity refers to the representativeness of the sample of questions included in the instruments. Content validity was ensured in the following ways:

- The material from the exploratory and preliminary survey provided the school effectiveness performance indicators and educational goals to be used in the Lesotho scenario. The responses included in each of the indicators and goals emanated from

interviews and consultations with colleagues from different schools (within the sample) and material gleaned from literature review.

- Each performance indicator and goal were elicited by using what Henerson *et al.* (1987:133) call "an index of attitude", i.e. providing multiple samples from the same attitude or indicator or goal within a single instrument. This enhanced content validity, because Kidder and Cook (1981:158) allege that more items allow more coverage of different aspects of the topic.

Concurrent validity is validity that is obtained by use of correlation evidence. According to Henerson *et al.* (1987:143) it is the validity established by collecting data to see if the results obtained with the instrument agree with results from another instrument administered approximately at the at same time. Using different sources and instruments for issues related to the same performance indicator and educational goal ensured this.

3.4.3 Reliability

To what extent could these instruments yield consistent results? In-built consistency (reliability) into the questionnaire was ensured by:

- Providing paired questions as counter checks to the others.
- Providing multiple samples for the same indicator. As Kidder and Cook (1981:158) point out "an average of answers across a number of items is likely to be a better sample of respondents' true attitudes rather than the answer to any one question. The result should be greater reliability and consistency over time for the average than for single answer".
- Piloting, which Bell (1987:65) asserts is imperative for all data gathering instruments was done to eliminate any forms of ambiguities that may not have been understood and therefore, could have contributed towards the impairment of the instrument reliability if not corrected.
- The use of judges and critical friends to make the instruments clear and easy to use.
- In interviews freedom of expression, friendly atmosphere, and according to Kidder and Cook (1981:179) playing the role of "a reporter not an evangelist, curiosity seeker, or a debater", were followed.

3.5 Choice of a response format

Closed response formats were used because Henerson *et al.* (1987: 61) asserted that they enabled the production of summaries of the results quickly and accurately as opposed to open-ended lengthy time consuming paragraph responses. An "attitude rating scale" (Henerson *et al.* 1987:61), was used for sections A and C, due to the advantages alluded to by Anderson (1990:212), i.e. easy to respond to, straight forward analysis, an excellent means of gathering opinions, produce a great deal of information in a short period of time. According to Anderson and Arsenault (1998:172), the likert attitude scale provided natural groupings for comparing respondents of various types or levels from different schools. An additional feature of this format was that each response was given an already determined value that corresponded with the intensity/extent of the presence or absence of a specific quality performance indicator in that school. In other words, the distinct response choices indicated the level at which the specified quality performance indicator was rated on a five-point scale. A score of five (5) denoted the minimum while a score of one (1) the maximum presence of the specified quality performance indicator or educational goal in each of the sample schools.

For section B of the questionnaire, the format used was a "simple nominal scale" (Bell 1987:104) or what Henerson *et al*, (1989:66), term as the "two way questions". A third 'uncertain' column was included for those who could not reach a decision or who had no basis on which to make the choice, or just did not think about the issue in question. This was adhering to these authors' warning that it is necessary to have such a column for "without it one might decide to leave a blank... which would be difficult to interpret".

Tape recording, paraphrasing and the use of an interview protocol field or notepad were used during interviews. According to Anderson (1990:230) paraphrasing helped in crystallizing comments by repeating them in a more concise manner while the notepad acted as a back-up record.

3.6 Conclusion

This chapter has revealed the following about this study:

- Firstly, the survey inquiry research design methodology offered the advantage of gathering data at a particular point in time describing the nature of existing conditions in six private and public schools in the Maseru district of Lesotho.
- Secondly, the exploratory and preliminary survey assisted in the identification of the school effectiveness performance indicators and educational goals (specific to Lesotho), which were used as standards against which the existing conditions in these schools were measured.
- Thirdly, the instruments and the sources used to ascertain the presence or absence of these performance indicators and educational goals were varied, showing both instrument and source triangulation.
- Lastly, the steps followed in the construction of these instruments were consistent with school effectiveness research techniques and encompassed reliability and validity issues.

Thus, although the scope of this study did not include all the schools in Lesotho, the results emanating from this research shed light on the practices which could be used to ascertain the relative effectiveness of the type of the schooling systems included in the sample.

Chapter 4

The effectiveness of public and private schooling in Lesotho's education system

4.1 Introduction

In the discussion of the empirical findings on the effectiveness of the public and private schooling in Lesotho's education system, the following issues will be addressed: an overview of Lesotho's education structure; the definitions of public and private schooling as pertains to Lesotho; the findings of schooling practices in the six sample schools in Lesotho measured on two specified educational goals and four school effectiveness performance indicators (compare Chapter 3) and the juxtaposition of the findings in the public and private schooling measured on these six school effectiveness criteria.

4.1.1 Lesotho's education structure

Lesotho's education system is administered jointly by the state and by the churches (Anglican, Roman Catholic, Evangelical, African Methodist Episcopal and other missions). Apart from a few government-run schools, the churches are responsible for the day-to-day operation of the majority of the schools. This includes hiring teachers, budgeting, collecting school fees and determining class size, enrolment and subjects taught. The Ministry of Education (MOE) presides over the administration and operation of schools, the curriculum, examinations and teachers salaries.

This structure is referred to by Gay *et al.* (1995:66) as a "three legged pot" involving the community, the church and the government. To function optimally, these stakeholders have to be effective and cooperative in management at all levels. According to Plunkett and Attner (1986:232), issues of accountability (defined as taking the consequences in either credit or blame including who is accountable for what and to whom), are important because they may affect standards and hence quality in education. As Murgatroyed and Morgan (1994:99) argue, it is only by engaging stakeholders in a "vision and strategy-

based re-examination of key processes, [that] new gains can be made in the quality of the school's achievements". This includes the consumers who are the systems' taste buds.

Lesotho offers primary education (1249 schools), secondary education (203 schools) (Lesotho population data sheet 1996), six technical and vocational schools, four nursing schools, one teacher training college and one University (MOPEMED 1992:11). Primary education in Lesotho is of seven years. At the end of the seven years the pupils sit for the Primary School Leaving Examinations, which act as the basis of admission into secondary education. Secondary education is five years. During the first three years, the students prepare for Examinations Council of Lesotho (ECOL) prepared and administered Junior Certificate Examination (JC). Thereafter successful candidates proceed to senior secondary school, which follows the Cambridge Overseas School Certificate (COSC or "O" Level) curriculum. Those who obtain Division 1 and 2 with passes/credits in Mathematics and English proceed to the local National University of Lesotho (NUL) if they so wish. However those who pass well with or without a pass in Mathematics and English may opt to go to (a tertiary institution Machabeng College) for the International Baccalaureate (IB) from where, if successful, may proceed to any international University. Others may opt to go to technical and vocational colleges or to employment.

It should be noted that some private schools (in the sample) operate on a different educational system and school year from that pursued in the public schooling system in Lesotho. Below is a table showing how Lesotho's education structure compares with other international educational systems.

Table 4.1 A comparison of the educational systems based on the average age at the start of the school year in USA, RSA, and U.K. with the Lesotho education system at the secondary level

Average age at start of academic year	11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	16+ yrs	17+ yrs
*Lesotho Form (schools A, B, C, F) in the sample	A	B	C	D	E	NUL	
Machabeng College (school D) in the sample	S1	S2	S3	S4	S5	IB1	1B2
National University of Lesotho International School (school E) in the sample	8	9	10	11	12	NUL	
*RSA Grade	5	6	7	8	9	10	RSA University
U.K. year	7	8	9	10	11	12	13
USA grade	6	7	8	9	10	11	12

* It should be noted that for Lesotho, the normal for Form A to E are ages 13 to 17 for most students or about age 12 to 16.
*For the RSA the normal for grades 8 to 10 are ages 16 to 18.

4.2 Public and private schools in Lesotho

The Lesotho Government Gazette Vol. XL No 92 Classification of Schools (December 1995) reiterates that the Minister shall classify the schools according to the following categories:

- Government schools which are schools owned by the government.
- Church schools which are schools owned by the churches.
- Community schools which are schools owned by the community.
- Private schools, which are schools owned by individuals, groups of individuals or organizations and which are not funded by the government. This was amended in 1997 by deleting the words "owned by individual, group of individuals" and substituting the words "owned by an individual person, group of persons".

As this Act was stipulated and amended as recently as 1997, some schools are still caught in the middle of the amendments. The practices in these schools did not change simply because they were suddenly branded a new label.

In this research, private schooling in Lesotho entails that type of schooling that occurs in institutions that are not controlled by the government in matters pertaining to enrollment, fees structure, curriculum, employment of teachers and other staff, buildings and usage of facilities including maintenance. They may, however, be receiving some government subsidy. The key characteristics are to be found in the management and accountability of these schools. They are privately managed and are accountable to the parents. They are akin to what researchers such as Doyle (1991:44-45, cited in Cibulka 1989:44-45) refer to as schools which are privately owned and operated, that set their own standards, and are subject to only marginal state control. According to Goodey (1996:197), these are known as public or independent schools in the English education system.

The above definitions reveal that

- Private schools may be referred to by different names in different education systems i.e. independent or public schools.
- The common factors in such schools include private ownership, private operations, minimal or no government control over them, and no or only limited government financial assistance or any other support.

In this study, public schooling in Lesotho, on the other hand, refers to those schools, which fall under the umbrella of government-controlled schools. These schools are now classified (the Lesotho government gazette vol. XL no 92 December 1995) as "government owned, which are schools owned by the government". They are given greater support by the state, and are more controlled by the government in many respects including the curriculum, performance, enrollment and deployment of the support rendered to them. They are synonymous with public schools in the USA (Doyle 1989:44-45 cited in Cibulka 1989:44-45), public ordinary schools in the RSA (Claassen

1996:472), government maintained schools in Kenya (Munene 1994:6-7, cited in Bondesio 1996:395) and maintained schools in England (Goodey 1996:196-197).

The above description highlights several features of public schools:

- They are referred to by different names in different education systems, i.e. maintained schools, government schools, and national schools.
- They are given greater support by the state or local authorities.
- They are more controlled by the state or government in many respects including the curriculum, performance, enrollment and the deployment of the support rendered to them than most of the so called private schools.

4.3 Report on the findings of the empirical research of schooling practices in the six sample schools in Lesotho as measured on specified educational goals and school performance indicators

This section gives a brief history of each of the six schools in the sample (see par. 3.1.1), and data presentation of findings in each school per each of the two educational goals and each of the four performance indicators of school effectiveness (see par. 3.3).

4.3.1 A brief history of the schools in the sample

Schools A, B and C are government-controlled schools (as defined in par. 4.2). They are managed by the school board, which is advised by the government school advisor who is a liaison officer between these schools and the Ministry of Education. These schools are coeducational, interdenominational and offer both the Junior Certificate (JC) examinations in the third year of secondary schooling and the Cambridge School Overseas Certificate (COSC) examinations in the fifth year of secondary schooling.

According to the prospectus of Lesotho High School (n.d.:1-3), School A (Lesotho High School) was founded in 1939 and is located in the commercial area of Maseru. Besides having some boarding facilities, the school gives one meal per day to day students. The student population is over 700. The fee structure is M/R560 and M/R320 for boarders and day scholars respectively. (As of March 2001, one Lesotho Loti is equivalent to one RSA

Rand, one USA $ is equivalent to seven RSA Rands and one British pound sterling is equivalent to 11 RSA Rands, depending on the fluctuating exchange-rate).

School B's (Maseru High School) prospectus (n.d.:1-3) states that this school was founded in 1963 in one of the residential areas of Maseru as the Maseru Community Secondary School. It was declared a Government institution in 1992 and renamed Maseru High School. It accommodates about 700 students without any boarding facilities and offers one midday meal to all the students. The fees are M/R320 per year.

School C (Life High School) was established in 1968 as Lesotho Institute for Further Education (LIFE) to offer evening classes for those students who wanted to study privately. In 1972, LIFE was taken up by the government and renamed Life Secondary School. According to the school's prospectus (n.d.:1-2) this was to alleviate the problem of (qualified but) stranded post-primary school pupils who had not been admitted into secondary schools. It is situated in the industrial area of Maseru and has a student population of about 700. It charges M/R320 per year.

Schools D, E and F are private schools (as defined in par. 4.2). They were either founded by individuals or groups of people to serve the educational needs of the local and the mobile expatriate communities in an international environment. They are coeducational, interdenominational, international, and multiracial and prepare their students for different examination bodies at various levels of secondary schooling.

School D, Machabeng College International School of Lesotho (MC), was founded in 1977 and is situated in Maseru West (an affluent residential area of the city). It has an optimum size of 450 day and boarding students ranging from 11 years of age upwards. The school offers the International General Certificate of Education (IGCSE) examinations in the fifth year of secondary schooling (RSA grade 11) and thereafter the International Baccalaureate (IB) diploma examinations in the seventh year of secondary schooling (RSA's first year University). The fee structure at MC ranges from M/R13,000

(for the locals), M/R18,000 (for the unaided expatriates) to M/R48,000 (for the aided expatriates).

As documented in the National University of Lesotho International School Staff Handbook (n.d.:1-3), school E (the National University of Lesotho International School, NULIS) is a private day school managed by the National University of Lesotho offering both elementary and secondary education programmes to 4-16 year old students through the medium of English. It prepares students for PSLE, JC, COSC and is in the process of adopting either the IGCSE or Hl GCSE. The school was founded in 1962 and currently accommodates 410 students with 210 in the primary section and 150 in the secondary section. Fitter (2000:8) reported in the *Head Teacher's Report for the Annual General Meeting of Parents and Teachers*, that the fee structure is M/R932 and M/R1,860 per annum for university staff and non-university staff respectively at primary level. For the secondary level it is M/R1, 252 and M/R2,300 respectively. She noted that for the school to become self-financing within three years the amount paid per annum at secondary school would be M/R3,400 for university staff and M/R4,000 for non-university staff in 2000 rising to M/RR5,200 and M/R6,000 respectively for the internal and external staff in the year 2002.The school is located on the University property in Roma, 40 km. from Maseru.

School F's (Maseru Central, English Medium High School) prospectus (Masia 2000:2) shows that the school was founded in 1992 and is managed and owned by one proprioter. It is situated in one of the Maseru suburbs and has a population of about 200 students. It is an English medium school that prepares students for Primary Leaving certificate (PLC) after seven years of primary schooling, JC and COSC examinations. It charges M/R2,400 per student per year.

The above information shows the similarities and the differences in the public schools. Their fee structure is between M/R320-560 per year. School boards manage them all, with a government school advisor as a liaison officer between the school and the Ministry

of Education. They are all equal in the number of school intake (700). These schools were, however, founded at different times and for different reasons with school A being the oldest (founded in 1939 during the colonial era), followed by school C in 1968. The community built School B with supplements from foreign aid in 1963 and became a public school in 1992 when the government pledged full responsibility for equipping and maintaining it. The private schools on the other hand are more diversified in their foundations, school D, 1977 (by the expatriate community), school E in 1962 (by the university community) and school F in 1992 (by individuals). The fee structure varies a great deal, with school D charging the highest (M/R13,000-48,000), school E the lowest (M/R932-1,860) and school F M/R2400 per year. They all are run by different types of school boards and have different numbers of intake and structure ranging from 450 (school D with a secondary and a two year post secondary component), to 410 (school E with a primary and a secondary section) to 200 (school F with a primary and a secondary section). School facilities within and between these schooling systems are varied.

It was against this background of the selected schools that the six performance indicators of school effectiveness were measured with the findings shown in the following section.

4.3.2 The use of performance indicator criteria to establish the school effectiveness of selected schools

4.3.2.1 Introduction

For each school, the fifth year of the secondary school students formed the sample included in the self-completion questionnaire (see Appendix C). The choice of this year group was because, in many cases these students had been in the school long enough (five years), mature enough (15-16 years of age), the senior groups in the school (except in school D where there were sixth and seventh year students) and were being prepared for the external assessments from external examination boards. These factors ought to have laid a firm foundation on which to base their contributions towards the teaching and learning that went on in their schools. The number varied from 26 to 39 students per school (depending on the size of their fifth year classes) making a total of 181 students.

The questionnaires were personally administered by the researcher with the advantage of explaining the questions to the students whenever necessary and making sure that all the questionnaires were collected at the end of the exercise.

As asserted by Bell (1987:103), descriptive statistical methods were used "to provide pictures of the groups under investigation" because these methods were the most likely to be "useful in analyzing information gained from investigation of a limited nature". Each of the students' responses was extracted from the questionnaire, coded, and transferred onto the already constructed (prepared at the same time as the questionnaire) summary sheet (see Appendix D) as was in accordance with suggestions by Henerson *et al.* (1987:159). The data summary sheet helped review and work with the entire set of data, as recommended by Henerson *et al.* (1987:159).

A people-item data roster (summary sheet) was chosen (as opposed to the "quick-tally-sheet") in order to find out the response patterns of individuals within and between the six groups. The performance indicators to be tapped/elicited and the response options were across the top of the page in the summary sheet. In the vertical column, there was a list of statements, which were used to gauge the degree of the presence or absence of the performance indicator and numerals in the response cells indicating the points assigned to each answer for scoring purposes. These numerals were on a 5-point attitude likert scale with 1 being the best and 5 the worst value for achievement of Goal 1 and performance indicators 1, 3 and 4. A simple nominal scale was used for Goal 2 and performance indicator 2 in which the values ran from a scale of 0-1 with 1 being the best and 0 the worst. These numerals did not appear in the questionnaire, as warned by Henerson *et al.* (1987:162). The statements in the questionnaire could have gone in either direction (a desirable or undesirable response) depending on the item wording. For example in performance indicator 1 "Provision of academic and administrative leadership", the most desirable response was coded 1, the least desirable response was coded 5. That is, statement 12, "My school has a reputation of high academic standards" scored 1 point for a "strongly agree" response, while statement 17, "I am afraid to talk to my principal",

scored 4 points for "strongly agree" response. All responses of undecided scored 5 points because after five years of school the students should be able to know where they stand on most issues. Similarly for performance indicator 2, "Clear school policy" statement 44 ("Do you know what you should do when you arrive to school late") scored 1 point for a "Yes" response while statement 46 ("Can you go out of the school premises during school time without permission") scored '0' for a "yes" answer.

In addition to the numerical values, which were represented as mean values per question, per student response and per performance indicator, five response percentage group-ranges were categorized using each mean value as follows:

Mean score 1 = 81-100% = Excellent
Mean score 2 = 61-80% = Good
Mean score 3 = 41-60% = Satisfactory
Mean score 4 = 21-40% = Poor
Mean score 5 = 0-20% = Very poor

These were arrived at by spreading the response scores at intervals of 20. The use of the five response percentage group-ranges made computations, analysis and interpretations simpler.

4.3.2.2 Performance findings

Each student's response to each question (on the questionnaire) was extracted from the questionnaire and tabulated on a summary sheet (one sheet for each of the selected schools) as seen in Appendix D1, D2, D3, D4, D5, and D6. These responses were presented as mean value scores per question per student across the sheet while the mean value of each question per goal or performance indicator was presented at the bottom of the sheet. These summary sheets served as conversion tables for all the data used to reach conclusions pertinent to par. 4.3.2.

4.3.2.3 Goal 1: academic and basic skills

Questions 1-10 (see questionnaire, Appendix C) were meant to tap the degree of the presence or the absence of the provision of academic and basic skills by each of the schools in the sample. The results for Goal 1 for each of the six schools in the sample were extracted from the summary sheet (see Appendix D) and tabulated below.

Table 4.2 Performance per school per question for Goal 1: provision of academic and basic skills

					(1-10)						
Goal 1	Academic and basic skills										
	Questions	1	2	3	4	5	6	7	8	9	10
		Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn
	School A	1.6	1.3	1.6	2.2	1.7	2.6	1.9	2.1	2.5	1.6
	School B	2.0	1.7	1.3	2.3	2.3	2.8	1.9	2.5	2.7	2.1
	School C	1.9	1.3	1.3	2.1	1.7	1.8	2.0	2.1	2.1	1.3
	School D	1.6	2.1	2.3	1.6	2.3	3.0	1.8	2.4	2.2	1.7
	School E	2.7	2.1	3.9	2.4	1.7	2.3	2.5	2.8	2.6	1.4
	School F	2.2	1.8	1.8	2.5	2.3	2.7	2.1	2.7	2.5	1.9

See questions 1-10, Appendix C

For question 1, "I enjoy my Math's lessons" the results show that students from school A and D seemed to enjoy the Mathematics lessons most (with the mean of 1.6 or 67%) while those in school E enjoyed them least with the mean score of 2.7 (46%). Schools A and C led in their enjoyment of English (Q 2: "I enjoy my English lessons") with the mean score of 1.3 (73%) while schools E and D enjoyed English least with a mean score of 2.1 (58%).

The overall student enjoyment for Mathematics lessons in all schools was 2.0 or 60% while that of English was 1.7 or 66%. Asked whether they were able to use their

mathematics skills (Q 9) and English skills (Q 10) in their every day life, the responses showed that students were less likely to do so for Mathematics (mean score of 2.4 or 51%) than for English (mean score of 1.7 or 67%). There is a correlation between their enjoyment of these subjects and their use of numeracy and literacy skills, with literacy skills seen as more useful. This could be due to the fact that the medium of learning in all subjects (except for Sesotho) in all the six schools is English.

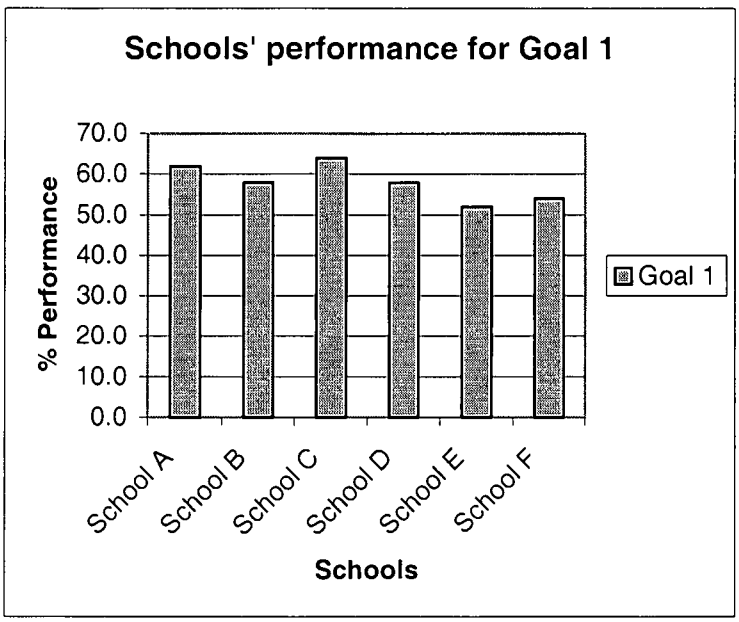
Another feature of Goal 1 results is that the students in all the six schools claimed that they were not confident enough to ask their teachers whenever they did not understand something (Q 6) and more specifically their Mathematics teacher (Q 4) in comparison to their English teacher (Q 5). A third revelation from this statistics comes from Q 3 ("I enjoy school"). Students from schools A, B and C seem to enjoy school (mean score of 1.6, 1.3, 1.3 or 68%, 74% respectively) more than students from schools D, E and F (mean scores of 2.3, 3.9, 1.8 or 54%, 21%, 64% respectively). Overall students' enjoyment of school was 2.0 or 60%. The overall performance of Goal 1 per school is as tabulated below.

Table 4.3 Overall school performance on Goal 1: academic and basic skills

Goal 1	School A	School B	School C	School D	School E	School F
Mean score	1.9	2.1	1.8	2.1	2.4	2.3
%	62%	58%	64%	58%	52%	54%

The data in Table 4.3 reveals that although no single school is excellent nor very poor in their attainment of academic and basic skills, schools C and A seem to be more effective than schools F and E respectively in the provision of numeracy and literacy to their students. This is shown diagrammatically in the bar graph below.

Figure 4.1 Overall schools' performance on Goal 1



4.3.2.4 Performance on Goal 2: provision of society with productive citizens

Students' responses to the second goal on effective schools, namely the provision of society with productive citizens, were tapped by questions 31-40 as seen in the questionnaire (Appendix C). The maximum mean score for the degree of the absence or presence of this goal was to be 1 (100%) while the minimum was 0.0 (0%).

The results from the students' responses to Q 31 ("I obey school rules") showed school C leading with a mean score of 1 (100%) and school D trailing with a mean score of 0.2 (20%). For Q 33 ("I respect other peoples cultures"), school C scored the least (70%) and school D the maximum points (100%). This coincides with the fact that whereas school D is international and multiracial in its students and staff population, all the students and almost all the staff of school C are nationals and therefore of the same culture (cf. par. 1.1.1.1).

Not all the six schools seemed to be participating in the development of their communities as the responses to Q 34 ("I participate in the development of my community") showed, with three schools scoring a mean score of 0.3-0.5 (30-50%), "Poor to satisfactory" only. This concurs with Q 35 ("I participate in the making of decisions in my community") in that almost all the schools scored a mean score of 0.1-0.5 (10-50%), "Very poor to satisfactory". This shows that the schools in the sample do not instill community involvement into the students, a criterion that is a component of "provision of society with productive citizens", as identified by a section of the people in Lesotho as a major role of an effective school. Even Q 40 ("My school has taught me to be a responsible member of the community") shows the inadequate fulfilment of this strand of citizenry across the schools as the table below shows.

Table 4.4 Schools' performance per question on Goal 2: provision of society with productive citizens

Goal 2	Citizenry	(31-40)									
	Questions	31	32	33	34	35	36	37	38	39	40
		Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn
	School A	0.8	0.9	0.8	0.3	0.1	0.8	1.0	0.9	0.9	0.7
	School B	0.9	0.9	0.8	0.7	0.5	0.8	0.5	0.7	1.0	0.5
	School C	1.0	0.9	0.7	0.7	0.2	0.9	0.7	0.9	0.9	0.8
	School D	0.2	0.7	1.0	0.4	0.3	0.8	0.5	0.8	0.8	0.5
	School E	0.8	0.9	0.8	0.5	0.2	0.8	0.7	0.8	0.7	0.4
	School F	0.6	0.7	0.8	0.4	0.2	0.6	0.5	0.7	0.9	0.5

See questions 31-40, Appendix C

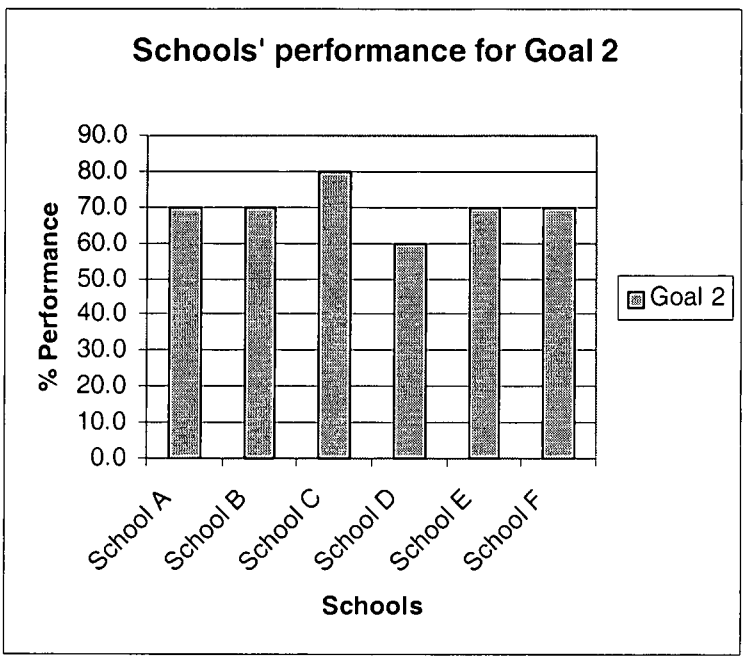
The overall performance on Goal 2 per school however shows a slightly better picture than obtained in individual questions as shown in Table 4.5.

Table 4.5 Overall performance of Goal 2: the provision of society with productive citizens per school in the sample

Goal 2	School A	School B	School C	School D	School E	School F
Mean Score	0.7	0.7	0.8	0.6	0.7	0.6
%	70%	70%	80%	60%	70%	60%

The data shows that overall, using the mean figures all the schools achieved between 60-80%, "satisfactory to good" on their role on provision of society with productive citizens. This could be interpreted to mean providing society with future productive citizens rather than with 'good citizens' already contributing to their communities while still at school as the questions in the questionnaire implied involving the students in the development of their communities. The bar chart below visually shows how each school performed on this goal.

Figure 4.2 Overall schools' performance on Goal 2: provision of society with productive citizens



4.3.2.5 Findings on performance indicator (PI) 1: academic and administrative leadership

Questions 11-20 (see Appendix C) were meant to cater for the degree of presence or absence of PI 1, namely academic and administrative leadership, in the sample schools. The results are shown in Table 4.6.

Table 4.6 Schools' performance per question on PI 1: academic and administrative leadership

PI 1	Academic and administrative leadership							(11-20)			
	Questions	11	12	13	14	15	16	17	18	19	20
		Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn
	School A	2.2	1.5	2.5	2.3	2.6	2.4	2.9	1.9	2.5	2.0
	School B	2.8	3.1	3.3	2.0	2.5	2.8	2.0	1.7	2.0	3.2
	School C	2.3	3.2	3.3	2.2	2.8	2.3	3.1	1.9	2.6	3.5
	School D	2.6	2.5	2.8	2.4	2.7	2.6	1.4	1.8	1.9	3.6
	School E	2.1	1.5	2.1	2.1	2.6	2.8	1.8	2.2	2.0	1.8
	School F	2.8	3.3	4.0	2.2	3.1	3.2	1.8	2.1	1.5	4.1

See questions 11-20, Appendix C

Responses to Q 12, ("My school has a reputation of high academic standards") and Q 13 ("Almost all students in this school get admitted into Universities") were varied. Last on the list were schools B, C and F followed closely with school D in perceiving that their schools do not have academic leadership. This feeling is further enhanced by the responses to Q 20 ("COSC/IGCSE pass rates at my school are high") in which four of the schools responses were very negative, mainly in the mean ranges of 3.2-4.1 (41-60%).

It is also clear that English is not spoken regularly in all these schools. This is evidenced by the responses to Q 14 ("I always communicate/speak in English during lessons"), Q 15 ("I always communicate/speak in English when out of class") and Q 16 ("I always communicate in English when I am at home"). This does not concur with the responses already seen in Goal 1, Q 10 ("I am able to apply my English knowledge in my everyday life", but confirms the earlier allegation that students only use English as a medium of learning (see par. 4.1.1). This revelation is surprising considering that one of the rules (as

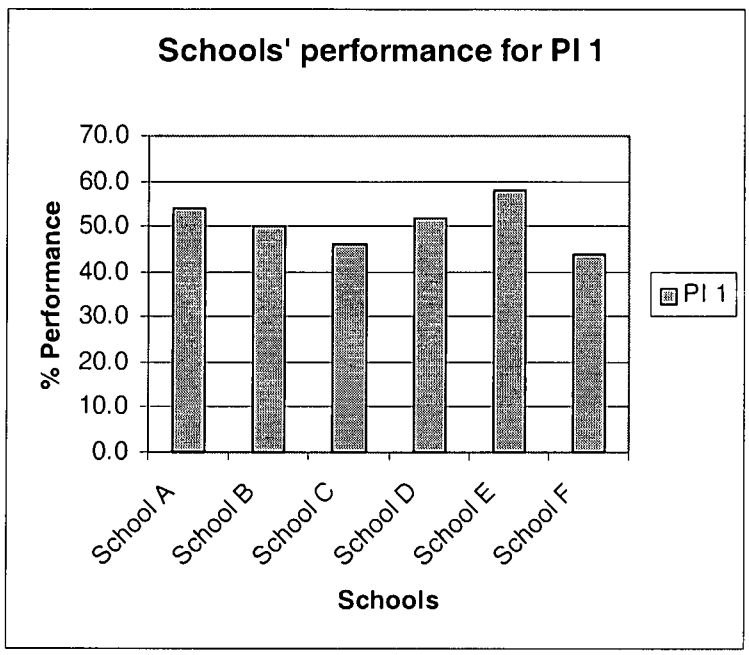
stipulated in all the six schools' handbooks or prospectus) is the use of English medium on the school premises at all times. A third finding relevant to this performance indicator is that students at schools A, B and C seem to fear talking to their principals more than those attending schools D, E and F and that the students in schools A, B and C perceive that their class teachers do not seem to be as concerned with their progress than do students in schools D, E, and F as the response data on Q 17 ("I am afraid to talk to my principal") above shows. On the whole, the performance of these schools on PI 1 "academic and administrative leadership" was only satisfactory with schools C and F having achieved the least as illustrated in the table below.

Table 4.7 Schools' overall performance for PI 1 academic and administrative leadership

PI 1	School A	School B	School C	School D	School E	School F
Mean score	2.3	2.5	2.7	2.4	2.1	2.8
%	54%	50%	46%	52%	58%	44%

The overall results for this performance indicator can be seen in Figure 4.3.

Figure 4.3 Overall schools' performance on PI 1: academic and administrative leadership



4.3.2.6 Findings on PI 2: clear school policy

Evidence of clear school policy (PI 2) in sampled schools were investigated and the extent to which each school can claim to have a certain rating on PI 2 (clear school policy) was elicited by questions 41-49, as seen in the questionnaire (Appendix C). The results are tabulated below.

Table 4.8 Schools' performance per question for PI 2: clear school policy

PI 2	Clear school policy (42-49)									
	Questions	41	42	43	44	45	46	47	48	49
		Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn
	School A	0.1	0.1	1.0	1.0	0.9	1.0	1.0	0.9	0.6
	School B	0.1	0.3	1.0	0.7	0.9	0.9	0.9	0.9	0.3
	School C	0.3	0.4	1.0	0.9	0.8	0.8	0.8	0.9	0.5
	School D	0.8	0.7	0.8	0.8	0.6	0.8	0.9	0.8	0.6
	School E	0.2	0.2	1.0	0.8	0.7	0.8	0.8	0.8	0.5
	School F	0.2	0.3	0.9	0.7	0.6	0.8	0.8	0.8	0.3

See questions 41-49, Appendix C

The data in Table 4.7 shows that except for school D neither the students nor their parents in all other schools in the sample have seen their schools handbook or prospectus as responses for Q 41 ("Have you seen your school's handbook") and Q 42 (" Have your parents seen your school's handbook") reveal. Only 30% of this item was achieved.

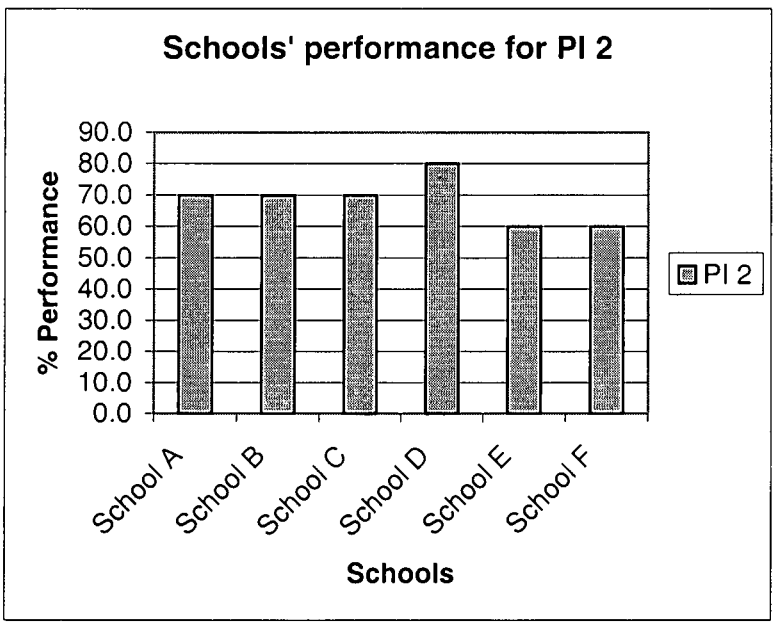
Another setback is seen in Q 49 ("I have developed leadership skills in my school") in which all the students in these schools, especially from schools B and F, scored very low (30%).

Otherwise, on the whole, this performance indicator was relatively well rated/scored especially by schools A, B, C and D, with schools E and F trailing in their achievement of having a clear school policy as illustrated in Table 4.8 and bar chart, Figure 4

Table 4.9 Overall schools' performance on PI 2: clear school policy

PI 2	School A	School B	School C	School D	School E	School F
Mean score	0.7	0.7	0.7	0.8	0.6	0.6
%	70%	70%	70%	80%	60%	60%

Figure 4.4 Overall schools' performance on PI 2: clear school policy



4.3.2.7 Findings on PI 3: monitoring students' progress and keeping parents informed

Monitoring students' progress and keeping parents informed, PI 3 was tapped by questions 50-65 (see questionnaire, Appendix C) with the results as shown in the table below.

Table 4.10 Schools' performance per question for PI 3: monitoring students' progress and keeping parents informed

PI 3	Monitoring progress and getting parents posted															
	Questions	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
		Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn
	School A	2.1	1.5	3.4	3.3	2.4	3.4	1.5	1.7	1.0	1.3	1.8	2.0	2.1	3.0	2.1
	School B	2.7	2.1	3.5	3.5	2.5	2.7	2.1	2.5	1.6	1.5	2.3	2.8	2.8	4.8	2.5
	School C	2.1	1.7	2.8	2.7	2.1	2.1	1.6	2.4	1.4	1.7	2.0	2.3	2.8	3.4	1.8
	School D	1.9	1.8	2.7	2.6	2.3	3.0	1.3	3.1	1.5	1.4	2.3	2.6	2.7	2.3	2.9
	School E	1.8	2.2	2.7	3.2	2.5	3.2	1.7	2.7	1.2	1.4	1.9	2.2	2.3	2.1	2.5
	School F	2.6	2.0	3.0	2.5	3.0	2.7	2.8	2.8	1.8	2.2	2.9	2.8	2.6	3.6	2.3

See questions 50-64, Appendix C

Responses to Q 52 ("My teachers tell me how well I am doing") and Q 53 ("Whenever I am having difficulties teachers usually know and give me help") had negative student responses from almost all the schools, especially from schools A, B and C. However Q 59 ("I take a report to my parents at least twice a year") received positive responses from the students in almost all the schools. This shows that although the students may not be getting individual help from their teachers, their parents get to see the students' performance by way of school reports.

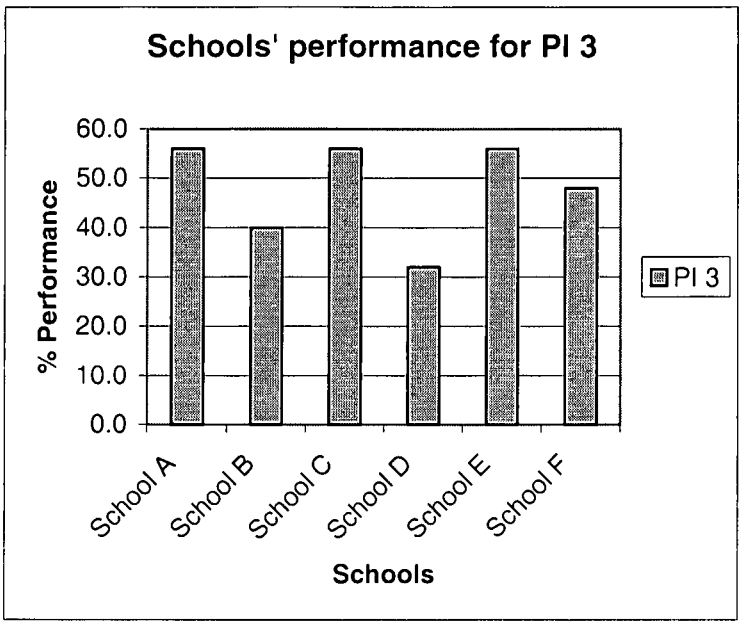
According to the students' responses to Q 63, ("My teachers talk to my parents about my academic progress") the parents of schools D and E seem to know more about their children's progress through their teachers (accountability) than those from schools A, B, C and F (which are more accountable to the government than the parents). On the whole the students do not seem to be talking to their parents about their school progress as Q 64 ("I talk to my parents about my academic progress") shows. This performance indicator was only satisfactorily achieved by the six schools in the sample as the mean and percentage scores in the table below shows.

Table 4.11 Overall schools' performance on PI 3: monitoring students' progress and keeping parents informed

PI 3	School A	School B	School C	School D	School E	School F
Mean score	2.2	3.0	2.2	3.4	2.2	2.6
%	56%	40%	56%	32%	56%	48%

School D in particular has performed poorly on this indicator (especially on monitoring students' progress) followed by school B. Other schools although fall under the umbrella of satisfactory, have not done brilliantly on this indicator either. This could be linked to the lack of academic and administrative leadership evidenced in PI 1. Overall schools' performance on this indicator is depicted below.

Figure 4.5 Overall schools' performance on PI 3: monitoring students' progress and keeping parents informed



4.3.2.8 Findings on PI 4: dedicated and qualified staff

Questions posed to the students with regard to PI 4, the dedication and qualification of staff, only dealt with the dedication of staff and not their qualifications about which they may not have had any information. Questions 21-30 (see Appendix C) catered for this PI 4 with the findings as tabulated below.

Table 4.12 School performance per question for PI 4: dedicated staff

PI 4	Dedicated staff (21-30)										
	Questions	21	22	23	24	25	26	27	28	29	30
		Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn
	School A	2.0	1.1	3.1	1.9	2.4	1.8	2.8	2.1	3.0	2.7
	School B	1.3	1.7	2.6	2.2	3.4	1.7	1.9	2.4	2.9	2.6
	School C	1.3	1.1	2.6	1.7	2.7	1.4	1.8	2.0	3.5	2.2
	School D	0.9	1.4	2.3	1.2	1.0	1.2	1.3	1.3	1.7	2.2
	School E	1.4	1.4	3.0	1.4	2.9	2.1	2.9	2.7	2.7	2.6
	School F	0.7	0.6	1.9	1.1	1.4	1.2	1.4	1.2	1.7	1.4

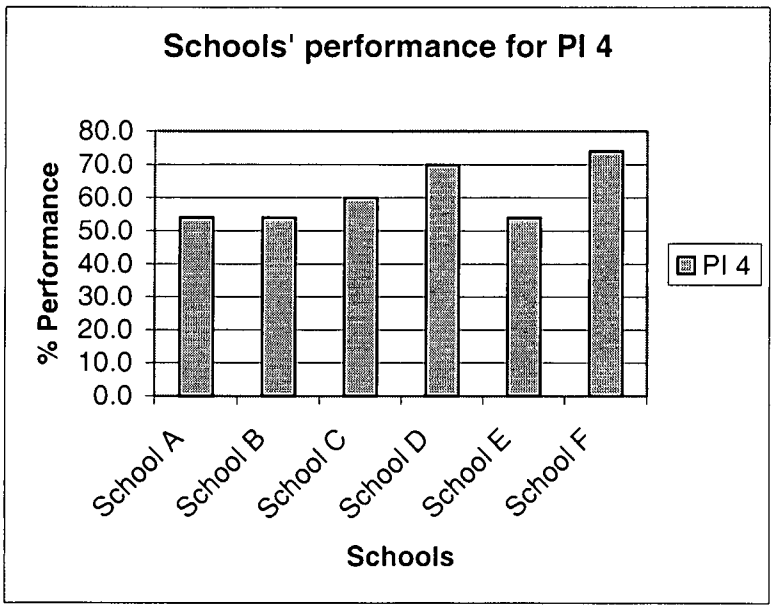
These results show that students in schools A, B, and C perceive that they are not readily helped by their teachers in their school work as much as students in schools D, E and F do as responses to Q 24 ("My teachers are always willing to help me in my school work whenever I ask them to do so") show. Similarly responses to Q 29 ("My teachers treat me as an individual") show that the students in schools A, B and C perceive that their teachers do not give them as much individual attention as those in schools D, E and F do. There is also some difference in the responses to Q 30 ("My teachers are always ready to listen to my problems") between schools A, B, C and D, E, F; schools D, E and F responding slightly more positively to it than schools A, B and C. Overall school performance on PI 4 is tabulated in Table 4.13.

Table 4.13 Overall school performance on PI 4: dedicated staff

PI 4	School A	School B	School C	School D	School E	School F
Mean	2.3	2.3	2.0	1.5	2.3	1.3
%	54%	54%	60%	70%	54%	74%

The table (4.13) shows that the teachers of schools F and D are perceived by their students to be more dedicated than those of schools A and B. This perception is diagrammatically represented in Figure 4.6.

Figure 4.6 Overall schools' performance on PI 4: dedicated staff



The foregone examination of the findings of each school on each performance indicator gives as the grounds on which to lay a juxtaposition of how both the public and private schools performed on all the indicators. This is addressed in the following section.

4.4 Overall performance on all the six criteria between the public and private schools

4.4.1 Introduction

The six schools used in this study are divided as follows: schools A, B and C (public schools), and schools D, E and F (private schools). The aim of this section is to find out the effectiveness of public and private schools measured against the six criteria, which were perceived by the Lesotho community (see Chapter 3), as the most important performance indicators of effective schools.

4.4.2 Performance of public schools

The analysis of the responses emanating from personally administered questionnaires to the fifth year students of secondary school, in three public schools (as defined in par. 4.2) shed light on the answers to the question:

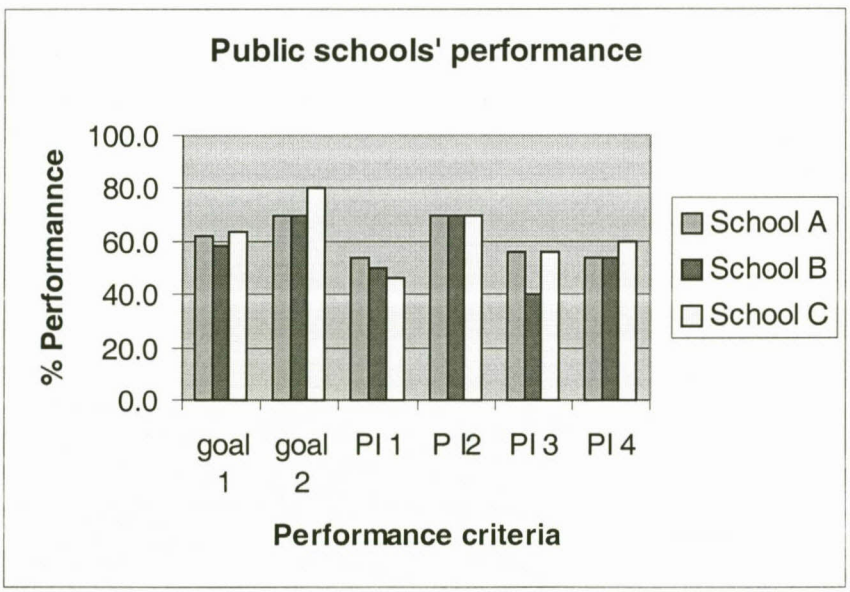
To what extent do the public schools in the sample (schools A, B, and C) in Lesotho provide their students with the identified six school effectiveness performance criteria?

- Provision of academic and basic skills. The results from the student questionnaires show that this goal was achieved at a level of 62%, "Satisfactory" with the actual public schools' scores of 62%, 58%, and 64% for schools A, B and C.
- For the provision of productive citizens the public schools' scores were 70%, 70%, and 80% achieved in schools A, B and C respectively which according to the marking scheme adopted in this study, (cf. par. 4.3.2.1), could be classified as "Good".
- To what extent do the public schools have academic and administrative leadership? The student questionnaire results from these schools showed their scores as 54%, 50% and 46% for schools A, B and C, respectively. This is only "satisfactory" (see par. 4.3.2.1) achievement.
- Do these schools have a clear school policy? This criterion received the highest marks in these schools. All three schools scored 70%.

- Do these schools monitor students' progress and get the parents informed? This is done at an achievement of 56%, 40% and 56% in the respective schools. This performance runs from "Poor" to "Satisfactory" as indicated in paragraph 4.3.2.1.
- To what extent are the staff in these schools dedicated? The scores for this criterion were 54%, 54%, and 60%, which according to paragraph 4.3.2.1 was only a "Satisfactory" achievement.

This data is illustrated in Figure 4.7 for visual effects.

Figure 4.7 Public schools' achievement per goal and performance indicator



The three public schools in the study sample do not vary greatly in their attainment on the six performance indicators. They have a 40% to 70% (poor to good) achievement level in the six areas perceived by the people of Lesotho as the six most important ingredients imperative for/in an effective school. Although school C in particular seems to be slightly behind in its attainment in PI 1 (academic and administrative leadership) it is ahead in the achievement on the provision of Goal 2 (citizenry), PI 4 (dedicated staff) and Goal 1

(academic and basic skills). School B has achieved the lowest in PI 3 (monitoring school progress and getting parents posted).

These findings on the public school performance will be investigated further (see par. 4.5) through other sources (students, teachers and principals) by means of another instrument (interviews) and through value added measurement technique (see par. 4.6) in order to validate the students' perceptions and reach final conclusions by way of triangulation.

4.4.3 Performance of private schools

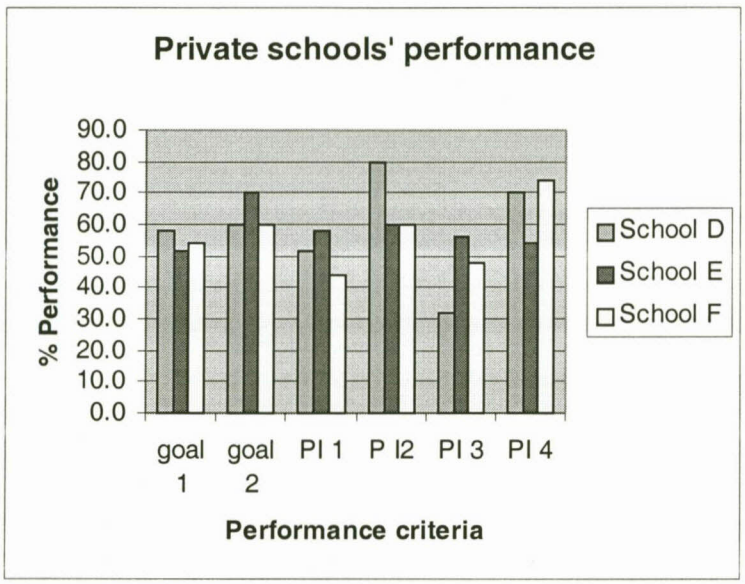
The analysis of the responses emanating from personally administered questionnaires to the fifth year students of secondary school, in three private schools (as defined in par. 4.2) shed light on the answers to the question:

Do the private schools D, E and F provide the students with the six performance criteria identified (by the populace) as ingredients for effective schools in Lesotho?

- Provision of academic and basic skills was achieved at the level of 58%, 52%, and 54% respectively ("Satisfactory" as indicated par. 4.3.2.1).
- Provision of society with productive citizens at 60%, 70%, and 60% respectively which is a range between "Satisfactory" and "Good" (see par. 4.3.2.1).
- For PI 1, academic and administrative leadership, private schools attained the level of "Satisfactory" (cf. par. 4.3.2.1) having scored 52%, 58%, and 44% respectively on this performance indicator.
- These schools scored 80%, 60% and 60% on clear school policy, PI 2 a range that places them on the "Good" level, using paragraph 4.3.2.1's indicators.
- Their performance on PI 3, monitoring progress and getting parents posted, was only achieved at the level of "Poor to Satisfactory" with the percentage score of 32%, 56% and 48% respectively. It should be noted that poorer scores emanated mainly from lack of monitoring students' progress rather than keeping parents informed.
- PI 4 "dedicated staff" was achieved at a high level of "satisfactory to good" having scored 70%, 54% and 74% respectively.

These results are shown in the bar chart below for visual effects.

Figure 4.8 Private schools' performance per goal and performance indicator



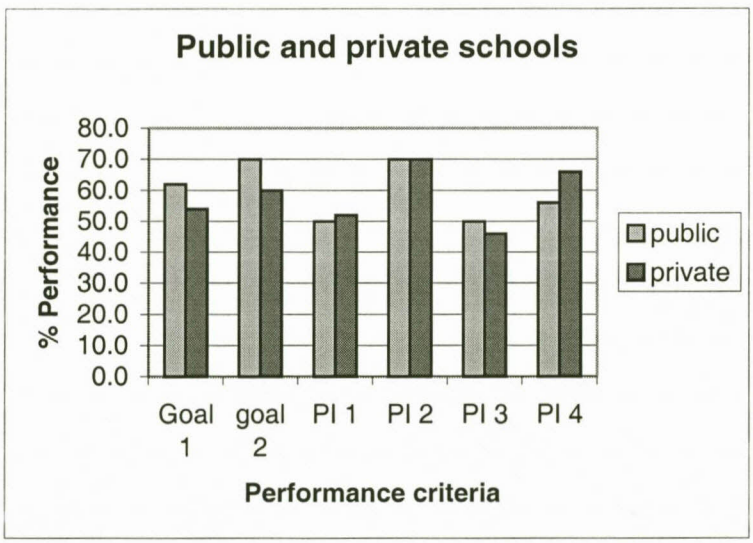
The above chart reveals greater variations in the performance of the private schools (in the sample) than those experienced in the public schools (compare Figure 4.7). This may be due to the differences in the proprietorship of the private schools as opposed to the public schools, which are government controlled, suggesting uniformity in policies to a certain extent.

School D seems to have scored the highest marks/ratings 80% in PI 2 "clear school policy" and the lowest marks 32% in PI 3 "monitoring students' progress", although they keep parents informed more than any other school (either private or public) in the sample (as seen in Table 4.8). This would mean that although they have clearly documented policies they simply give feedback of the students' progress to the parents, but fail to encourage these students to perform to the best of their abilities.

4.4.4 A juxtaposition of the performance of the public and private schools in Lesotho

How does the performance of the public compare with that of the private schools in the six performance indicators chosen by the Lesotho populace as indicators of school effectiveness? Figure 4.9 gives a summary of the students' perceptions (by means of a questionnaire) on the performance of public schools and private schools on the given performance indicators.

Figure 4.9 Overall performances of public and private schools on the six school effectiveness criteria



From the students' perceptions the following can be inferred about the relative effectiveness of public and private schooling in Lesotho.

- Public schools could be seen as providing academic and basic skills at a 10% more effectiveness than do the private schools.

- Public schools provide society with productive citizens at a level of 10% more effectiveness than private schools do.
- Both public and private schools' have an equally low academic and administrative leadership, which is achieved at only 50%.
- Both public and private schools have clear school policies at a high achievement of 70%.
- While public schools appear to be monitoring students' progress at 5% more than private schools, private schools appear to be informing the parents about their children's progress at an achievement rate of 22% more than public schools do. (This is extracted from summary sheet question 63 ["My teachers talk to my parents about my academic progress"] in which the average percentage from the public schools score was 26% and that from private schools 48% [Appendix D)].
- Private schools appear to be having more dedicated staff at a rate of 15% more effectiveness than public schools. It should be noted that this dedication may not be necessarily linked to academic work only and that the academic help is only given to those students who request for it (Q 24).

It is on the basis of these findings that other sources of information and other instruments of measurement were needed to validate and triangulate the students' perceptions on the effectiveness of public and private schooling in Lesotho. These sources and instruments included probing the students to find out reasons behind their questionnaire responses and perceptions of the teachers and the principals of these schools on the students' allegations through interviews. This is addressed in the following section.

4.5 Interviews

4.5.1 Introduction

This section illuminates the structure of interviews used as a follow up to students' questionnaires. It includes focus group discussions for students and structured interviews for the teachers and/or principals. The section also highlights the findings accrued from these interviews.

4.5.2 Focus group discussions, structured interviews and their results

Interviews concentrated on those areas in which the six criteria of an effective school had not been realized (as the analysis from the findings of the student questionnaire par 4.3-4.4 had revealed).

For the students, a specific framework of interviews, *focus group discussions* defined by Anderson (1990:241) as "a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic", (cf. Cohen *et al.* 2000:288 for the same view), was chosen because of the added advantages it had over and above normal interviews i.e.,

- Focus interviews disclose what is important to an individual respondent.
- Focus interviews attempt to provide a situation where the synergy of the group adds to the depth and insight of the topic (Anderson 1990:241, Anderson and Arsenault 1998:200).

Kidder *et al.* (1981:188) quote Fiske and Kenall (1956) supporting the above views by alleging that in focused discussions

> *interviewers know in advance what topics they wish to cover. The list of topics is derived from ... an analysis of the situation or experience in which the respondents participated ... Interviewers have the freedom to explore reasons and motives, to probe further in directions that were unanticipated.*

In a nutshell, this arrangement offered in-depth qualitative data, which could not have been obtained as effectively in any other way. As Anderson (1990:243) alleges "group dynamics create a chain of reactions designed to exhaust the views on the issue or topic".

For each school in the sample a feedback on their level of achievement on the six performance criteria of school effectiveness (according to their responses in the questionnaire) was given with two aims:

- To commend them on those areas in which they had high scores.
- To highlight the inadequately achieved areas.

Secondly groups of students from those who had filled the questionnaire were chosen (purely due to their availability) for the purpose of carrying out a "brainstorming technique session" (Anderson 1998:200) with two goals:

- To find out reasons why the various specified goals and performance indicators had not been fully realized.
- To suggest ways and means of solving these set backs in order to achieve the six major criteria of an effective school as identified by the people in Lesotho.

According to Anderson (1990:243-244), as well as Anderson and Arsenault (1998:203) the composition of the focus groups should have common characteristics related to what is being focused on, and should be 6-12 members in order to achieve synergy. He asserts that although more than one focus group may be needed in most situations the first two focus groups give considerable new information, but thereafter the new insights rapidly diminish. In this research the composition and the number of focus groups was determined by circumstances dictated by individual schools at a given time (availability of students as directed by the administration).

Although focus group discussions are usually tape-recorded because of their intensity and accumulation of rich data, tape recording has its own disadvantages which, according to Anderson (1990:246), as well as Anderson and Arsenault (1998:205), include:

- Time consuming to listen to.
- Seeking permission from the participants before use of an obstructive recording device.
- Use of tapes of sufficient length (to avoid making changes midway through the session so as not to destroy the group atmosphere).

In addition and most importantly in this scenario (in which the students have to be open-minded about their school community), Kidder *et al.* (1981:183) warns, "although tape recording may be used to record responses verbatim, their presence sometimes inhibits responses". Cohen *et al.* (2000:279) alluding to this point reiterate that "it is often when the cassette recorder has been switched off that the 'gems' of the interview are revealed, or people may wish to say something 'off the record'. Due to the above reasons, an option of using detailed notes written during the sessions while the respondent was talking was adopted. This alternative method is alluded to by scholars like Anderson (1990:238) when he says that his "preference is to record responses during the interviews on the interview protocol or in a stenographic notebook" rather than tape recording, a point that Anderson and Arsenault (1998:205) reiterate by saying that detailed notes are indispensable.

Whether one or more focus groups were used, assistant moderator/s were chosen by the groups as secretary/s to take copious notes of the discussions as alluded to by Anderson and Arsenault (1998:205). The researcher was the overall chairperson of the discussions, making sure that focus group members reached a consensus after exhaustion of group members' experiential perceptions on the reasons for the non-fulfillment of specific issues raised in the questions. Group secretaries (members of the group) recorded all the responses and handed them to the researcher (these responses, identified as Appendix E, are available in the researchers safe keeping).

To augment students' focus discussions structured interviews were conducted with the principals, or deputy principals or director (see interview protocol, Appendix G), heads of departments or teachers (see Appendix F) per school, depending on their availability. This was for verification, further information and (for) triangulation purposes. Permission to tape record these interviews was sought for from the interviewees in line with Bell's (1987:42) warning that " a researcher cannot demand access to an institution, an organization or material ... permission to carry out an investigation must always be sought". Due to confidentiality, the responses from the students' questionnaires and focus

discussions were not disclosed to their principals or teachers in the course of the interviews. However, most of the questions in the interview were in conformity with those raised during the students' questionnaires (the tapes are available in the researchers safe keeping).

The focus group interviews and semi-structured interviews lent themselves to construct validity or discussion validity since the sub-topics of the discussion focused on those areas perceived by the students as not having been fully achieved. Content validity was ensured by the fact that the reasons and solutions towards the achievement of the specified criteria were not merely a "one statement' issue but multiple in nature. Concurrent validity was achieved by a direct correlation between the results of responses in the questionnaires and the areas of focus. It should be noted that Anderson (1990:245-246) asserts that the "purpose of the focus group is not to achieve a consensus but to exhaust an exploration of the various perspectives held". This was true of the interviews as well. Predictive validity is the validity that demonstrates that the results from the instruments can be used to predict some future behaviour. In this case it is assumed that, every thing being equal, the sampled students, principals, heads of departments will be able to respond in the same manner on a given future date. However Henerson *et al.* (1987:145) caution, "all other things being equal, attitudes might predict behaviour, but since other things are rarely equal, the relationship between attitude and behaviour is often weak". This suggests that attitude instruments have generally little predictive validity.

To ensure reliability in the guided focus discussions and semi-structured interviews the respondents were given a considerable degree of latitude within the working framework. Freedom of speech and expression were encouraged without any inhibitions. Secondly the researcher used paraphrasing during the course of the interviews. This was for the following reasons:

- Acknowledging attention.
- Crystallising comments by repeating them in a more concise manner.

- Increasing reliability by checking whether what the respondents say was the intended message, for Anderson (1990:230) alleges that when your paraphrase differs from the interviewers' intent, they will clarify the statement, thereby ensuring that you "will not have obtained an invalid response".

As much as validity and reliability issues were taken on board, Kidder *et al.* (1981:157) assert that there are the following reasons why attitude questions are more troublesome than factual questions:

> *the respondent may not even know what his attitude is ... attitudes are many sided and simultaneously determined ... there is the problem of attitude intensity and related to this, consistency. It is possible that on a given day, depending on moods and events, one's attitude may be different from what it was the day before.*

The above situation notwithstanding, these instruments collected data, which qualify as valid and reliable to a great extent.

4.5.3 Results from the focus group discussions and semi-structured interviews in the three public schools

4.5.3.1 School A

A class of 31 (divided into three focus groups comprising of 15, 7 and 9 students respectively) was used in this school on 21st July 2000 as arranged by the teacher whose lessons were to be used from 10:00-11:30. Semi-structured interviews were held with the principal and one Head of Department (HOD) on 8th October 2000.

Areas of concern were:

Goal 1 (academic and basic skills with 61% overall achievement as seen in par. 4.3.2.2) focused on Qs 6 and 9, which scored 49% and 51% respectively. The reasons why these students are not confident to ask their teachers when they do not understand something (Q

6) is due to the student-teacher attitude. According to students from Groups 1 and 2 the teachers "focus only on bright students" who "laugh and tease" the rest of the class. Students from Group 1 added that they fear being looked at by the teachers as "being stupid". The HOD interviewee alleged that these students' allegations are not unfounded, because the teachers perceive that these "are all able students since they were chosen on merit". According to the HOD these candidates have not only obtained "a first class in the Primary School Leaving Certificate examinations (PSLC) but were the top first class candidates". The principal explained that in addition to the summative PSLC results candidates admitted to this school have to produce a portfolio of their continuous assessment in the quarterly tests from their previous primary schools. All the focus groups reiterated that Mathematics was too abstract and difficult to be used in everyday life (Q 9), to which the HOD said that it is not so much the index of difficulty, but considering the curriculum and the manner in which it is taught at the fifth year secondary school level, it is possible that most of the concepts are not related to the everyday life of the candidates.

Although Goal 2 (provision of society with productive skills) achieved an overall score of 70%, Qs 34 and 35 featured as areas of concern (par. 4.3.2.3). The students do not participate in the development of their community due to the divided nature and lack of appreciation from their community (the three groups' response to Q 34 which had scored 27%). Asked why they do not participate in the making of decisions in their community (Q 35 with a score of 13%), students from Groups 2 and 3 said that they are not given a voice. Students from Group 3 added that at the school level they "are excluded from the boards which run the community and even the prefects are not chosen by the students". These issues were corroborated by both the principal and HOD, admitting that the staff select the prefects (as opposed to the prefects being elected by the students); the school does not engage the students into community development projects due to timetable constrictions (alleged by the principal) or due to lack of interest from the principal (alleged by the HOD). However, the principal said that the students do engage into community fairs, for example fundraising walks whenever such opportunities occur. The

principal added that although the school may not be active in engaging students in the development of the community while at school, he thinks that the school as a whole prepares them to be "future productive citizens who can cope with the working life" by exposing them to subject combinations necessary for this century. The HOD, on the other hand, was of the view that the school seems to have regressed in their goal of preparing students towards productive citizenry, highlighting the slow implementation of introducing computer studies into the school (as recommended by the parents) as one reason for this allegation.

On PI 1, academic and administrative leadership (par. 4.3.2.5) with an overall score of 54%), students from Groups 2 and 3 said that they do not communicate in English while out of the class (Q 15 with a score of 48%) because it is not enforced by the school, it is not adhered to by the teachers and they fear being branded "snobbish". According to the principal, although the medium of communication in the school is English, this rule is not enforced, adhered to nor are punitive measures taken against the offenders for democratic reasons ("democratic rights of the students") since both Sesotho and English are official languages of Lesotho. The HOD on the other hand while accepting that both the staff and the students flout this rule laments, said: "It is a pity that everybody is lax about such an important issue". The three focus groups fear their principal (Q 17 with a score of 43%) because he "is a no nonsense man" (Group 3), he has "lashed me many times" (a Group 2-member), "he has an aggressive voice" and he "intimidates us" (Group 1-members). Asked if corporal punishment is allowed in school the principal said, "this is only given if authorized by the disciplinary committee and it is shown on the students' records". The HOD on the other hand, said "we do not spare the rod ... we belong to the old school of thought".

All the students wanted to see their school prospectus in fulfillment of PI 2 (clear school policy) in which both Qs 41 and 42 scored 10% although the overall achievement of this indicator was 70% (cf. par. 4.3.2.6). The HOD confirmed that no handbooks are given to the students and only a rudimentary form of this is given to the parents.

On PI 3 (monitoring progress and keeping parents informed) the school's overall achievement score was 56% (cf. par. 4.3.2.7). In response to Q 52 (which scored 32% on getting feedback from the teachers on their progress) the students from Groups 2 and 3 felt that there was poor student-teacher relationship, while a student from Group 1 alleged that the teachers "always have negative things to say to us". Whereas for Q 53 with a score of 32%, Group 3-students alleged that the teachers only help the bright students, students from all three groups were of the view that they do not actually seek for help from the teachers (cf. Goal 1, Q 6 for the same view). Asked if their parents are kept abreast of their progress (Q 63 with a score of 41%), the response was unanimous: "only on open day ... that is once a year". The principal, however, reiterated that apart from annual parent-teacher meetings and school reports, the students are given monthly progress cards, which are available to the parents, and the parents are allowed to come to school any time if they have any queries about their child's progress, and many do come. The HOD confirmed this view.

Under PI 4 (dedicated staff, with an overall score of 54%) in response to Q 23 with a score of 37%, a student from Group 3 said, "How can they care about our extra curricular activities if they don't care about our academic work?" A Group 1-member alleged that they "practically do every thing (extra curricula activities) on their own". In response to this, the principal said, " while some teachers do assist voluntarily in cases where the need arises he allocates important duties according to one's ability not necessarily one's interest". The HOD on the other hand confirmed the students' view that teachers do not participate in extra-curricular activities as much as they ought to, adding that the teachers are mainly "campus oriented". In response to Q 29, namely teachers do not treat them as individuals (with a score of 41%), a student from Group 3 said that "they judge the book by its cover". This phrase was to some extent confirmed by the HOD when he said: "there is no student in my class, or school for that matter, who is well below the other students to cause alarm or concern for the need of individual attention". The HOD further asserted that there is no time to deal with them as individuals. However, they (the students) have a

one-hour supervised study period after school (15:20-16:20) in which to catch up with their schoolwork.

On the whole, the responses from these three focus groups and the interviews with the principal and HOD show that there is some administrative leadership that steers or holds together the whole system towards greater achievement as evidenced in the overall scores on each performance indicator (cf. par. 4.4.2). This observation was amplified by the principal's comment that he uses "military methods to run the school (including patrolling around the school, going into classes, giving disciplinary letters to indolent teachers, requesting HODs to be vigilant about their departmental progress) and it works". The students' list of suggestions for improvement of their school (i.e. entertainment, improvement of school courts (a point that the HOD was also concerned with) opening of school library during weekends and as early as 6:00 during school days, closer student-teacher relationship) and their focus group responses amplify the diligence of students in this school, a point that may be verified by the value added technique. It should be noted that the student intake in this school is pitched at a very high level as confirmed by both interviewees and that according to the principal, the school "retains their students from the first to the fifth year of secondary school".

4.5.3.2 School B

School B was visited on the 21st July 2000, commended on those areas they fared on well and was requested to give reasons for the non fulfillment of those performance indicators on which they came out as just average or below. Only one focus group comprising of 10 students (as requested by their English teacher as volunteers) was used between 11:45 to 13:20. Semi-structured interviews were conducted on 16th October 2000 with the deputy principal (the principal had traveled to Sydney for the Olympics) and a HOD.

According to the students of this focus group, the students' fulfillment of Goal 1 (academic and basic leadership with an overall score of 58%) is hampered by the fact that they are not confident enough to ask for help from their teachers when they do not

understand something (Q 6 which scored 44%). This is due to "fear of being laughed at by their peers", being "ridiculed by their teachers", their teachers' lack of tolerance as evidenced in the statement "I have told you this several times, how come you don't understand?" The students further feel that the choice of subjects in their school (Q 8 with a score of 49%) is limited since they do not have Art, Computer Studies and Domestic Science. Secondly the timetable arrangement of the school constrains the choice of subjects they are able to do. Their Mathematics skills cannot be readily applied to their everyday life (Q 9 with a score 51%) because of the abstract inclinations inherent in this subject. Both the deputy principal and the HOD were of the view that more subjects are required (computers studies) and that, although it is the duty of the teachers to do remedial work with the students, this is rarely done due to the low teacher morale in the school.

For Goal 2 (provision of society with productive citizens with an overall score of 70%) the students feel that they are excluded from any decision-making at the school level (Q 35 with a score of 50%) and added that the teachers do not back up the prefects. The HOD confirmed the students' perceptions by not only referring to this lack of back up of the prefects by the teachers, but also citing poor teacher-prefect relationships in the school. According to this HOD, there seems to be a rift or a poor working relationship between prefects and administration and prefects and teachers. The teachers perceive prefects as "administration's spies", since the teachers are not involved in their (prefects) selections and appointments (prefects in this school are selected by the top management, i.e. deputy principal and the principal, and appointed by the principal). The students said that the school does not expose them to any community work (Q 40 with a score of 50%) a fact that was verified by both interviewee educators. Both educator interviewees went further - "students even become worse after being in our school", said the HOD. Some of them are "rebels who even come to school with dangerous weapons", said the deputy principal, (an exhibit of one of these weapons was shown to the researcher by the deputy principal).

For PI 1 (academic and administrative leadership with an overall achievement of 50%) the students see their chances of getting good results from their school (Q 11 with a score of 43%) limited due to lack of facilities, lack of motivation and lack of keenness from the staff. The two educator interviewees were of the same view. The students alleged further that the school does not have a good reputation (Q 12 with a score of 37%) due to poor management, an observation that came out clearly from both the educator interviewees. The past records for students in this school's admission to NUL (i.e. 6 out of 120, and nil in 1998 and 1999 respectively) give them concrete evidence that their chances of going to any University are very slim (Q 13 with a score of 35%) a scenario that was once again confirmed by both educator interviewees. Commenting on this, (low intake into NUL or any other University for that matter) the HOD was not surprised at these statistics. According to her, this is a reflection of the school's intake (mostly 3rd class students, i.e. weak students). The deputy principal, however, felt that there are some bright students (some 1st class holders, i.e. top students at PSLC) who could perform well with more effort from the staff, students, parents and amicable relationships between and amongst them. The students said that they do not communicate in English while on the school premises (Q 16 with a score of 40%) because of the non-enforcement of this regulation and their lack of confidence. Confirming this view, both educator interviewees asserted that English is rarely spoken on the school premises, as reflected in the deputy principal's comment "to be honest, the majority of the students and teachers speak Sesotho" and any measures to curb this trend are futile "because they are too many to punish".

Although on PI 2 (clear school policy) the school had an overall achievement of 70%, Qs 41, 42 and 49 received low scores of 10%, 30% and 30% respectively. Students from the focus group revealed the need for them and their parents to see their school prospectus (Qs 41 and 42) and more avenues of development of leadership skills to be availed by the school. While the deputy principal said that a prospectus is given to the first and fourth year students of the secondary school, the HOD was not sure about it. On leadership skills, the deputy principal's comment was that the prefect system is meant to fulfil this role to some extent "although it leaves a lot to be desired".

From the discussions on questions 50, 52, 53, 55, 61 and 63 (in which the scores ranged from 29%-46%) it became clear that PI 3 (monitoring progress and keeping parents informed with an overall achievement of 40%) is not taken on board by most of the teachers. More homework, diagnostic assessments from the teachers, knowledge of the students' problems by the teachers and communication of the students' progress to parents are essential and yet disregarded according to this focus group and as verified by both educator interviewees. The deputy principal, however, said that the annual report cards carry comments on the students' progress for the parents' perusal. The HOD on the other hand said that "to many teachers school ends at 15:20 and nobody (neither teachers nor parents) bother about the students' progress".

PI 4 (dedicated staff with an overall achievement of 54%) received a low score because the students allege that the teachers only supervise soccer and athletics at the expense of other extra curricular activities (Q 23 with a score of 50%), teachers are not willing to help them with their school work after classes are over (Q 25 with a score of 32%), teachers do not treat them as individuals (Q 29 with a score of 42%) and only a few teachers are ready to listen to students' problems (Q 30 with a score of 48%). According to the deputy principal only a few teachers are dedicated enough to carry out extra-curricular activities, and help the students after classes. While his view on the preference of soccer concurs with that of the students, the deputy principal lamented that undue time is taken up by this game and sports (the principal's preference) even at the expense of classroom attendance. The HOD on the other hand summed it up by saying

> *School ends at 15:20 and everybody goes home ... teachers are not very keen on extra curricular activities because in most cases a roster is used rather than allowing the teachers to participate according to their areas of interest. In any case teachers are demoralized and there is no teamwork spirit in the school.*

On the issue of low morale, both educator interviewees put the blame on the administration. They both further revealed that teacher absenteeism and lateness are

common and punitive measures are not always applied nor adhered to, a situation that concurred with the students' views.

The reasons for the non-fulfillment of most of the performance indicators in this school point to the need for improved school management and the lack of basic facilities. This is further amplified by the students' list of suggestions for their school improvement (i.e. a better relationship and communications between and amongst the principal, the staff, the students, and the parents, enforcement of school rules, better financial management, better access to administration, conscientious staff and support for the prefects). Both educator interviewees cited mismanagement as the root of most of these problems.

4.5.3.3 School C

Anderson's (1990:243-244), as well as Anderson and Arsenault's (1998:200) caution on the composition of the focus group being not more than 6-12 in number notwithstanding, one focus group of 19 students were interviewed in school C on the 20th July 2000 from 11:00-13:20. This arrangement was due to the fact that the students in this school seemed to need more guidance, inferences and more probes from the researcher for question comprehension. Areas in which the school seemed to excel were commended while those in which more was needed were highlighted for discussions. A semi-structured interview was held with one of the HODs in the school on 17th October 2000. The choice of this interviewee was due to the absence of the principal (sick leave) and a prior commitment of the deputy principal (external examinations). The deputy principal directed this HOD to the researcher.

The students' reasons for the non-fulfillment of Goal 1 (academic and basic skills with an overall of 64%) were tapped by the responses to questions 4, 6 and 9. According to the focus discussions students are not confident enough to ask their teachers for help (Qs 4 and 6) because their teachers "are not willing to help them individually" and "they are afraid of being laughed at by other students". In a semi-structured interview the HOD reiterated "it is impossible to help them individually due to the student-teacher ratio

(1:50)". The students do not apply mathematical skills in their every day life (Q 9) because according to them (students) "Mathematics is a very difficult subject that can only be done at school". The same educator interviewee confirmed the students' perception of Mathsematics when she said "the school's pass rate in Mathematics at all levels is terrible".

For Goal 2 (provision of society with productive citizens with an overall achievement of 80%), the members of the focus group's contention was that the school neither exposes them to the community programmes nor are the students included in any decision making at the school level even when those decisions are pertinent to their welfare (Q 35 with a score of 13%). The high overall score for this goal may have emerged from lack of question comprehension. This is according to the HOD, because:

> *no direct initiative is geared towards community development although some subjects (Development Studies) include woodwork and tree planting whose skills could easily be transferred into the community at a later stage.*

With reference to whether the students are involved in decision making in their school, the HOD reiterated that the students are given a voice to some extent through the prefect system, a view that was denied by the students. She concurred with them however on the fact that the school does not have a Students' Representative Council (SRC) body.

Asked why they thought that the academic and administrative leadership, (P I 1) had an overall achievement of only 46%, the students concentrated on Q 12 (with a score of 36%) alleging that their school has a very low reputation in the community in terms of standards as the school's "results are poor". This was confirmed by the HOD who, however, added, "considering the schools intake, mainly the candidates with the lowest pass level at the PLSCE, the low pass rate at the COSC is not surprising". According to the focus discussions, students from this school rarely make it to any university (Q 13 with a score of 35%), a perception that was statistically confirmed by the HOD (i.e. the student intake to NUL from their school was nil in 1996 and 1997, 3 in 1998 and 2 in

1999). Asked why they do not communicate in English while on the school premises (Q 15 with a score of 43%), the students' responses were as follows: lack of reinforcement of this rule, the staff do not speak English either, other students tend to laugh at those who attempt to speak English and lastly, they strike up a better conversation in their mother tongue. The HOD's view on this issue was that:

> *most of these students were brought into the school on the basis of their strength in Sesotho and not in the English language (had failed English). Therefore whatever measure the school puts forward on the use of the English medium is futile.*

The focus discussion revealed that students in this school are afraid to talk to their Headmistress (Q 17 with a score of 38%) because they feel that she is "very harsh" and they are scared to go to her for any help. Incidentally, according to the HOD, "corporal punishment can be administered by the principal and HOD." (The researcher observed such punishment being administered by one of the staff members to a student for arriving to school late and for having an improper school headgear.) The students alleged that their class teacher is least concerned with their progress (Q 19 with a score of 48%). Their responses to the pass rates at their school scored 29% and they alleged that this is due to the fact that teachers don't turn up for lessons and if they do, they are not punctual. The HOD giving the excuse of "lack of proper means of transport due to the school's location" while at the same time confirming that some "teachers dodge classes and to some extent there is nothing HODs or the principal can do", verified these allegations. The students, however, have been advised to report to the HODs in case of such incidences within a time of ten minutes. The students pointed out that they do not have a library, an omission that was confirmed by the HOD, who added "the students are advised to go to the library in town".

For PI 2 (clear school policy with an overall achievement of 70%) the students requested that the school prospectus should be made available to them and their parents, a practice that is not currently carried out, as scores of Q 41 (30%) and Q 42 (40%) showed. The

high score of 70% for PI 1 may have been due to lack of understanding of the meaning of the questions by the students in this school, as the focus group discussions revealed. According to the HOD, however, a prospectus is issued to all the new students during their first year at the school, with the hope that it is passed on to their parents.

The students would like PI 3 (monitoring progress and keeping parents informed, with an overall achievement of 56%) to be upheld by the school. Of great concern were responces to the following questions pertinent to this indicator: Questions 52 ("My teachers tell me how well I am doing"); 53 ("Whenever I am having difficulty teachers usually know and give me help"; 55 ("After I have done homework teachers talk to me about it"); 62 ("I am too afraid to ask for help when I do not understand my class-work") and 63, ("My teachers talk to my parents about my academic progress"). Responses to these questions made PI 3 obtain low scores, ranging from 31% to 47% (cf. par. 4.3.2.7). The interview with the HOD revealed the following:

> *Quarterly tests are meant to show the progress of the students ... the school has no homework policy ... and the school has a teacher-parent meeting once a year in which the progress of the students may be discussed.*

This confirms the students' perceptions to a great extent.

The focus group students would like their teachers to be more dedicated (PI 4 with an overall achievement of 60%) by playing a more positive role in extra curricular activities (Q 23 with a score of 49%), being willing to help the students with their schoolwork after classes (Q 25 with a score of 46%) and treating them as individuals with different capabilities (Q 29 with a score of 29%). Teachers should come to classes regularly. According to the HOD "the issue of extra curricular activities is problematic". Due to lack of grounds/fields the teachers are compelled to travel long distances to use another school's facilities, a situation that is disliked and results in "dodging and reluctance of participation". She added that the location of the school (away from public means of transport) hampers the teachers' willingness to help the students after school while the

ratio of students to the teacher hinders the possibility of teachers giving individual attention to the students.

What this focus group's discussions reveal is the following: the students' perceptions of their school in terms of academic and basic skills, academic and administrative leadership, monitoring students progress and keeping parents informed are of great concern to them. These quality performance indicators should be taken on board. It appears that the strictness of the Headmistress is directed more to students and less towards the disciplining of teachers in terms of punctuality, lesson attendance and a healthy environment. The interview with the HOD confirms most of the alleged students' perceptions while at the same time sheds light on the difficulties the school as a whole faces.

Secondly, when asked to suggest other ways (apart from those in the questionnaire) in which their school could be improved, the students proposed that they needed a library, more sporting activities, computer literacy, availability of a disability unit (Braille), proper sanitation, regulations against alcohol and drug abuse on the school premises, more school furniture, guidance and counseling facilities and availability of supervised study time on the school premises. While empathizing with the students' requirements, the HOD's comment was "it will take a long time if at all to see some of these needs put into place".

4.5.3.4 Summary of focus group discussion and semi-structured interview findings in the three public schools

What similarities and differences exist between the students' complaints and demands and principals, deputy principals and heads of departments' views in the sampled public schools pertinent to specified quality performance indicators? From the post-session analysis (Anderson and Arsenault 1998:207) of the three public schools the following can be inferred:

- Poor teacher-student relationship is perceived by the students and the educators as a stumbling block towards greater academic and basic skills (Goal 1) and academic and administrative leadership (PI 1). The negative impact of this relationship is greater in schools B and C in which the performance on PI 1 was 50% and 46% respectively, both schools citing evidence of poor academic achievement results from their schools. School A performed better on these indicators, 61% and 54% respectively. Whereas the leadership of school A is perceived to be harsh and fruitful, that of school C seems to be less fruitful while that of school B is perceived to be totally ineffective.
- The students, administrators (management team) and the teachers in the three schools perceive that their schools do not steer them towards community development participation both at school and local levels (Goal 2). School A's students however add that even the local community does not appreciate such ventures.
- Students and the educator interviewees from the three schools would like to see a clearer school policy (PI 2) not only documented but enforced and adhered to by the whole school community with a definite mechanism designed to deal with law breakers and possibly to commend law abiders. Apart from the issues raised in the questionnaire, students and educator interviewees from schools B and C were also concerned with issues of teacher irregularity to lessons, and of alcohol, drug abuse and possession of dangerous weapons (in school C) on the school premises, which should be attended to.

- Monitoring students and keeping parents posted (PI 3) was at the heart of the students from the three public schools in the sample. Whereas students and educator interviewees from school A complained about lack of monitoring in terms of depth and extent (i.e. not done as often and not by all teachers) monitoring students' progress in schools B and C seems to be totally neglected. Parents get to know about the students' progress only once a year in two (schools B and C) out of the three public schools while school A's administrators alleged that this is done on other ad hoc bases.
- The students and interviewees in these three schools, and especially in schools B and C, perceive that their teachers are not dedicated enough.
- A list of students' and educator interviewees' proposals (other than what was contained in the questionnaire) perceived to move their schools forward showed some differences between the three schools. Students and educator interviewees from school A's wish list comprised of items more pertinent to students' welfare, while schools B and C's items were more pertinent to academic concerns. What is emerging is that although all three schools are public, comparatively speaking, school B and especially school C seem to lack basic educational facilities that school A has.

4.5.4 Results from the focus group discussions in the private schools

4.5.4.1 School D

One focus group of 7 students from school D was interviewed on 20th June and a second group of 6 students on 23rd June 2000. This arrangement was due to the fact that the fifth year secondary school level students had completed their International General Certificate of Secondary Examinations (IGCSE) external examinations and had already left the school premises. Those who turned up for these focus group interviews were volunteers who were ready to assist in the progress of the school. The first focus group took 1 hour and 30 minutes (11:00-13:30), while the second group took 1 hour and 20 minutes (10:00-11:20). Semi-structured interviews were conducted with the HOD on 14th November 2000 and the deputy principal on 15th November 2000.

Goal 1 (academic and basic skills)

The average school score for academic and basic skills was 58%. The areas of concern were related to Questions 3, 5, 6 and 8. The reasons for the percieved inadequate achievement in these areas were highlighted by the focus groups as follows:

- The students in school D do not enjoy school (Q 3 with a score of 54%) because there is more fun outside school than in school, teachers do not make lessons interesting, some teachers are not sure of what they are teaching and thus panic when their students are about to sit for the IGCSE examinations. Students from Group 2 added lack of peer bonding, lack of entertainment facilities and following the same routine throughout the year. The HOD was of the opinion that although these students may not have special entertainment facilities (swimming pools, tennis courts) they have enough occasions for other types of entertainment (discos, talent shows, AIDS Awareness programs and Blue-Cross day) which do not necessarily need concrete facilities while swimming and tennis are usually arranged in conjunction with the near-by sister primary school.
- The students do not have the confidence to approach their teachers when they do not understand something (Qs 5 and 6 with scores of 55% and 41% respectively) because they are "scared of their teachers", they do not want to "feel stupid" and they "fear to be finger pointed by others" (Group 1). Students from Group 2 added that they felt they were bothering the teachers, or that simply due to the individual student attitude to the individual teachers. According to the HOD:

  any student who requests for help is given and teachers even arrange extra lessons for such students. The school however has remedial classes, English as a Second language (ESL) and such students are at first removed from class for extra English lessons because the teachers assume that the student's problem could be alleviated by better communication skills.

According to Group 1-students, the students feel that they do not have a wide choice of subjects in their school (Q 8 with a score of 52%) because Technical Drawing, Computer Science and Agriculture, are not offered in their school. In addition the school forces them to do only 8 subjects as opposed to 13 subjects as expected in other IGCSE schools. The school offers "stereotyped" subjects. Students from Group 2 added that the timetable restricts them from doing the subjects they would have liked to do. The HOD confirmed that the timetable is computerized in blocks, prioritizing the compulsory subjects over the electives and there is nothing one can do about it. She believed, however, that except for lack of Music and Religious Studies, the school's curriculum is wide and surpasses any other curriculum offered in the Lesotho schooling system. Both the deputy headmistress and the HOD reiterated that Religious Studies are not offered because they would be contravening the concept behind international education. According to the two educators, international education should inculcate into the students attitudes and values, which transcend barriers of race, class, religion, sex or politics.

From the students' perceptions the reasons for the inadequate fulfillment of academic and basic skills in school D can be summarised as lack of enthusiasm and confidence in the teaching staff, concentration on the academic side of school at the expense of other reasons for schooling, poor student-student and student-teacher relationships. The educator interviewees were not convinced about these allegations, asserting that there is more student-teacher interaction in this school than in many other schools, a fact that students from this school eventually grasp after moving to other schools.

Goal 2 (provision of society with productive citizens)

School D's overall achievement on the provision of society with productive skills was 60%. Questions 31, 34, 35, 37 and 40 showed weaker areas in school D's provision of society with productive citizens. The focus groups revealed that this was due to the following reasons:

- The students do not obey school rules (Q 31 with a score of 20%) because of the students' "rebellious teenage behaviour" (students from Group 1 and 2), the "teachers

do not enforce the rules" and the school rules are so minimal yet include "dumb rules i.e. tucking in the shirts" (students from Group 2). The HOD confirmed that not all teachers reinforce the rules because they consider this to fall under the jurisdiction of the administration and the school's counselors.

- Students from both focus groups alleged that the students do not participate in the development of their community (Q 34 with a score of 37%) because the school restricts the provision for community involvement for students to years 6-7 (International Baccalaureate level) and not for students in years 1-5 (the IGCSE level). Both the deputy principal and the HOD confirmed this view but added that the International Baccalaureate Middle Years Programme (IBMYP) would go a long way to change this scenario because it has an inbuilt community element. At the moment (2001) IBMYP encompasses years 1 to 3 and is meant to eventually include years 4 and 5 in 2002.
- The students feel that the school does not enable them to make any decisions even in the school community (Q 35 with a score 26%) because although there is an SRC, students do not have any say in it. The SRC in conjunction with the staff and administration pass resolutions without consulting the students. A student from Group 1 alleged, "SRC is a foreign body to the school". One student from Group 2 said that she never volunteers to give her ideas because she felt that her ideas are usually "alien" (do not conform to what the rest of the students think). The deputy principal and the HOD refuted this allegation stating that every year group has a representative responsible for passing the students' inputs to the SRC who in turn pass it to the administration and vise versa. Any interested student should be aware of this channel.
- According to members of the focus groups the low percentage score (47%) by the students of school D about not being proud of their school (Q 37) may have been due to the fact that they do not know much about their school, the "rebellious" nature of the students, and the fact that the school does not have enough recreational facilities. On lack of facilities the HOD interviewee had this to say:

  The students should not equate this school (in terms of facilities) with other international schools in Europe or first world countries because the fee structure

here is not comparable with other international schools where multinational companies assist in either the funding of the school or towards each child's fee payment. The students should compare the facilities here with those in other Lesotho schools.

The deputy principal was of the same view adding that were the fees to be raised higher than they currently are, many of these students would not be able to afford it because they are struggling to pay, the way it is now.

- From the discussions of the focus groups it became clear that the students in school D perceive that the school has not taught them how to be responsible members of the community (Q 40 with a score of 50%) because the students "lack a say in SRC". According to a member of Group 1 clubs or "teams are based on friendships", and therefore it is difficult to join "even if you are more responsible than the leaders of these activities". After school activities are not compulsory for the fifth year of secondary students and even then, they are so few, that leadership skills are not explored. Students from Group 2 felt that most of the students disobey school rules (compare Q 31) and therefore they are not well prepared for society. While confirming these allegations, the HOD interviewee responded that students are free to suggest their own activities in which they could take a leading role. Although after-school activities are not compulsory for the fifth year secondary students, it does not mean that they are barred from participation. Rather, it gives them the democratic choice they deserve during this busy year of their schooling.

According to the students, the reason for the non-effective achievement of Goal 2, provision of society with productive citizens, is the rebellious nature of the students arising from or caused by the manner in which the school is structured.

PI 1 (academic and administrative leadership)

School D scored 52% on academic and administrative leadership. Responses to questions 11, 12, 13, 15, 16 and 20 show areas of concern. The focus groups gave the following reasons for their responses:

- As far as the students from Group 1 was concerned, the students' chances of getting higher results are not higher in school D than most other IGCSE schools (Q 11 with a score of 47%) because of "lack of push" from the teachers and "lack of competition" from other students. Students from Group 2 added that the "teachers are relaxed and concentrate on brighter students".
- The students feel that their school has a reputation for high academic standards (Q 12 with a score of 49%) only at the International Baccalaureate (IB) level and not at the IGCSE level, because all the staff pay more attention to the IB than on the IGCSE performance. They also feel that staff qualifications and ability is concentrated at the IB level making the student percentage intake into universities (Q 13 with a score of 44%) higher from the IB level than the IGCSE level. Students from Group 2 reiterated that the IGCSE couldn't get you to a South African university.
- Students from both focus groups alleged that their preference for not speaking English while outside the classroom (Q 15 with a score of 46%) is due to the fact that it is "more comfortable and easier to express oneself in the mother tongue". Some of the students are of the opinion that English proficiency (Q 16 with a score of 47%) depends on one's family background.
- The students do not know about the schools' IGCSE pass rate (Q 20) because these figures are not disclosed to them. The score for this question was 29%.

The above allegations were verified by the HOD and the deputy principal who felt that more should be done at this level. According to them, the school as a whole and the IGCSE coordinator in particular is looking into ways in which the "IGCSE case" can be addressed or even be overhauled, including the contemplation of pursuing a Higher International General Certificate of Secondary School Education (HIGCSE) recognised in the South African universities.

The low score on PI 1 (academic and administrative leadership) in school D at the IGCSE level could be attributed to the lack of communication between students, staff and administration. The school's management strategy in which the IB programme is

perceived by the students and the administration as taking preference over the IGCSE or the lower school contributes to lack of academic leadership at the IGCSE level.

PI 2 (clear school policy)

School D seems to have a clear school policy as evidenced in the high score (80%) amplifying the role the school prospectus plays in the students' and parents' knowledge of the school policy. However, areas of concern lay in Qs 41 and 49. The focus groups gave the following reasons for the low achievement (30% and 50% respectively) in these two areas:

- All students and parents are issued with a school prospectus. Members of Group 2 emphasized that the low score of 30%, on Q 41, could have been due to the fact that the students simply passed these handbooks to their parents without reading them. Both educator interviewees confirmed that various specific handbooks are issued to the respective persons (students, parents and teachers) at least once a year and whenever these books are upgraded.
- The students have not developed leadership skills in school D (Q 49) because, according to them, there aren't enough opportunities in the school for everyone to develop their leadership skills. The fact that both educator interviewees challenged the students to use their own initiative to open up avenues through which they can develop or show their leadership skills discounted this perception.

PI 3 (monitoring progress and keeping parents informed)

The relative low score (56%) in monitoring progress and keeping parents informed emanated from questions 52, 53, 55, 56, 61 and 62. The focus groups had the following reasons to give for this score:

- Not all teachers inform the students on how well they are doing (Q 52 with a score of 46%). They only do so "at the parents meetings and/or evenings", said a student from Group 2.

- According to the students, the teachers do not take the trouble to find out the students' problems, which they should be doing because the "classes are small" and it is the teachers' "duty to monitor" any fluctuations in students' performance and even when the teachers do know the students' problems they do not give adequate help (Q 53 with a score of 48%). According to students from Group 2 they are too embarrassed to ask for help.
- The reason why students feel that the teachers hardly talk to the students about their homework (Q 55 with a score of 40%), is because the teachers do not check their homework.
- According to some of the students from the focus groups, teachers only give tests to them at the end of the year (depending on the subject). For others, the students avoid tests by using all sorts of excuses (responses to Q 57 with a score of 38%).
- Students from the focus groups are of the opinion that the arrangement of having the core and the extended students attending the same class disadvantages both groups. The bright students (those following the extended or a more advanced form of the subject syllabus) feel bored and less challenged, while the core students (those following an average or less intense syllabus coverage) are usually lost, especially when the teacher touches more advanced subjects or concepts. In addition even where these two sets are separated, the core students are relegated to those teachers perceived by the students as being poor or incompetent. Lastly, the core students are never pushed to perform better with a view of upgrading them to the extended level.
- Some students in the focus groups are afraid to consult with their teachers simply because they lack the confidence to do so, or due to the individual student's attitude to specific teachers (Q 63 with a score of 47%).

In a nutshell, the failure or low rating of PI 3 (monitoring progress) in school D is due to the relaxed attitude of the teachers, students' manipulation of teachers and the school's arrangement over the extended and core students at the IGCSE and priority given to the IB curriculum. To some extent this was corroborated by the two educator interviewees accepting, "it is possible that some teachers could be more relaxed in their teaching,

marking and monitoring the students' progress since the administration believes in the integrity of the teachers" (HOD). However, when the students, parents or HODs report any mishap it is usually investigated and corrective measures may be taken depending on the validity of the complaint. This however is done on an informal level (HOD). The new teacher appraisal scheme (which includes feedback from self, student, peer and administration) will help the teachers identify their strengths and weaknesses for improvement (Deputy principal).

PI 4 (dedicated staff), 70% overall achievement

The flaws in the dedication of teachers in school D were found in the responses to questions 23 and 30.

- According to some students from the focus groups some activities in school D cannot be carried out because of lack of teacher supervision (Q 23 with a score of 53%) since it is prohibited to have an activity, which is not supervised. Students complained that all the students are "kicked out" of the school premises at 16:30 when such activities should be going on. Students from Group 2 added that extra curricular activities are not compulsory for fifth year students.
- The students feel that the response to Q 30 (with a score of 55%) namely that the teachers are not always ready to listen to their problems, were due to the fact that "tutors do not do their specified jobs" (pastoral care). On the other hand, the guidance counselors cannot be approached by the students because "guidance counselors are more into punishing" than counseling.

The reasons for the non-fulfillment of part of this criterion can be attributed to school D's internal processes. According to the educator interviewees, some of these processes and regulations i.e. closing school gates at 16:30 are due to "insurance policies", while the use of teacher counselors for both punishment and advice has now been alleviated by the employment of a qualified guidance counselor whose duties are separated from teacher counselors and career counselor. Both educator interviewees confirmed that the tutor

system is not effectively used for pastoral care but plans for improvement in the right direction were on the way.

4.5.4.2 School E

School E was visited on 6th June 2000 for commendation of all the areas in which they had excelled in and for finding out the reasons for the non-fulfillment of some specified criteria. Only one focus group comprising of seven students was interviewed in this school (10:00-11:30). The choice of one focus group was due to the fact that school E could only provide seven students for this discussion because of the school's end of term activities. Semi-structured interviews were conducted with the deputy principal and a HOD on 13th November 2000, as directed by the principal, who was busy with other administrative matters pertinent to examinations.

The following findings were recorded:

Goal 1 (academic and basic skills), 52% overall achievement

The non-fulfillment of this goal was evidenced by the responses to Qs 1, 3, 8, and 9:

- The students of school E alleged that they do not enjoy Mathematics (Q 1 with a score of 46%) because they "do not understand their current Mathematics teacher". The teacher further exacerbates this situation due to lack of classroom control. The deputy principal commented "students can have emotional plays on the teachers by refusing to see their (teachers) real worth" and this could be hampering progress in Mathematics which she feels could be performed at a higher level than the case is now. The HOD was of the same view reiterating that the problem here (Mathematics) is simply the uncalled for student-attitude towards the teacher.
- These students do not enjoy school (Q 3 with a score of 21%) because of lack of innovation in the teaching methods used in their school, too much concentration on syllabus coverage and lack of interaction with other schools. Commenting on this, the deputy principal said:

These students fail to utilize the available opportunities in the school i.e. UN, Commonwealth and Literacy days and the performance slots, which occur every Monday during assemblies ... they refuse to be the children they are.

- The choice of subjects in school E is not as wide as the students would have liked (Q 8 with a score of 44%) due to the fact that subjects such as Home Economics, Art and Drama have been omitted from the curriculum. Secondly, although in theory the subjects may appear to be many, in reality the choice is limited because of the timetable arrangements. This was confirmed and accepted by the educator interviewees on the grounds that it is mandatory to have specific combinations due to the examination requirements and staffing practicability.
- The students' reason for not being able to apply their Mathematics knowledge in their every day life (Q 9 with a score of 48%) is that it is only possible to do so if one were to choose a field in which secondary level Mathematics knowledge was required, a reason that was taken on board by the educator interviewees explaining that the level and the teaching of Mathematics at the fifth year of secondary school tends to be abstract.

According to the students' perceptions, the reasons for not attaining a higher score in Goal 1 (academic and basic skills) are due to the teaching processes and other adverse internal arrangements of school E. These reasons were to some extent corroborated by the educator interviewees at this school.

Goal 2 (provision of society with productive citizens)

Although school E's achievement on the provision of society with productive citizens seemed to be high (70%), areas of concern were found in the responses to Qs 34, 35, and 40. The focus group discussion highlighted the following issues:

- "The school does not involve the students in community work" (Q 34 with a score of 46%). This was confirmed by both educator interviewees saying, "community service is not built into the curriculum" (deputy principal) or "to be honest the school has not

thought about this issue at all" (HOD). Both educator interviewees were of the view that this should be looked into in due time.

- The students said that the school does not involve them in decision-making and the school does not even have a student representative body (Q 35 with a score of 23%). This was confirmed by the HOD adding that, besides the lack of an SRC, even the senior prefects are appointed by the staff not elected by the students for the fear that elections may bring in "weak people to exploit the teachers and the administration".
- The students perceive that the school has "hardly" taught the students to be responsible members of the community (Q 40 with a score of 39%). While the HOD's view on this issue concurred with the students' perspective, the deputy principal saw the prefect system, club leadership and other areas of monitor-ship as avenues for students' development of responsibility skills.

The students thus see school E as not providing venues for citizenry and leadership skills, a perception that to some extent is not totally unfounded considering the views emanating from the educator interviewees from this school.

PI 1 (academic and administrative leadership)

School E's achievement on academic and administrative leadership was 58%. The areas to be highlighted as impediments towards the higher achievement of academic and administrative leadership in school E were responses to Qs 15 and 16. Members of the focus group gave the following reasons for the non-fulfillment of PI 1: The students find it easier to express themselves in their mother tongue (Q 15 with a score of 49%). Students from the focus group allege that even "teachers sometimes communicate in Sesotho" during lessons. In other words students emulate their teachers, while at home the language of communication is rarely English due to their home backgrounds (Q 16 with a score of 45%). Both the deputy principal and the HOD confirmed that although, in theory, the language of communication on the school premises is English, this rule is not enforced and there are no punitive measures taken against the offenders.

PI 2 (clear school policy), 70% overall achievement

On clear school policy, school E obtained 70% overall achievement. Questions 41, 42 and 49 were the key areas of focus in finding out the reasons for them not having achieved a full score in the PI 2 (clear school policy). The reasons given by members of the focus group were:

- Neither they nor their parents have seen the students' school handbooks (Qs 41 and 42 with scores of 20% for both questions). The HOD said that these "books are only given to teachers (grade tutors) who in turn read out important contents to their students". The deputy principal referred to them as "leaflets" or extracts rather than handbooks, which are issued to students on admission day.
- Although in theory "they [students] are responsible for a few things, they are not independent", said one of the focus group members. They cannot take decisions by themselves, nor are their views taken on board (Q 49 with a score of 50%). The deputy principal commented that most of the activities have teachers as patrons who are responsible for what goes on. However, in a few cases the student leaders are allowed to give suggestions towards the running of these activities.

The above scenario concurs with the reasons given in Goal 2 (provision of society with productive citizens).

PI 3 (monitoring progress and keeping parents informed)

The relative low score (56%) for this performance indicator, monitoring progress and keeping parents informed, were due to students responses to questions 52, 53, 54, 55 and 57. Members of the focus group gave the following as the reasons for the responses:

- Not all the teachers tell them how well they are doing (Q 52 with a score of 46%).
- The teachers do not usually know about the students' problems and yet it is their (teachers') duty to detect such problems (Q 53 with a score of 37%).

- They (students) feel freer to ask their fellow students when they do not understand something than to ask the teachers (Q 54 with a score of 50%) since not all the teachers are approachable or helpful.
- The teachers hardly discuss homework with the students (Q 55 with a score of 36%).
- Not all teachers give tests: "some give tests, some do not" (Q 57 with a score of 47%).

The students' reasons for the failure of full achievement of the monitoring of progress are teacher oriented. This scenario did not seem to concur with the interviewees' comments. According to the deputy principal, the teachers talk to the students, highlighting their strengths and weaknesses. According to the HOD, course-work performance is communicated to the students. Both educator interviewees said that the parents get to know the students' progress on request, through reports, on open days (once a term), and parents are free to come to school any time or get information via telephone. The deputy principal however added that parents seem to be reluctant to do so in most occasions.

PI 4 (dedicated staff)

Questions 23, 25, 28 and 29 contributed to the relative low (54%) achievement of PI 4 (dedicated staff) in school E. Members of the focus group had this to say about their staff pertinent to dedication:

- Teachers neither supervise (Q 23 with a score of 41%) nor see the value of the few extra curricular activities there are in this school. The teachers do not even go out of their way to support the school on such rare occasions. The deputy principal's comments confirmed the students' views reiterating "even on Sports Day students are seen left on their own without the patrons ... the extra curricula issue leaves a lot to be desired". The HOD on the other hand said that teachers participate willingly on games days (Wednesdays and Fridays).
- Not all teachers care about the students (Q 28 with a score of 42%) and, in general the teachers do not treat them as individuals (Q 29 with a score of 46%). According to both educator interviewees, the teachers seem to be overloaded (some teach from the

reception, the primary and up to the secondary levels) and have no time to attend to individual students unless the students themselves come up for help and when this happens the teachers do give help. The deputy principal gave an example:

> *Although the school ends at* 13:00 *on Thursdays, those students who need help do remain behind for seminars, while some teachers come on Saturdays and over winter vacations to prepare the students for examinations.*

School E excels in Goal 2 (provision of society with productive citizens) and in PI 1 (academic and administrative leadership), (see par. 4.3.2.4 and 4.3.2.5 respectively), due to the students' self-motivation, and a joint venture by the students, teachers and the administration towards the achievement of good grades. According to both educator interviewees, apart from the commitment from these groups this determination could be because of accountability issues to the fee payers (parents) and the University to which the school is attached. (The University pays the staff and all other running costs of the school).

4.5.4.3 School F

School F was visited on 2nd June 2000 and was commended for its achievement in some areas. The reasons for the school's low achievement on other performance indicators were given through focus group discussions. The entire secondary school year five students (33 in total) were to be included in the sample as requested by the teacher in charge of this year group. They were divided into five voluntary groups of six students each. These discussions lasted for 2½ hours. Semi-structured interviews were conducted on 10th October 2000 with the Director of the school and one teacher (both chosen by the schools' manager).

The students highlighted the reasons for the non-fulfilment of specified goals and performance indicators perceived as contributing to school effectiveness. The following findings were recorded:

Goal 1 (academic and basic skills) 54% overall achievement

School F obtained a relatively low score of 54% in academic and basic skills. The non-fulfilment of this goal was seen from the students' responses to Qs 6, 8 and 9. The reasons for their responses to each question were as follows:

- The degree to which these students were confident enough to ask their teacher when they did not understand something (Q 6) was only 47% because of the following reasons: Students from Group 1 said that they feared their teachers because the teachers shout at them, make them look like fools, and make fun of them. According to students from Group 3 teachers do not pay attention to them. Members from Group 4 made the accusation that most of their teachers are foreigners who think that their countries are better than Lesotho. Group 4 members also said their teachers "are egoistic".
- For Q 8 ("The choice of the subjects in my school is as wide as I need"), only 45% was achieved. The following reasons were given for the negative responses: Subjects omitted from the curriculum and which the students would like to pursue were, History, Geography, French, Literature, Sipedi, and Wood-work (Group-1 members). Members from Group 2 indicated that they would like to study Domestic Science and Afrikaans. Students from Groups 4 and 5 named foreign languages and practical subjects as subjects that they thought the school should provide.
- Only 49% of the students in school F felt that they were able to apply their mathematical skills in their everyday life (Q 9). Students from Groups 3 and 5 are of the opinion that students always fail Mathematics because it is too demanding and abstract. Students from Groups 1, 2 and 3 did not give reasons.

Therefore from these focus goup discussions one can safely say that according to the students' views the failure to attain a maximum score on Goal 1 (academic and basic skills) in school F lies in poor teacher-student relationship (cf. PI 3) and the narrowly based curriculum. This was confirmed by both educator interviewees who would like to see more subjects i.e. languages and computes introduced (director), more teacher-

student interaction and the inclusion of more practical subjects into the curriculum (teacher).

Goal 2 (provision of society with productive citizens)

The non-fulfilment (achieved at a 60% level) for the provision of society with productive citizens in school F was realized in the students' responses to questions 34 ("I participate in the development of my community"), and 35 ("I participate in the making of decisions in my community") in which school F's scores were 40% and 23% respectively. The students' main reason for the non-fulfilment of Goal 2 was that, the school does not give them a chance to do so, nor even to express their views (Group 5-students). Students from Groups 1 and 2, on the other hand, were happy that the school was not giving them this chance because they would not have the time to get involved with the community anyway.

The perceptions of the students from school F indicate that they do not wish to get involved in community work while at school. This has been crystallized by the school's failure to steer the students towards community development. The teacher interviewee ascertained that no community development venture is being taken on board while the Director was of the view that the school should endeavour to tackle this issue in 2001.

PI 1 (academic and administrative leadership)

The 44% score of academic and administrative leadership in school F was investigated through questions 11, 12, 13, 15, 16 and 20 due to the low scores with the following results:

- According to the focus groups' discussions Q 11 ("My chances of getting good results are higher in this school than others"), had a low score of 43% because their teachers do not follow up their work (Groups 1, 2 students), teachers do not attend classes regularly, inadequacy of teachers in numbers and in qualifications, and lack of essential equipment (members of Groups 3 and 5 members) which, according to Group 4-members, impedes the students from engaging in scientific experiments.

- The students from Group 5 attribute the low score (34%) for Q 12 ("My school has a reputation of high academic standards") to the fact that the teachers do not care about the high standards and that the school finds it expensive to carry out any improvements. The students from Groups 1, 3 and 4, while accepting that the school does not have the reputation for high academic standards, did not give any reasons for this allegation.
- Although the students' perceptions with regard to Q 13 ("Almost all students from my school get admitted into universities") was low with a score of 40%, members from all the focus groups admitted that, they are not sure about their school's ratio of students intake into universities, because the year 2000 will be the first year of their school's fifth form class.[1] The school has however enrolled her secondary 3 as candidates for the external Junior Secondary Examinations (JC) for the past two years.
- On Q 15 ("I always communicate in English when out of the class") school F received a low score of 38%. Members of Group 3 posed the excuse that "when communicating in English with others some of the students think that you are selfish". Members of Group 4 fear being regarded by fellow students as "claiming that they are the best" if they communicate in English. Group 5-students alleged that they are not comfortable to communicate in English while out of the class because of the fear of being looked down upon by other students. The reasons for not communicating in English while at home (Q 16) were that they "had uneducated parents" (students from Group 2) and that English was "not their mother tongue and they are not forced to do so" (students from Group 5).

To summarise, according to the perceptions of the students, the failure to achieve a higher score for PI 1 (academic and administrative leadership) in school F are:

- The numerical and academic inadequacy of their teachers. This hinders the teachers from not only monitoring and attending classes regularly but also from focusing on high standards (cf. PI 3 for the same view). While admitting the numerical inadequacy

[1] School F students will only be enrolled for their first COSC examinations at the end of year 2000.

of the teachers, the Director alleged that all the teachers in the school are well qualified.

- The inability of the school to purchase and/or provide essential equipment (particularly in the science field) in the school. Both educator interviewees, citing lack of specialized equipment especially for science, also echoed this point.
- Negative peer pressure, which impedes the pursuit of high standards. On the issue of enforcement of the English language as the medium of communication the director said "they (students) are supposed to but they dodge ... if found not doing so however they're supposed to be punished by the prefects". The teacher interviewee said that "very few students adhere to this rule and the prefects are supposed to deal with the law breakers ... but not much happens anyway".
- Lack of continuity between home and school situations.

It should be noted that the students in this school have already envisioned that their school doesn't have academic leadership well before the school has attempted its first COSC examinations. According to the director, the results of the Junior Secondary Certificate (JSC), i.e. examination results of the secondary three candidates, have been excellent with 95% pass rate, while the teacher interviewee said these results were only "average", citing lack of equipment as one of the factors inhibiting the students' performance. This contradiction may have arisen either due to the fact that the Director (being the school proprietor) wanted to paint a positive image of the school, or due to the fact that the Director and the teacher were using different criteria for pass rate. No records were made available to the researcher for verification of school F's JSC results. However contrary to the students' perceptions, both educator interviewees are hopeful about the school's COSC results.

PI 2 (clear school policy)

Although the school appears to have a clear school policy, with the score of 60%, the students groups' discussions revealed various differences over whether or not they and their parents had received the schools handbooks or prospectus (Q 41) in which the

respondent score was 20%. While the students from Groups 1, 2, and 4 did not seem to have seen the school's prospectus, Group 3-students reiterated that "every student is given a handbook" at the beginning of their 1st year. The two educator interviewees confirmed the presence of handbooks and their availability to the staff and parents, but disagreed on whether all students are given handbooks.

The low score (30%) on Q 49 (I have developed leadership skills in my school) was according to students from Group 4, due to the fact that the teachers do not give them opportunities to do so and if at all, such opportunities are only given to their favorite students. This is the same message encompassed in Group 2's response that "apartheid is used" by the teachers when such opportunities arise.

It appears that the staff and the administration in school F are perceived by the students as not catering for or being fair to all when discharging its school policy. Both educator interviewees were not aware of this discrimination, although the director alluded to this by saying "some of the students are difficult to deal with and need to be cautioned all the time so as not to lead the others astray".

PI 3 (monitoring progress and keeping parents informed)

The low score of 48% became evident from the students' discussion of the relevant questions:

- From Groups 1, 2 and 3's discussion of Q 50 ("I get homework to do, with a score of 48%") it is clear that students rarely get homework. However the teacher interviewee was of the view that the school's policy on homework is "a minimum of two pieces of work per week from each department" (this is not strictly followed though). The Director was not aware of a definite structure of the school's homework policy, but hoped that there was a homework policy in school.
- According to students from Groups 1, 2, 3 and 5 the students are rarely informed of their progress (Q 52 "My teachers tell me how well I am doing", with a score of

40%). Both educator interviewees reported that quarterly examinations are meant to show the students' progress. The teacher interviewee added that some parents come to school to find out about their child's progress too.

- According to students from Groups 2, 3 and 5 students rarely inform or consult the teachers about their difficulties due to fear, but when the teachers do know the students difficulties, they sometimes offer assistance to such students (Q 53 "Whenever I am having difficulties teachers usually know and give me help" which scored 41%). The teacher interviewee was not sure about what happens in other classes but said that he takes the trouble of assisting those students who indicate that they needed help. The Director was not familiar with what went on with regard to such incidents.
- Students from all the focus groups are of the opinion that the low score of 45% for Q 55 ("After I have done homework teachers talk to me about it") can be attributed to the fact that individual student's work is rarely discussed and/or evaluated and communicated to the student concerned. While the director was not sure about what goes on in the classes, the teacher interviewee alleged that although he does it "not all the teachers have a follow up discussion on students homework relying mainly on quarterly tests".
- From the discussions of Qs 56 ("My Maths' teacher gives me tests") and 57 ("My English teacher gives me tests") with scores of 43% and 45% respectively by Groups 2, 3 and 5 it is evident that the students attribute the low score to the fact that except for quarterly tests students do not seem to be getting tests regularly. The two educator interviewees confirmed this.
- Students perceive that their work is rarely fairly marked (during the few occasions when their teachers decide to mark their work). A student from Group 4 is of the opinion that the teachers "mark according to their favourites" (cf. Q 60 "My teachers are fair when marking my tests", with a score of 42%). It was not possible to verify this allegation from the educator interviewees.
- Students do not seem to follow what goes on during the lessons (Q 61: "I understand what my teachers say during the lesson", with a score of 45%) because they are scared

of the teachers since the teachers "bully them" (Group 2-members), due to the ineffective delivery of lessons (poor pronunciation) by teachers (Group 4-members) and because the students do not concentrate during lessons (Group 5-members).

- Students are afraid of their teachers and therefore are afraid to consult them whenever they do not understand something (Q 62: "I am afraid to ask for help when I do not understand my class-work", with a score of 48%). This reason came up from members of all five focus groups.

What has come out clearly from the focus groups' discussions of the questions pertinent to PI 3 is that no effective monitoring of students' progress appears to be going on due to lack of communication between the teachers and the students. The poor teacher–student relationship and the perceived relaxed attitude of the teachers in the performance of their classroom duties impede students' academic progress (cf. focus group discussions for Goal 1, and PI 1). According to the teacher interviewee the students are not confident enough to address these (teacher-student relationship) problems. The Director was not sure about this issue but simply assumed that everything was all right. He however said, "This is an eye opener" and promised to look into student-teacher matters more closely in future.

PI 4 (dedicated staff)

The foregoing discussions especially for Goal 1 (academic and basic skills), PI 1 (academic and administrative leadership) and PI 3 (monitoring progress and getting parents posted), do not seem to concur with the results from PI 4 (dedicated staff). It seems that although the score from the responses of the students' questionnaire was 74% for having dedicated staff, such teacher dedication was not always beneficial to the students' welfare. The dedication may simply be towards the proprietors, the school administration and the parents (accountability) rather than for the benefit of the students. In addition, according to the students' perceptions (especially during focus group

discussions) the teachers of school F are not only less dedicated towards the students' needs but are inadequate in their qualifications and the school is understaffed (cf. par 4.5.4.3, PI 1 academic and administrative leadership for the same view). The director's response was that it was possible that the teachers were not dedicated to the students and that their loyalty was misplaced "towards the paymasters rather than to the job". While the teacher interviewee said he was a dedicated teacher, he added that "dedication and motivation go hand in hand" and based on this factor, he did not think that his colleagues were motivated enough to be dedicated. On the issue of motivation the director confirmed that the teacher morale at the school was not high because of the "disgruntlement amongst them due to the failure of the management in meeting the teachers expectations". Asked (by the researcher) if these expectations were beyond the management's powers, the director interviewee admitted "the demands were not unreasonable and indeed they could be met by the management were the school a little more stable in terms of location (the school has changed sites three times within a period of six years and a fourth movement has been ear marked)".

4.5.4.4 Summary of Focus Group findings in the three private schools in the sample

What similarities and differences are there in the students' and educator interviewees' perceptions of the reasons for the non-fulfilment of the specified school performance indicators in the three private schools? The following can be inferred from the post session analysis in these private schools:

- According to the perceptions of the students in the three private schools in the sample their schools are limited in the provision of academic and basic skills (Goal 1) because of the narrow based curriculum. It should be noted, however, that the students in schools D and E have a greater choice of subjects than the students in school F who seem to lack basic subjects such as Geography, History and Literature. Specifically, the educator interviewees of one school (F) followed by the educator interviewees of school E to some extent acknowledged the lack of curriculum breath.

The perception of the educator interviewees from school D was that their curriculum has depth and breath.

- The students in the three schools perceive that one of the reasons for the non-fulfilment of Goal 2 (provision of society with productive citizens) is because their schools do not provide them with the opportunities of involvement in the community. The students feel that they are left out even in the decision making of their own school community. The educator interviewees of schools E and F confirmed the students' perceptions, while those of school D said that most of the decisions pertinent to students' welfare are taken in conjunction with the SRC, which obtains its inputs from the students via form representatives. On the issue of students' participation in community development, educator interviewees from schools E and F confirmed the students perceptions (of its absence) while those from school D said that community service is part and parcel of the IB curriculum (sixth and seventh year of secondary school) and the IBMYP programme (the first three years of secondary school) and they hope to expand this to the IGCSE (the fourth and fifth year of the secondary school) within the next two years.
- On academic and administrative leadership (PI 1), students from the three schools (especially school F) in the sample felt that it was easier to express their views in Sesotho than in English while their home backgrounds determined the medium of communication at home. The educator interviewees of the three schools confirmed this. Students from school D alleged that most of the competent teachers are relegated to the upper school level leaving them with the less competent ones, a perception that was confirmed by the two educator interviewees from this school with the words "we were actually thinking about this problem in order to improve on the IGCSE examination results". School F's teachers are perceived by their students as inadequate in their qualifications (a perception that was refuted by the two educator interviewees from this school), and that their school is understaffed.
- With the exception of school D, in which the school prospectus has been issued to parents and students (but not used effectively), students of schools E and F have not seen a document on their schools' policies (PI 2, clear school policy). Educator

interviewees from school F disproved this fact, while those from school D confirmed the students' position on school handbooks.

- Whereas students from schools D and E are not satisfied with the extent and depth of the teachers' monitoring students progress and keeping parents informed (PI 3), this performance indicator seems to be more neglected in school F as reiterated by the educator interviewees. The educator interviewees from school F, however, added that, apart from the quarterly tests, their doors were open for parents to come in to discuss their child's progress on an ad hoc basis. On the contrary parent-teacher meetings are part and parcel of school D's policy.
- The students in these three private schools perceive that their teachers are not as dedicated as they ought to be (PI 4, dedicated staff) considering that the class sizes are small (school D, par. 4.5.4.1). Students from school F feel that the teachers are only dedicated to the administration (as a protection of their jobs) and not to the students (a perception that was to some extent confirmed by the two educator interviewees) and add that their teachers are neither well qualified (this was disputed by the educator interviewees) nor adequate in number (confirmed by the educator interviewees).
- Proposals of areas of improvement in their respective schools which were not included in the questionnaire show that while schools D and E's needs are mostly concerned with student welfare, school F seems to lack basic ingredients of an educational institution, a view that was confirmed by the educator interviewees.

4.5.5 Conclusions from questionnaires, in-depth discussions with the students and semi-structured interviews with educators

Matters arising from the students' questionnaires and insights gleaned from them (through in-depth focus group discussions and semi structured interviews with six administrators and six teachers) highlighted the practices in the sampled private and public schools in Lesotho. The with the following findings can be highlighted:

- Goal 1 (academic and basic skills) is not effectively realized in both private and public schools. There is, however, a relatively narrower curriculum base in all the three public schools compared to only one (school F) out of the three private schools.
- Goal 2 (provision of society with productive citizens) is not effectively delivered in either type of schooling systems in Lesotho. No decision-making opportunities are given to students particularly in the three public schools. One private school (school D with an SRC and community programmes) has the potential of delivering this goal but it is restricted to the IB and the IBMYP level candidates only.
- PI 1 (academic and administrative leadership) is hampered by lack of enforcement of the tabulated regulations in both schooling systems. Students from two (schools B and C) out of the three public schools and one (school F) out of the three private schools lack self-esteem. Two (schools B and C) out of the three public schools have relatively lower confidence in their schools' academic leadership compared to one (school F) out of the three public schools.
- PI 2 (clear school policy) does not feature prominently in two (schools B and C) out of the three public schools and in one (school F) out the three private schools.
- PI 3 (monitoring progress and keeping parents informed) is not seriously taken on board in either of the schooling systems. However, this is totally omitted in two (schools B and C) out of three public and in one (school F) out of three private schools. Parents of students attending the three public schools know their children's progress only once a year, while those in private schools seem to do so on various occasions (especially in schools D and E). It should be noted that, where monitoring students' progress and keeping parents informed is not enforced, (as in two public schools [B and C] and one private school [F]), Goal 1 (academic and basic skills) and PI 1 (academic and administrative leadership) is only achieved at a very low level.
- PI 4 (dedicated staff) does not seem to be present in two (schools B and C where lateness and absences of staff from lessons is rampart) of the public and in one (school F in which any dedication is to the administration and not to the students) of the private schools.

- Suggested 'wish lists' showed that whereas one (school A) and two (schools D and E) out of the public and private schools respectively were in need of improvements pertinent to the students' welfare, two (schools B and C) and one (school F) in public and private schools respectively were in dire need of the basic academic needs.
- Students in two (schools D and E) out of the three private schools cited boredom over concentration on the academic areas of schooling at the expense of non-classroom oriented learning, lack of competitive spirit among their peers and "dumb rules" as some of the reasons why they did not enjoy school.

4.6 Value added statistics

4.6.1 Introduction

This section deals with statistics pertinent to "student intake" in the sampled schools. It contains: COSC/IGCSE results in English and Mathematics, overall results in external examinations, and results emanating from the literacy and numeracy standardized tests.

4.6.2 COSC/IGCSE results in English and Mathematics

According to MOE (1992:25) problems in Lesotho's education system (see par. 1.2.2.2) and, in particular, high drop-out, and repetition rates may be attributed to the failure of students' attainment of credit passes in English language and Mathematics. The Examination Council of Lesotho (ECOL) (2000:ii) confirms this: "English and Mathematics continue to be causes of failure at all levels of education" and states that the candidates' performance in these subjects as being 3-4% credit passes in English and 6-7% credit passes in Mathematics as an on-going performance pass-rate, as illustrated in the table below.

Table 4.14 English and Mathematics results (credit passes): overall performance percentages, 1998 – 2000

Subject	Year	Year	Year
	1998	1999	2000
English language	183 (3%)	409 (4%)	449 (4%)
Mathematics	288 (6%)	543 (7%)	678 (8%)

Source: ECOL 2000:ii.

Since the NUL entrance requirement is at least a credit pass in Mathematics and English, the above dismal performance in English and Mathematics implies that only 4-8% of the COSC candidates have a possibility of attending NUL in the year 2001, and even this percentage depends on the combination of an individual's actual results meeting the above specifications. No wonder ECOL (2000:iv) laments that "the numbers of candidates who pass English in a manner that is immediately useful (grade C6 and above) is 449 out of 9508 while Sesotho has 3484 out of 7460".

In this case, therefore, one needs to know how the students in the sampled schools performed in these two subjects. The statistics used in this part of the study for schools A, B, C, and E, emanated from ECOL, COSC 2000 pass list, a booklet made available for purchase with permission of ECOL. For school F, the deputy principal with the courtesy of the school's manager provided the statistics used, while school D's statistics were obtained from the school's IGCSE coordinator.

Below is a conversion table showing the relationship between School Certificate (SC) and General Certificate of Education (CE) grades/symbols.

Table 4.15 Relationship between school certificate and general certificate grades conversion table

School Certificate (SC)	Grades	GCE Ordinary level Grade
Very Good	1 and 2	A
Pass with credit	3, 4, 5 and 6	B (3 and 4), C (5 and 6)
Pass	7 and 8	D (7) and E (8)
Fail	9	U (Ungraded)

Source: ECOL 2000:cover page.

According to the above grading system, the selected schools' performance in Mathematics and English is summarized in Table 4.16.

Table 4.16 COSC and IGCSE performance in Mathematics and English per school in the selected schools

School	English	Mathematics	Students entered
A	Credits (1-6) 38 = 26%	Credits (1-6) 43 = 29%	146
B	Credits (1-6) 1 = 1.8%	Credits (1-6) 0 = 0%	57
C	Credits (1-6) 0 = 0%	Credits (1-6) 1 = 2%	50
D	Credits (1-6) = 40%	Credits (1-6) = 54%	39
E	Credits (1-6) 17 = 63%	Credits (1-6) 13 = 48%	27
F	Credits (1-6) 13 = 39%	Credits (1-6) 0 = 0%	33

According to the COSC/IGCSE results of 2000 the probability of students from the sampled schools entering NUL in a descending order is E, D, and A. It is unlikely that any student from schools B, C and F will have a chance to go to the NUL by 2001 based on the criteria of obtaining a credit pass in English and Mathematics (amongst other things).

The same situation is evident when one looks at the other criteria of NUL entry i.e. the attainment of Division 1 and 2. According to ECOL, for school candidates, the grade aggregates range from 6 (highest) i.e. if the candidate obtains the maximum points (1) in each of his/her best six subjects, to 54 (lowest) if a candidate obtains the minimum points (9) in each of his/her six subjects. Based on this grading, the following are ECOL's codes of the class grades used at the COSC level grading:

- First Division (1) has the aggregate of 6-23.
- Second Division (2) has the aggregate of 24-33.
- Third Division (3) has the aggregate of 34-45.
- GCE (4) has the aggregate of 46-54.
- Fail/Ungraded is graded 9 or U.

Source: ECOL 2000: cover page.

Following the above codes, Table 4.17 shows the aggregate performance in the selected schools.

Table 4.17 External examination results in the selected schools

School	1st division	2nd Division	3rd Division	4th Division	Fail	Total
A	16	37	44	49	0	146
B	0	2	9	43	3	57
C	0	0	4	43	3	50
D	X	X	X	X	X	
E	12	11	4	0	0	27
F	0	0	5	22	6	33

Source: ECOL 2000:ii for schools A, B, C, E, the principal of school F for information for school F and the IGCSE coordinator of school D for information for school D.

The IGCSE examination board does not categorize candidates according to their aggregate scores but on individual subject performance ranging from A* (highest), A, B, C, D, E, F (fail) to U, Ungraded (lowest) hence the use of X in the Table 4.17 for school

D. Grades A* to C are considered good enough for University entrance. Grade A* is exceptional i.e. a grade above A.

The overall performance of these schools in the external examinations (based on the criterion of 1st and 2nd division holders, i.e. candidates who qualify for further education) shows schools A, E and D in the lead with schools B, C, and F trailing behind. It should be recalled that schools B, C and F had already predicted this low entry into NUL from their schools (see par. 4.5.3.2, 4.5.3.3 and 4.5.3.4 respectively).

This calls for an investigation into the type of intake in the selected schools with specific reference to their literacy and numeracy status. The next section addresses this issue.

4.6.3 Results from standardized tests in English and Mathematics

The reasons for administering standardized tests in English and Mathematics in the sampled schools were two fold:

- The request by the populace of Lesotho (in the preliminary interview see par. 3.3.1.2) for the need of basic and academic skills within an effective school.
- Due to the points raised by schools B, C and F on the intake of students in their schools (third and fourth class students compared to first class in schools A and E), a value added measurement was necessary (as indicated in Chapter 2, par. 2.2.8.4 and Chapter 3, par. 3.4) to verify this assumption.
- All schools in the sample alleged, and school A confirmed, that it takes the best candidate (not just first class, but the best of this first class) from the Primary School Leaving Certificate (PSLC), while school E ascertained that most of her year one intake come from her primary section of the school). These tests were to ascertain the extent to which schools A and E's intakes were different from the other sampled schools' intakes.

In each of the six schools, standardized tests (literacy and numeracy tests) (see Appendix H and I) were administered to the first year secondary level students during their first

week of school and were meant to have been repeated (this was not carried out due to reasons specified in par. 5.3) on the twelfth week of the school. This was to find out the students' capability at the time of joining the school and their progress as a result of having been in that school for three months. In other words, how much value (English and Mathematics) has been added to these students by the school within these three months?

The reason why these tests were administered to year one of the secondary school was that this was the first encounter of these students with these schools. Thus whatever their academic ability, it would not be attributed to these schools but to their former primary level schools.

The English paper tested spelling, punctuation, comprehension and story-telling. The Mathematics paper tested whole numbers (arithmetic), patterns, fractions, time calculations, percentages, measurements and units, perimeter and area, equations and angle calculations. The skills tested in these subjects were in accordance with the Examiners' reports on performance of the 2000 candidates. According to ECOL (2000:iii) candidates seem to have problems with questions that put Mathematics in an everyday context. Questions which required accuracy, were also poorly done. This indicates that candidates lack basic computation skills. The 50 questions in this paper encompass some of these issues (see Appendix H). ECOL (2000:iv) further reiterate that the aim of language is the promotion of functional language within communicative contexts as candidates live it in everyday real life. However at COSC and IGCSE levels the examinations demands go beyond the basic level of "functionality" of language into an examiner's investigation of candidates' scholastic rigor, i.e. one's creative proficiency and handling of figurative language, ability to analyze, identify key arguments, infer, interpret, paraphrase, write a variety of sentence construction as well as the general display of richness of vocabulary. The display of a reasonable combination of the above is a reflection of one's quality of the culture of reading. The English test (see Appendix I) was constructed with these ideas in mind (considering that these were only year one of the

secondary school). According to ECOL (2000:iv), the numbers of candidates who pass English in a manner that is immediately useful (grade C6 and above) is 449 out of 9,508 while Sesotho has a pass rate of 3484 out of 7460.

The results emanating from the standardized tests administered to year 1 of the secondary school in the sampled schools are tabulated below.

Table 4.18 Percentage performances in the English language standardized test per sampled school

Marks in %	School A	School B	School C	School D	School E	School F
Highest	78	34	87	90	81	53
Mean	54	18	30	65	58	23
Median	56	18	27	64	59	18
Upper quartile	62	20	55	77	64	36
Inter-quartile	56	18	27	64	58	18
Lower-quartile	42	12	18	56	52	10
Lowest	33	6	3	24	34	8

As seen in the table the rank order from highest to lowest in terms of mean marks in year one English is schools D, E, A, C,F and B respectively. The lowest performance came from school B (34-6) followed by school F (53-8).

A closer look into the sampled schools' performance in English shows major differences in the highest and lowest scores between the sampled schools as is visually depicted in Figure 4.10.

Figure 4.10 Selected schools' performance showing the highest and lowest marks in English

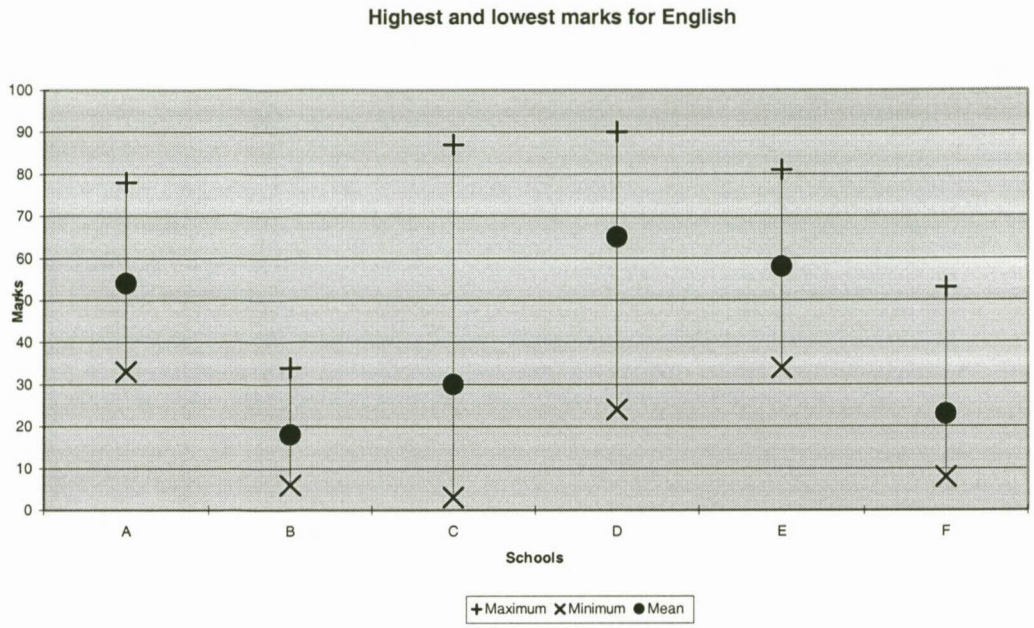


Figure 4.10 above is designed to give an instant visual impression of the performance levels in English in each school. For each school, a continuum between the highest mark obtained and the lowest mark obtained is set out. The location of the mean score on that continuum is important, for if the assumption is that if the mean score is located midway on the continuum, then the mean score is truly representative of the performance level in the school. The following emerge:

- School A's mean score (54%) is almost midway on the continuum (cf. median percentage of 56).
- School B's mean score (23%) is almost midway on the continuum (cf. median percentage of 18).
- School E's mean score (58%) is almost midway on the continuum (cf. median percentage of 58.50).
- School C's mean score (30%) is on the lower part of its continuum (cf. median percentage of 27).

- School F's mean score (23%) is on the lower part of its continuum (median percentage of 18).
- School D's mean score (65%) is on the upper part of its continuum (cf. median percentage of 64).

However, in order to test the true representativity of the mean marks, Figure 4.10 above was juxtaposed to Table 4.19, below. The figures in Table 4.19 were obtained by calculating the number of students who obtained 50 marks (the pass mark level for this standardized test) and above over the total number of students. The following emerge:

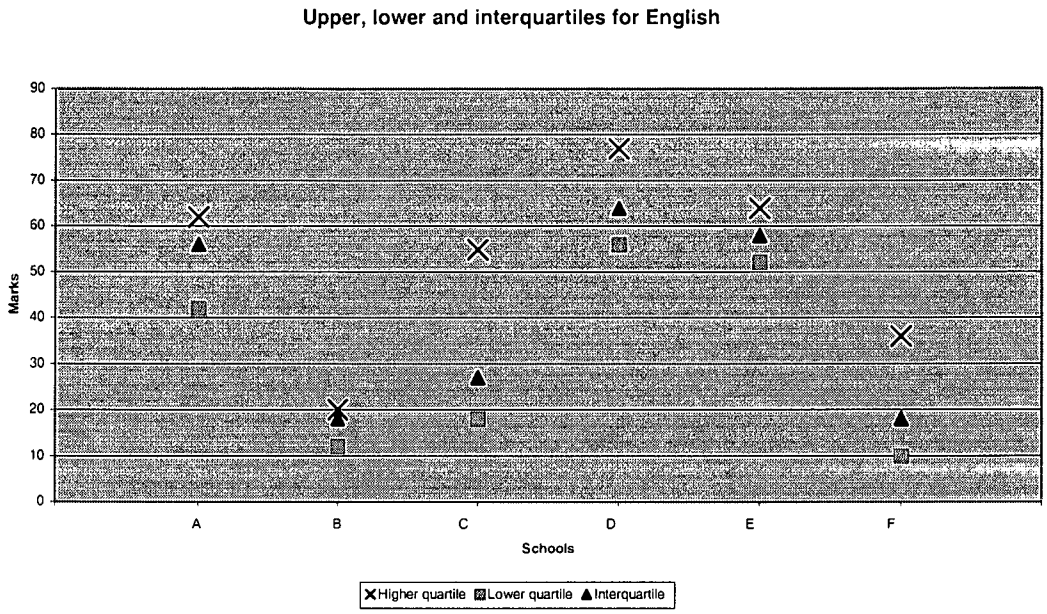
Table 4.19 Percentage pass and failure rate table in English test in the sampled schools

School	Passed	Failed
A	67%	33%
B	0%	100%
C	8%	92%
D	82%	18%
E	82%	18%
F	5%	95%

The percentage values in Table 4.19 above indicate that, overall, the mean scores are a fair representation of the level of performance in each school, i.e. a higher mean corresponds with a higher pass rate percentage in each school. However, what remain unexplained are the disparity between the highest and the lowest marks for each school. From Figure 4.10, it appears that school C has the greatest disparity. With a low minimum score (3%) and a low mean score (30%), the astronomical maximum mark (87%) is engaging.

Deeper insight into the schools' quartile performance reveals yet even more variations within and between the sampled schools as seen in Figure 4.11.

Figure 4.11 Upper, lower and interquartile performance for English in the selected schools



The above Figure 4.11 show that schools A, D, E's lower quartiles (42%, 56% and 34% respectively) are still higher than schools B and F's higher quartiles (20% and 36% respectively). Secondly while there appears to be a closer range of marks within schools A, D, E and B's (78 to 33%, 90 to 24%, 81 to 34% and 34 to 6% respectively) performance, the range in the performance within schools F and C is high (53 to 8% and 87 to 3% respectively). What can be inferred from this marks is that the performance in the standardized English test confirms schools B, C, and F's allegation (see par. 4.5.3.2, 4.5.3.3 and 4.5.3.4 respectively) of a poorer student intake than is the case in schools A, D, and E.

The results of the Mathematics standardized test are shown in Table 4.20.

Table 4.20 Percentage performance in Mathematics in the selected schools

Marks in %	School A	School B	School C	School D	School E	School F
Highest	90	56	60	86	86	88
Mean	68	33	32	62	71	45
Median	68	32	32	61	72	41
Upper quartile	76	40	40	70	82	58
Inter-quartile	72	34	34	62	70	42
Lower quartile	60	24	26	48	66	30
Lowest	38	6	12	24	34	24

The mean Mathematics results in descending rank order of year one of secondary schooling in the sampled schools is E, A, D, F, B, and C respectively.

The Mathematics performance in the sampled schools showing the highest and the lowest scores are depicted in Figure 4.12.

Figure 4.12 Highest and lowest marks in Mathematics in the selected schools

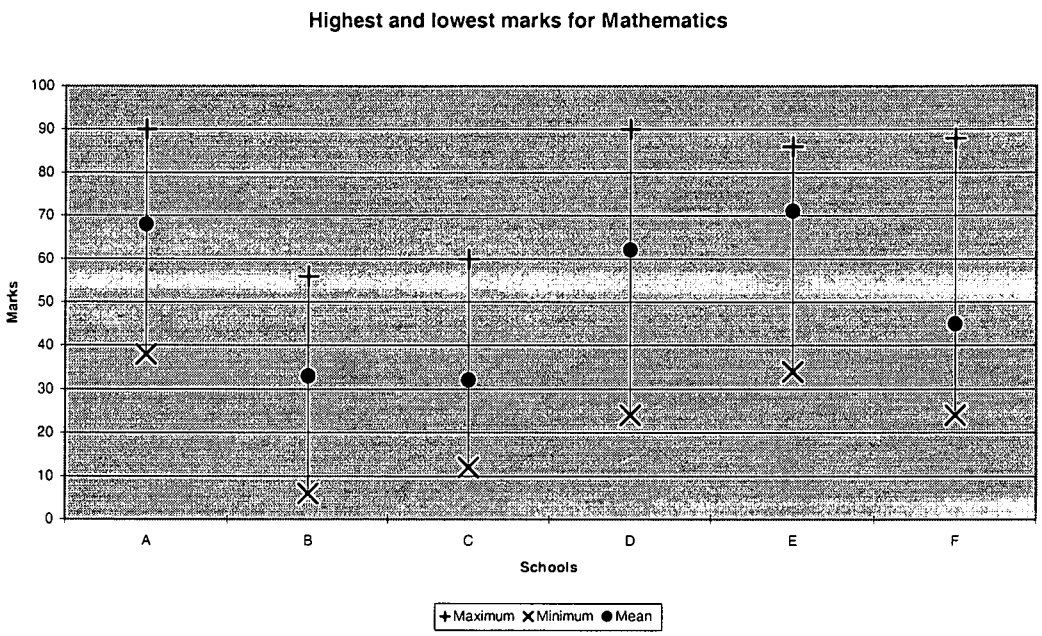


Figure 4.12 gives an impression of the level of performance in Mathematics in each school. The rationale is similar to that for Figure 4.10 (performance in the English test). The most remarkable trends are the following:

- The mean score for school E (71%) is close to the upper end of the continuum (cf. median percentage of 72%).
- The mean score for school F (45%) is on the lower end of the continuum (cf. median percentage of 41%).
- The means score for schools A (68%) and B (33%) are roughly midway on the continuum (cf. median percentage of 68%, and 32% respectively); and so is the case for schools C (32%) and D (62%), (cf. median percentage of 32% and 61%) respectively.

These observations are juxtaposed with Table 4.21, which represents percentage pass rates.

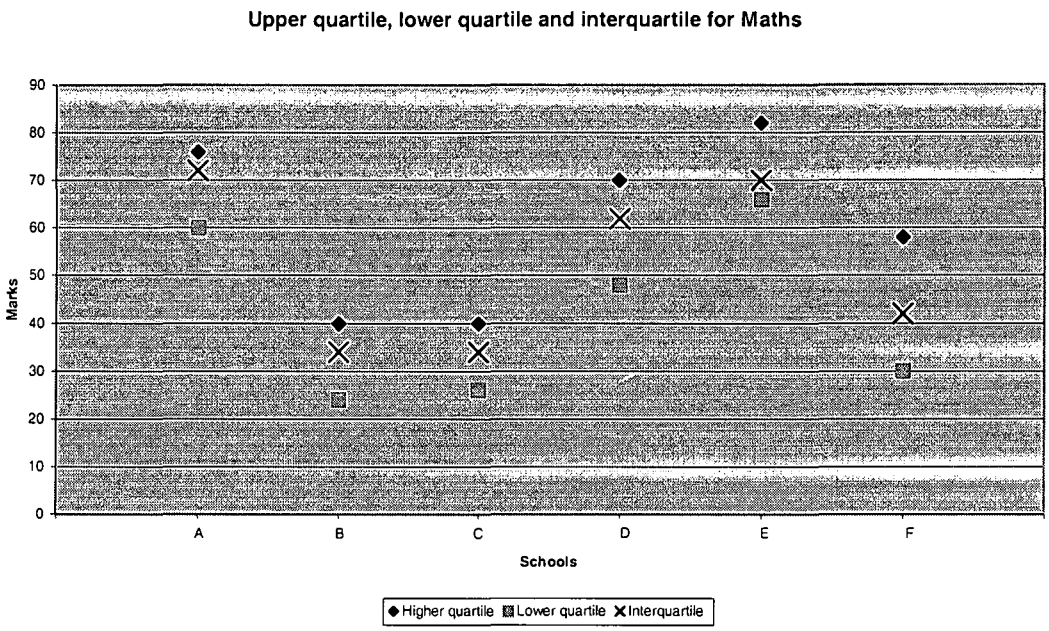
Table 4.21 Percentage pass and failure rate in the Mathematics test in the sampled schools

School	Passed	Failed
A	93%	7%
B	14%	86%
C	8%	92%
D	76%	24%
E	94%	6%
F	40%	60%

Once again a high mean score corresponds with a high pass rate and vice-versa. The above Table 4.21 and Figure 4.12 show schools A, D, E and F leading and schools C and B trailing in the Mathematics performance. The disparity between the highest and the lowest marks obtained in each school and especially schools C and F needs explaining. But, more importantly, it needs monitoring with a view to seeing whether the continuum for school D (Figure 4.12) for instance, stabilizes, widens or narrows.

A deeper look into the performance scores within and between the sampled schools' performance using the quartile scores is presented in Figure 4.13.

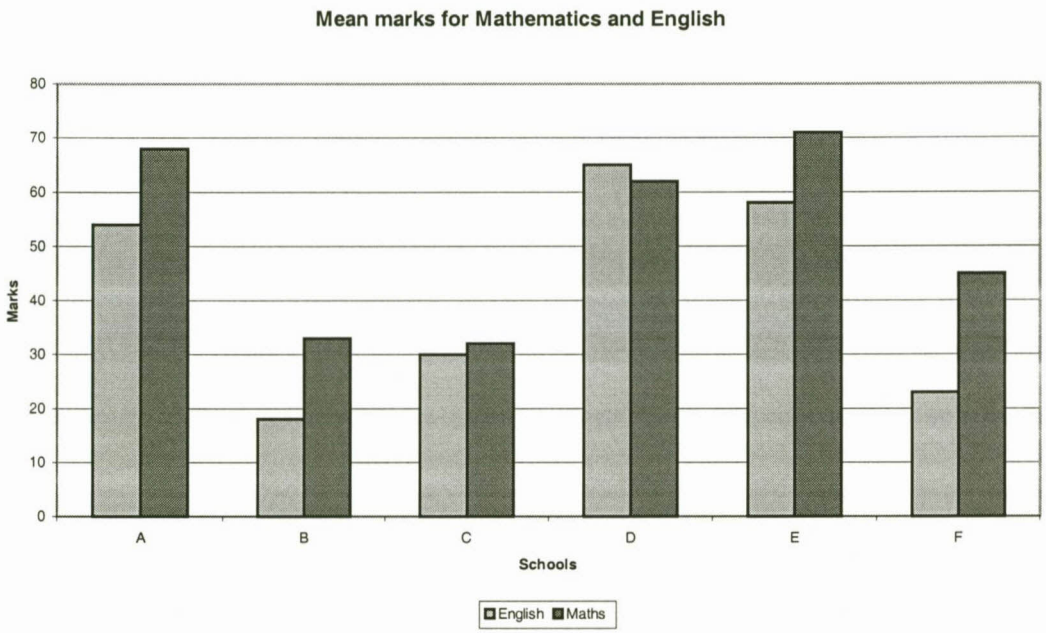
Figure 4.13 Higher, lower and interquartile marks for Mathematics in the sampled Schools



From the above Figure 4.13 the Mathematics performance within each of the sampled schools shows a closer range between the quartiles (than the case was in English). However, there is a great difference in the inter-school quartile ranges with schools B and C's higher quartile marks (56 to 40% and 60 to 40% respectively) being lower than schools, A, D, and E's lower quartile ranges (62 to 38%, 66 to 34% and 38 to 52% respectively).

The overall performance in the standardized tests in English and Mathematics in the sampled schools is summarized in Figure 4.14.

Figure 4.14 Mean marks for English and Mathematics in the selected schools



Schools D, E and A respectively, obtained higher marks in the English test than did schools C, F and B respectively. In the Mathematics test schools E, A and D respectively scored higher marks than did schools F, B and C, respectively. This is in conformity with these schools' summative performance in English and Mathematics at the COSC and IGCSE levels (see par. 4.6.2).

4.6.4 Summary

This section on value added statistics has shed light on two key issues in Lesotho's education system at the secondary level. Firstly, failure of students' to attain credit passes in English and Mathematics at COSC and IGCSE and/or attainment of Division 1 and 2 at the COSC level (the two prerequisites of entry to NUL, see par. 4.1.1) inhibits the entry into NUL of students from different schools. Secondly, that, differences in the schools' performance at the COSC and the IGCSE levels could be attributed (amongst other

things) to the disparity between the schools' intake at the first year of the secondary schooling.

Based on the above issues, statistical evidence (from ECOL on COSC and Cambridge Examination Board [CEB] on IGCSE results of year 2001 in the six schools in the sample, coupled with the results emanating from the standardized tests (in numeracy and literacy) administered in the same six schools in the sample show that:

- Two private schools (schools D and E) and one public school (school A)'s performance in English and Mathematics are relatively higher than in one private school (school F) and in two public schools (school B and C).
- Standardized tests in English and Mathematics confirm that the higher performance (at the COSC and IGCSE levels) in these two private schools (D and E) and one public school (A) may be attributed to the higher standard of student intake (at the first year of secondary level) in these three schools.
- Similarly, the poor performance (at the COSC and IGCSE levels) in English and Mathematics by school F (private) and schools B and C (public) may be attributed to the poor standard of student intake (at first year of secondary level) in these schools among other variables.
- This evidence validates schools B, C and F's view on the disparity of student intake in the various schools acting as a contributory factor to school performance at the COSC and IGCSE levels.

With the findings from student questionnaires and focus discussions, semi-structured interviews with educators, summative examination results from ECOL or CEB and results of the standardized tests in literacy and numeracy from the sampled schools, the stage was set for a revisit of the question "How effective are private and public schooling in Lesotho's education system?" This is explored in Chapter 5.

Chapter 5

Conclusions and recommendations

5.1 Introduction

This chapter deals with the final stages of this research. It revisits the main focus of the research, highlighting its aims, its limitations, its conclusions, its recommendations, concluding with a summary and direction for further research.

5.2 A revisit of the problem questions and key aims of the research

The purpose of this research was to analyze the effectiveness of private and public schooling in Lesotho's education system in an attempt to answer the following problem questions:

- What is the effectiveness of private and public schools in Lesotho, measured against the background of quality indicators identified by international researchers, and specifically those indicators perceived by the citizens of Lesotho as being imperative in quality education?
- If either of these schooling systems (private schools or public schools) in Lesotho is proved to be more effective than the other, to what can this greater effectiveness be attributed?
- How can the practices, which make either of these schooling systems more effective than the other, be emulated in order to enhance quality in education and thus produce the human resources needed to move Lesotho onto a higher growth path? (cf. par. 1.2.2 for these questions).

The research aimed at filling in the hiatus in the existing knowledge, refining previous findings and amending current viewpoints through the presentation of new research for the following reasons:

- Although some research had shown that public schooling system in Lesotho lacks quality, the private schooling system had not been covered.

- Although the Ministry of Education hopes to look for ways of improving the public sector in terms of inefficiencies and effectiveness, no focus seems to have been put on the role of the private sector in assisting towards this goal.
- To validate and update previous findings with regard to the alleged poor quality in public education.
- To confirm or refute the anecdotal perceptions of the populace about the practices of private schooling so as to enable the citizens of Lesotho to make informed judgments with regard to the effectiveness of private schools in Lesotho.
- To either corroborate or amend international research findings about the relative effectiveness of private and public schooling in developing countries (cf. par. 1.3 for these reasons).

While this chapter seeks to answer the key question on the effectiveness of public and private schooling in Lesotho and shed light or clarify the above issues, it is imperative that any foreseeable limitations be accepted.

5.3 Limitations of the research

Anderson (1990:110) defines limitations as "factors, which might threaten the objectivity or validity of the study and its generalization including both errors resulting from inherent design limitations and those which occur as the study progresses". Anderson and Arsenault (1998:119) admit that all forms of research are prone to inherent limitations. Limitations emanating from qualitative research are as follows:

- Many will argue that this survey methodology lacks reliability in that another researcher may come to a differing conclusion if he/she followed the schools in the sample. Anderson and Arsenault (1998:119) assert that, "there is always more than one valid view of any social situation". The researcher's defense is that multiple data sources were incorporated in the research for converging ties during this inquiry. Anderson (1990:163) confirms that conclusions suggested by different data sources are far stronger than those suggested by one alone.

- In terms of validity, this study survey employed a concurrent activity "a chain-of-evidence and an audit trail" (Anderson and Arsenault 1998:134). This entailed taking the recorded information in the audit trail and recording the decisions made concerning all aspects of the research process as they unfolded. It demonstrated how links and conclusions between the data and analysis were derived, thus striving for internal validity. Nevertheless, a major limitation is external validity, the extent to which generalization is possible. It is difficult to generalize on the basis of these cases (schools in the sample) about other schools elsewhere in Lesotho, or responses of other students, teachers, principals and heads of departments in Lesotho schools other than those used in this study. All that one can say is that lessons on the effectiveness of public and private schooling in Lesotho have been learnt from these cases.
- This research was based mainly on the opinions, views and perceptions of some of those involved in these schools. The reliability of informants may have been affected by their social positions in the group, personality and relationship of the informant to the researcher, all of which could have tended to affect the interpretation of the data. To counteract this flaw, data triangulation, development of confidence in the informants and the use of documentation were taken on board as suggested by Anderson and Arsenault (1998:134).

Other limitations which may have occurred during the research could be:

- Flaws in the instruments due to lack of computation of direct statistical correlations.
- Omission of students' socio-economic status (SES). It should be noted, however, that research (cf. par. 2.1.3.3 and 2.1.3.2, Gray [1993:29], Hopkins [1989], Hargreaves and Hopkins [1993] Ashworth and Harvey [1994] Sammons *et al.* [1995:4] confirm that school processes and their internal conditions can make a difference in school effectiveness and in turn contribute to students' performance even when SES are put into account.
- Due to the militating circumstances (time variations in school intakes and in the coverage of syllabuses) no second test was given after a specified time to

find out the progress the students may have made as a result of having been in these schools (cf. par. 2.1.1, Stoll and Fink [1996:27-28] value added). Nevertheless the question on the calibre of students taken in each school in the sample was verified by a standardized test administered by the researcher to a sample of candidates first year in each sampled school.

- The variations found between private and public schooling fee structures (about M/R300-600 excluding text book costs in public schools and a range of M/R2,500-48,000 text book costs included in private schools) were not used to show the relative efficiency of either of these schooling systems, because this would have involved yet another piece of research over and above what the researcher set out to do. In any case, matters pertaining to "fee structure" did not feature in the demands of the Lesotho populace as indicative of an effective school.

Anderson (1990:110) asserts that, there is no harm in having limitations, but that it is bad form not to admit them (cf. par. 1.4). Therefore, these limitations notwithstanding, this research as part of the field of Comparative Education can point to its traditional strengths as part of an applied problem-oriented field (Crossley 1999:254) to answer the question "How does private schooling compare with public schooling in the provision of customers' stated and implied purposes?" (cf. par. 1.3), by executing six performance indicators perceived by some of the people in Lesotho as the main criteria of school effectiveness and reached the following conclusions on each performance indicator.

5.4 Conclusions of the research

The table below shows the percentage performance score for levels of effectiveness achieved in each sampled school for every performance indicator.

Table 5.1 Overall and mean performance scores per performance indicator in each of the six schools in the sample

Performance indicator	School A	School B	School C	School D	School E	School F
Goal 1 Academic and basic skills	62%	58%	64%	58%	52%	54%
Goal 2 Productive citizens	70%	70%	80%	60%	70%	60%
PI 1 Academic and administrative leadership	54%	50%	46%	52%	58%	44%
PI 2 Clear school policy	70%	70%	70%	80%	60%	60%
PI 3 Monitoring students progress and keeping parents informed	56%	40%	56%	32%	56%	48%
PI 4 Dedicated and qualified teachers	54%	54%	60%	70%	54%	74%
Total	356	342	366	352	350	340
Mean score	59%	57%	61%	58%	58%	56%

The above findings from the student questionnaire responses show that:

- No school (neither public nor private) is effective in all the six performance indicators chosen by the populace of Lesotho as the determining factors of school effectiveness.
- Schools D and F ranked last in two of the performance indicators (Goal 2 and PI 3 for D, and Goal 2 and PI 1 for F), and school E ranked last in three of the performance indicators (Goal 1, PI 2 and PI 4) (these three are private schools). On the other hand schools A and B ranked last in one indicator (PI 4) and school C did not come out last in any of the indicators (these are public schools).

- The best performance came from school C (public school), leading in three of the indicators (Goals I, 2 and PI 3) and school A (public school) leading in one indicator (PI 3). Of the private schools, school E led in two indicators (PI 1 and PI 3) and schools D and F led in one indicator each (PI 2 and PI 4 respectively).
- School B (public school) has not taken the lead in any of the performance indicators.

A closer investigation into the performance of these schools by use of focus group discussions with the students and semi-structured interviews with the principals, HODs and teachers (from these schools) revealed the underlying reasons for the students' questionnaire responses. The quality of the type of student intake pertaining to academic ability (measured by the standardized tests) in these schools added to some of these reasons too. These reasons highlight the weaknesses embedded in Lesotho's public and private schooling as measured on the six criteria of school effectiveness. They are presented in the table below.

Table 5.2 Overall performance scores and areas of weakness found in each of the six performance indicators in each of the six schools in the sample

Criteria	School A	School B	School C	School D	School E	School F
Goal 1 Academic and basic skills	Score = 62% weakness = Q 6, 9	Score = 58% Weakness = Q 6, 8, 9	Score = 64%* Weakness = Q 4, 6, 9	Score = 58% Weakness = Q 3, 5, 6, 8	Score = 52% Weakness = Q 1, 3, 8, 9	Score = 54% Weakness = Q 6, 8, 9
Goal 2 Productive citizens	Score = 70% Weakness = Q 34, 35	Score = 70% Weakness = Q 35, 40	Score = 80%* Weakness = Q 35	Score = 60% Weakness = Q 31, 34, 35, 37, 40	Score = 70% Weakness = Q 34, 40	Score = 60% Weakness = Q 34, 35
PI 1 Academic and administrative leadership	Score = 54% Weakness = Q 15, 17	Score = 50% Weakness = Q 11, 12, 13, 16	Score = 46% Weakness = Q 12, 13, 15, 17,19	Score = 52% Weakness = Q 11, 12, 13, 15, 16, 20	Score = 58%* Weakness = Q 15, 16	Score = 44% Weakness = Q 11, 12, 13, 14, 15, 16, 20
PI 2Clear school policy	Score = 70% Weakness = Q 41, 42	Score = 70% Weakness = Q 41, 42, 49	Score = 70% Weakness = Q 41, 42	Score = 80%* Weakness = Q 41, 49	Score = 60% Weakness = Q 41, 42, 49	Score = 60% Weakness = Q 41, 49
PI 3 Monitoring students progress and keeping parents informed	Score =56%* Weakness = Q 52, 53, 63	Score = 40% Weakness = Q 50, 52, 53 55, 61, 63	Score = 56%* Weakness = Q 52, 53, 55 62, 63	Score = 32% Weakness = Q 52, 53, 55 56, 61, 62, 63	Score = 56%* Weakness = Q 52, 53, 54, 55 57	Score = 48 Weakness = Q 50, 52, 53, 5: 56
PI 4 Dedicated and qualified teachers	Score = 54% Weakness = Q 23, 24	Score = 54% Weakness = Q 23, 35, 29, 30	Score = 60% Weakness = Q 23, 25, 29	Score = 70% Weakness = Q 23, 30	Score = 54% Weakness = Q 23, 25, 28, 29	Score = 74%* No areas of weakness found

* Shows the highest scores per school in each of the performance indicators.

From Table 5.2, the following conclusions/reflections with regard to the education system, can be inferred:

- Both public and private schools in Lesotho are not effective in delivering academic and administrative leadership (PI 1) because of items 15 and 16, lack of use of the English language as a means of communication, and with the exception of school A, the other five schools do not seem to have academic leadership due to item 12 (whether or not their school has a reputation of high academic standards). This observation is supported by item 13 (the number of university intake from their schools) in which the low intake into NUL from these schools was verified. The external examination results in 2000 (COSC/IGCSE) were a clear statistical testimony of this low intake (cf. par. 4.6.2) of these students. Further investigation as to why this was the case (through interviews with

principals and teachers revealed that the intake into these schools is perceived as being of a lower academic calibre than that of schools A, D and E. This perception was validated by the results from the standardized tests in numeracy and literacy from these schools (cf. par. 4.6.3). On administrative leadership the responses showed that schools A, B and C (public schools) fear their principals more than students in schools D, E, and F (private schools) as seen in par. 4.3.2.5.

- Both public and private schools in Lesotho are ineffective in monitoring students' progress and keeping parents informed (PI 3). The students are not effectively informed of their progress (item 52), the students are not given individual help when they do have difficulties (item 53), and with the exception of school A, students do not get feedback about their homework as effectively as they should (item 55), and many students are afraid to ask their teachers for help due to poor teacher-student relationships. Schools (especially public schools) do not confer with the parents on the students' academic progress as much as they should (item 63). Parents are involved more in schools D and E (private schools) than in schools A, B, and C (public schools). Further, students in schools A, B and C (public schools) receive less help from their teachers than those from schools D, E and F (private schools).
- Although clear school policy (PI 2) seems to be evident, with the exception of school D, the students in the five schools are not aware of their schools' policies due to lack of school prospectus or documented evidence of their existence, as responses to items 41 ("Have you seen your school's prospectus") and 42 ("Have your parents seen your school's handbook") revealed.
- On the issue of dedicated and qualified staff (PI 4) the emerging scenario is that private schools seem to be relatively more effective (a mean score of 66%) than the case is in the public schools (a mean score of 56%) within the sample. However in-depth discussion reveals that this dedication may be due to accountability issues (to paymasters rather than to the students) especially in the three private schools in the sample. Teachers in general (some English teachers in particular) are neither willing to help the students with their schoolwork after classes are over (item 25) nor to listen to students' problems (item 30) in all the

six schools. It was difficult to verify the issue on qualifications in one public and one private school because of the discrepancy between the terms "qualified teachers and teachers holding a degree in other fields". Educator interviewees from the other four schools were certain that their teachers were qualified.

- Goal 1 (academic and basic skills) are not effectively implanted into the students in the sampled schools because of the students lack of self efficacy or lack of self-esteem which is perpetuated by the poor student-teacher relationship (item 6), poor strategies of delivering the curriculum by the teachers (item 9) and a narrow based curriculum (item 8). It should be noted that according to the students' responses (see par. 4.3.2.3) students in schools A, B and C (public schools) enjoy school more than those in schools D, E and F (private schools). Schools A and C public schools) further enjoy English least while schools E and D (private schools) enjoy English most.
- The attainment of Goal 2 (provision of society with productive citizens) is hampered throughout the schooling system in Lesotho because of the fact that schools do not expose the students to community work (item 34), nor give the students avenues through which they could develop responsible skills (item 35), nor show them how to be responsible members of the community (item 40). School rules (see par. 4.3.2.4) are fully obeyed with a score of 100% in school C (public school) and obeyed least with a score of 20% in school D (private school). However school D fully respects other peoples' cultures with a score of 100% and school C has least respect for other people's cultures with a score of 70%.

These findings give the foundation for commendations and recommendations for improvement (cf. par. 1.4) addressed in the next section.

5.5 Recommendations for improvement

As stated earlier (par.1.1 and 1.2.2.1), the limited supply of skilled labour within Lesotho limits her domestic economic and social growth, which is alledged to be caused by ineffectiveness and lack of quality education in Lesotho's schooling system. The underlying motive of this research on the effectiveness of public and private schooling in

Lesotho's education system was to ascertain the validity of this allegation for improvement purposes. This transfer of the energy, knowledge and skills of school effectiveness to school improvement is necessary (cf. par. 2.1.3.2 and 2.1.2).

Harris, Jameson and Russ (1996:15) define school improvement as:

> *a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively ...* or *a systematic attempt to enhance teaching and learning which has its focus both in the classroom and in the school.*

According to Creemers (1994:4-5), multi-level research on school effectiveness provides empirical evidence that issues and variables at state and at school levels influence what happens at the classroom level. Creemers (1994:4) observes that for any improvement to occur innovations should be geared to both the macro and micro levels of the education system. Issues and variables at the macro level (state level i.e. national curricula, educational policy-making), at micro level, (school level i.e. school working plans, school activity plans, school development plans, school teams, management, and the principal as an educational leader), all influence what happens at classroom level (teacher behaviour, availability of text books and grouping procedures).

The link of school improvement to macro and micro innovations was also observed by MOE's Fifth Five Year Plan in Lesotho (1992-1996). MOPEMD (1992:54) upheld the plan's proposal to streamline and decentralize educational management in order to rectify the current weaknesses in quality and efficiency in the educational system. The restructuring and reorganization of the central MOE was to create a more effective field structure at district level, the "field inspectorate" MOE (1992:105). In the Lesotho scenario therefore, besides Creemers' macro and micro levels, a meso level, was offered as the "basic framework within which development can take place" (MOE 1992:127). The MOE, as a policy-making body saw the importance of meso

level, as helping to fortify the relationship between MOE and schools and assist staff to improve in their performance. However from the theoretical and empirical point of view, the classroom is the predominant place in the school where learning and teaching take place, and in this way the classroom level is more important for learning and outcomes than other levels in education. The classroom serves as a venue or melting pot in which all these factors or variables that contribute to educational outcomes exist.

Three key concepts to be taken on board for school improvement at both macro, meso and micro levels are reviewing and evaluating, change and innovation, action research and action learning (Harris *et al.* 1996:15). In this research, improvement in each school in the sample should follow three stages:

- An evaluation of some aspects of a school's functioning emanating from the joint effort of the macro, meso and micro levels (preferably using these six performance indicators suggested by their customers) asking questions such as: Where are we now? Where do we want to get to? What do we do to get there? How will we know when we have got there? It should be noted that according to MOE (1992:131), one of the proposed functions of the field inspectorate at the meso level was to develop performance indicators to assist in the process of evaluation.
- In stage two, each school supported by the state and the district (the district as an intermediary or a channel of communication between the MOE and individual schools), should embark on planned change and innovation (Harris *et al.* 1996:16) in which regular planning is institutionalized, targets and costs in terms of resources are set based on the assessment of information from previous reviews making sure that the change should effect learning and teaching and that the planning is done collectively with the stakeholders.
- Stage three is action research and action learning, defined by Harris *et al.* (1996:17) as a systematic attempt to learn about what strategies improve schooling by the careful monitoring of significant innovations. Teachers should be reflective practitioners.

Based on the information on improvement by Harris *et al.* (1996), Creemers (1994), Slavin (1996), UNESCO (1998), Mortimore (1999), and the findings accrued from the performance of the six schools in the sample on the six school effectiveness performance indicators, the following recommendations can be made, noting that for any changes to be meaningful and effective they should be effected at the macro, meso and micro levels of education systems.

5.5.1 Goal 1(academic and basic skills)

According to Creemer (1994:110) more attention is given to traditional outcomes of schooling (by researchers and educationists) because disadvantaged students do not succeed in these fields. Traditional outcomes of education on basic skills and knowledge are reading, Mathematics, and language. The featuring of this indicator in the Lesotho research is therefore not unique and its effectiveness can be improved by:

- Encouraging self-efficacy in the students in the sampled schools. Creemer (1994:118) asserts that in the self-efficacy theory the learners' beliefs in themselves are reinforced or reduced and the effects on achievement are noted. Adults should create a sense of trust in the pupils, a strong sense of community where relations between staff and students are distinguished by friendliness and mutual respect. Therefore in the Lesotho scenario, academic and basic skills can be instilled in the students by positive student-teacher relationship, effective strategies of delivering the curriculum by the teachers and a broad based curriculum; changes whose success/effectiveness require co-operation at the macro and micro levels.
- At the macro level, English is the medium of instruction, learning and examination, in tertiary institutions (ECOL 2000:ii). The government of Lesotho should consider Von Gruenewaldt's (1999:211) advice that practicing teachers of English need access to "in-service courses on effective teaching including sociolinguistics, phycosociolinguistics and clinical language awareness". Von Guenewaldt posits the need for the history and theory of literacy to be incorporated into teacher training programmes to give the teachers insight into the

various literacy pedagogies and to enable them to develop expertise in designing materials for teaching literacy. In their research on the characteristics of teachers of literacy, Medwell, Wray, Poulson and Fox (1999:50) confirmed that access to in-service courses in which the teachers focused on the subject knowledge in terms of how this was to be taught to the children (a more practical approach) rather than focusing the knowledge at the teachers own level yielded positive student outcomes. At the micro level the schools should look for positive ways of enforcing the already existing regulations on the use of English on the school premises. Peer pressure that is exerted on those who obey these regulations should be curtailed. The administration and the teachers should be models to be emulated by the students. At the classroom level (micro level) the teachers should be able to help the students solve their queries pertaining to the English language. Although Sesotho is these schools' contextual mother tongue, the conscious discernment on the use of English and further reading in English will go a long way to producing better outcomes. This is confirmed by Von Guenewaldt (1999:208) asserting, "second language literacy is usually acquired within the context of school, which in contrast to the home, constitutes a relatively formal, decontextualised environment". In reference to the issue of English, ECOL (2000:iv) asserts, "The catch phrase is the promotion of functional language within communicative contexts as candidates live in everyday real life". It should be recalled too that at the macro level, failure in English deters one from proceeding to further educational institutions, hence its necessity should not be underscored.

- At the macro level, Mathematics plays a pivotal role in both the science carriers and in the commercial world (ECOL 2000:ii) and has been singled out as a key subject (a compulsory subject whose failure means failure for further studies). It is at the micro level that this has to be implemented at its best. The learning strategies should be versatile enough to include all the learners, and be meaningful in their daily lives as much as possible (less abstract). As ECOL (2000:iii) points out, the candidates seem to have problems with questions that put Mathematics in an every day context and which require accuracy. Reynolds and Muij's advise (1999:282) on the effective teaching of Mathematics is that the

development of higher order skills should be related to that of basic computational and other skills since performance on the two sets of skills is related. This calls for versatility in the teaching styles in Mathematics, which should be acquired first at the teacher training levels.

It should be noted that the effective acquisition of academic and basic skills should start at the lower levels (primary level) of schooling in readiness for the secondary level where all the subjects (with exception of Sesotho) are delivered in the English language. The standardized tests administered in the first year of the sampled secondary schools showed a deficiency in these skills.

5.5.2 Goal 2 (provision of society with productive citizens)

According to Mortimore (1993:301), ensuring that students adopt an active role in the life of the school has been found to be important. By seeking to involve students in school-oriented activities, or by allocating responsibilities so as to elicit a positive response from them, teachers have endeavoured to provide a sense of ownership in the school and in the students' own learning. Mortimore argues that learning is more likely when the students hold a positive view of the school and of their own role within it. Other scholars of school effectiveness and school improvement such as Creemers (1994) and Harris *et al.* (1996) and the sampled populace of Lesotho in the preliminary survey of this research are of the view that effective schools should be involved in community development and produce responsible students (cf. par. 2.1.3.3, Hargreaves and Hopkins [1993:229] hold the same view). In this regard in the quest for the production of productive citizens via an effective schooling system, the following are imperative:

- At the macro level the Government of Lesotho should include community involvement into the school curricula so that it can be taken on board at the meso level (field Officers in the districts), and into the micro level (school level, the classroom level and the student level). The aim of community involvement should be for the benefit of both the participants and the recipients (a dialectical relationship, as required in some curricula, (i.e. the PYP, the MYP and the IB curricula implemented in two private schools in Lesotho). The reliance on

Development Studies subjects alone (as the case is in the public schools) to enable the students to identify problems that affect them and participate in the development of the community, is inadequate and ineffective (ECOL 2000:iii).

- The schools (micro level) should create adequate avenues for the students to use as training steps for responsibilities (social skills for future roles). The choice of holding such responsible posts should be done democratically by the school community (administration, teachers and students) and not be an imposition from above. According to UNESCO (1998:62), other ways of learning democracy in schools can be enforced by practices such as drawing up the charters for the school community, setting up pupil parliaments, role play simulating the functioning of democratic institutions, school newspapers and exercises in non-violent conflict resolution. This could be more effective if civic education and the practice of citizenship is advocated for at the macro level (UNESCO 1998:61) with the participation of the management at the meso level.
- Although citizenry includes morals and character, Lockwood (1993, in Creemers 1994:124) alleges that there is no close relationship between the knowledge provided by the schools and the behaviour of students. Nevertheless, the school should endeavour to cultivate positive behaviour while at the same time use the negative behaviourism in the students as a way of improvement. As Mortimore (1993:302) comments, unlike punishments, rewards and incentives appear to enlist positive behaviour and, in some cases, change students (and at times teachers') behaviours. While the use of corporal punishment (advocated for and evidenced in one of the school's by the researcher) may give a temporary solution, it simply instills fear, not respect for, nor inculcation of responsibility in the student to carry forward in his future.

Thus the seeds of future leaders of tomorrow should be sown, tendered and nurtured at the school level by the adults.

5.5.3 Academic and administrative leadership (PI 1)

As one of the purposes of schooling in the developing world is the acquisition of skills and advancement in knowledge from one level to another towards the production of skilled human resources, the pursuit of academic leadership is necessary. Mortimore (1993:302) cites Purkey and Smith (1983) confirming, "school-wide recognition of academic success (i.e. publicly honoring academic achievement and stressing its importance) encourages students to adopt similar norms and values". This is a key characteristic of an effective school. In Lesotho, academic leadership can be improved on by the following:

- The state (macro level) through the districts (meso level) should see to it that the schools collect data on student performance at the school level, the department level, the class level and the individual student level in order to determine performance, set goals and focus on under achievement as alluded to by Harris *et al.* (1996:32). This data should be regularly collected so that the school can build up time series data (as evidenced in two of the private and one of the public schools), which will allow them to identify trends. These trends should be put into volition and used as a basis of comparative analysis of internal and external academic outcomes (published by ECOL) within and between the schools and districts with the focus on improvement. ECOL statistics can also be used (at the macro, meso and micro levels) to identify elements within schools and districts with strong positive academic leadership for learning purposes.
- The schools' intake in public schools should be critically looked into (without infringing on the fact that, every child has a right to schooling) in order to alleviate the valid perceptions of both teachers and students of their schools' lack of academic leadership. The continuation of the current policy or lack of it on this issue perpetuates de-motivation (of both the teachers and the students) thereby contributing to further deteriorating performance in these schools.
- Schools, and especially private schools, should make sure that all admitted students should have "value for money"(considering their level of fee structure) education with up-to-date equipment for the pursued/acclaimed curriculum and

where necessary provide special classes including English as a second language classes, for those who need it, as happens in one of the sampled private schools.

Turning to administrative leadership, Mortimore (1993:300) confirms that different studies have drawn attention to different aspects of the principal's roles and have provided a clear analysis of how strong leadership can aid effectiveness. Additionally, since, according to Harris *et al.* (1996:33-34), the quality of leadership of the school distinguishes effective schools and leadership is not about "doing things right" but "doing the right thing" the administrative leadership (which should have been recruited on merit i.e. experienced, qualified) in the sampled schools should be effective managers (cf. par. 2.1.1 Ashworth and Harvey [1994:15] on TQM and SQM for the same view) by doing the following:

- Have a clear vision of the school translated into meaningful goals or "a mental picture of a preferred future" (putting in mind the macro and meso levels' needs) which is shared with all in the school community and which shapes the programme for learning and teaching, as well as policies, priorities and plans. The principals should be "very visible" engaging in the management by walking about so that they know what is going on in the school.
- The principals should mirror in their behaviour the classroom process, which they expect in their own teachers (very often involved in the core function of the school - teaching and learning, not remote figures spending most of their time in offices far from the activity of the classroom).
- The principals should have high emphasis on achievement, high expectations of performance, strong monitoring of performance, emphasis on the creation of an orderly atmosphere and stress on rewards for approved behaviour rather than punishments for disapproved behaviour (Harris *et al.* 1996:35, see par. 5.5.2 and Mortimore 1993:302 for the same view). As an educationist leader, the principal should see to it that there is a minimum of rules and regimentation but that there are strong rules and sanctions on certain sorts of behaviour, which are thought to be particularly detrimental to the community.

- The principals should encourage, protect and invest in the continuous development of their staff (who should have been appropriately recruited). Staff development should be geared towards classroom improvement first, rather than personal advancement. In-service workshops or insets aimed at school and classroom development should be institutionalized as happens in three of these schools (one public and two private).
- The principal should empower the teachers by devolving responsibility to them rather than control, manipulation, correction, instruction and coercion (have a collegiate management). According to Mortimore (1993:300), research has shown evidence that both autocratic and over-democratic styles of leadership are less effective than a balanced style which depends on the crucial judgment of when, and when not to act as decision-maker. The principal should show a sense of responsibility, concern with task completion, energetic persistence and risk taking, self-confidence, capacity to handle stress, capacity to influence, and capacity to coordinate the effects of others in the achievement of purpose (cf. par. 2.1.3.3 Mortimore *et al.* [1993:11], and Gray *et al.* [1993:33] for the same view).
- The management of public schools should show some uniformity. The financial management in particular needs to be streamlined and monitored to lessen the current perceptions (misuse of funds) and discrepancies (differences in school equipment and facilities) in two of these schools. It is difficult for a visitor into these three public schools to see at a glance why they are grouped under a "government-controlled" umbrella, while they exhibit glaring visual differences with one having everything and two lacking everything.

Thus the management of these schools as already alluded to by the MOPEMD (1992:54), should be at the heart of improvement. The private schools on the other hand should make a point of liaising with each other and with the public schools thereby learning from and helping each other in matters of educational interests.

5.5.4 Clear school policy (PI 2)

Harris *et al.* (1996:27) assert that a clear sense of purpose that is shared by all the members of the school is imperative in any effective school. The school's (micro level) vision, mission and goals should echo the macro and meso levels' educational goals and be explicitly made available to its community.

- The vision statement of each school should be a touchstone statement that provides not only the measure by which the school wishes to be judged but inspires and concentrates the minds of those associated with the school.
- The mission statement on the other hand should be an expansion of this vision statement stating in some detail exactly what it is the school is trying to achieve.
- A focus on objectives in the school should represent an attempt to translate the mission of the school into action plans. The schools in the sample should follow Harris *et al's.* (1996:30) caution that the effective objectives should be SMART, i.e. should be specific, measurable, agreed on, realistic and have a specified time of their completion.

All these documents containing the vision and mission statements, as well as objectives and regulations should be visible and availed to the school community, the meso and micro levels as a frame of reference.

5.5.5 Monitoring progress and keeping parents informed (PI 3)

Mortimore (1993:300) alleges that whilst monitoring, by itself, changes little, the majority of studies have found it to be a vital procedure, both as a prelude to planning institutional tactics, altering pedagogy and increasing or decreasing work loads. Of greater importance however, Mortimore (1993:301) confirms that researchers also see monitoring as a key message to students that the teachers are interested in their progress.

In this regard a learning culture should be developed in the school, i.e. a culture in which not only pupil learning is regarded as the core activity, but a culture which actively tries to monitor its own performance so that it is capable of learning how to become more effective. As learning institutions, schools in the sample should:

- Share information about the performance of the school throughout the staff (at the school, departmental, classroom and student levels). In this regard the schools should follow Harris *et al.'s* (1996:52) suggestion that students progress should be systematically collected through a variety of means within and across departments. Individual pupils' profiles, which should include detailed assessments of pupils' strengths and weakness in each subject should be charted and regularly shared with pupils. Slavin (1996:8) stresses that homework that is checked has been found to contribute more to students' achievement than homework that is assigned but not checked. If need be, the schools could follow Creemers' (1994:82) "homework free schooling" (homework is integrated in the curriculum of the school and students stay in school until they have finished all their homework which is supervised and supported), for where this has been experimented the results have been encouraging, especially for disadvantaged groups. This is currently being implemented in one public school and one private school in the sample.
- Harris *et al.* (1996:52l) add that, efforts should be made to give the students a stake in the assessment by inviting them to comment on each other's and their own work; discuss their marks with the teachers in order to understand the strengths and weaknesses of their own efforts. Emphasis should be on trying to make marking consistent within the department and feedback should be more criterion referenced than norm referenced. The objective here is self-evaluation at all levels (school, department, classroom and student).
- Have a distinctive way of dealing with mistakes in the school. As Harris *et al.* (1996:37) puts it, "learning organizations seize on mistakes as opportunities to learn, the rest engage in punishments and scapegoating".
- Involve themselves closely with the parents as requested by the populace in the preliminary survey of this research. In their support, Harris *et al.* (1996:40) allege "if parents can combine to support productive learning on the part of the pupils, then this combination has the potential to be much more powerful than the school acting alone". The schools should therefore bring parents into the school as much as possible and on as many different occasions as possible. It should be noted,

however, that parents are more interested in the progress of their own children. Schools should therefore follow Harris *et al.'s* (1996:41) caution that relying on the Parents Teacher Association (PTA) or parents' day only, may not be effective because they may be too large and full of cliques. The schools should convene meetings of parents based around class and year groups for more effectiveness. This will require better record keeping and more information collection on individual pupils (data base) in order to have adequate material to discuss with parents. It will also have the advantage of keeping the school-parent relationship focused on the child, teaching and learning rather than on the general issues, which should be discussed in Annual General Meetings (AGMs) or using the parents as fundraisers and cheap labour for school tasks. Slavin (1996:9) advocates for the provision of daily or weekly reports to parents on student behaviour.

- If possible a school-parent contract in which the parents would be asked to sign an understanding that they have obligations related to the schooling process may be designed by the school (with macro and meso levels support, if needed). This is based on the idea of reciprocal obligations, as explained by Harris *et al.* (1996:41).

5.5.6 Dedicated and qualified staff (PI4)

Teacher dedication should be directed first and foremost to the students' learning. This means that at classroom level the teacher should be apt in management (everything he/she does to organize the classroom in order to make teaching possible), and in instructional behaviour (referred to as didactic approaches by Creemers 1994:7). As observed by Creemers (1994:86), teacher behaviour in the classroom is positively related to student achievement. A dedicated and qualified teacher should ground their teaching skills in theories of learning either from the professional training colleges emanating at the macro and meso level policies or research accrued from staff development or personal experience, and be able to effect these learning theories into classroom practice (Mortimore (1996:73). In this respect the teacher should:

- Have high expectations. This is supported by Creemers (1994:84) who confirms that "schools with high expectations of student achievements show higher levels of achievement than schools that do not expect as much".
- Generate an orderly atmosphere to promote learning by appropriate allocation of learning time and classroom management. Creemer (1994:118) explains, time on task is the time in which students are really involved in learning, but this time has to be filled by opportunities to learn such as the supply of learning materials (macro and meso level assistance is needed here), experiences and exercises by which students can acquire knowledge and skills.
- Structuring the content, the questioning, the evaluation, the feedback and the corrective instructioning.
- Adopt various teaching and learning styles ranging between extreme opposites (progressive and/or traditional) and be flexible depending on the students' needs, anticipation of misconceptions and content being taught. Mortimore (1999:228) cautions, "there is no pedagogical panacea" (no simple recipe for effective teaching in any phase of education). Teachers need to develop a full repertoire of skills and techniques designed to achieve different types of learning outcomes. As Creemer (1994:60) points out, a dedicated teacher should be thoughtful, reflective and accept responsibility for pupils' results. Mortimore (1999:69) observes that each pupil is a unique individual and has their own idiosyncratic knowledge base, preferred ways of learning, personality, motivations, interests, values, and social history. Mortimore (1999:75) adds that these factors contribute to the ways in which the students undertake learning and teaching. A dedicated teacher's challenge is how to engage students who are in the same class when they exhibit markedly individual characteristics. This could be done by following Slavin's (1996:4-5,10) model of alterable elements of instruction and student achievement, composed of four alterable elements, i.e. quality of instruction, appropriate level of instruction, incentive and time (QAIT) elements which teachers and the schools can directly change. Borich (1996 in Reynolds and Muijs 1999:284) further highlights teacher factors that may be necessary to achieve high achievement gains in classrooms in two different settings, those of low socio-economic status

contexts and middle or high socio-economic. He asserts that a teacher in a low socio-economic status behaviour should be giving supportive help, let children know that help is available, get any response before moving on to the next bit of new material, present material in small bits with a chance to practise before moving on, emphasize knowledge and application before abstraction (put in the concrete first). On the other hand, the teacher's behaviour within the middle socio-economic status contexts encompasses requiring extended reasoning, posing questions that require associations and generalizations, giving difficult material, the use of projects that require independent judgments, discovery methods, problem-solving, the use of original information, encouraging learners to take responsibility for their own learning and very rich verbalizing. This means that teachers should be wary of using undifferentiated methods in highly differentiated school contexts, a situation that exists in the sampled schools in Lesotho.

- Motivate the students intrinsically (make them interested in the learning task itself) and extrinsically (the drive for the task stemming from satisfying a personal drive, i.e. the learning task being seen to be a means towards the end). Slavin (1996:8) explains that teachers can create intrinsic interest in material to be taught by arousing student curiosity (i.e. relating topics to students' personal lives and by discovery method), while extrinsic incentives may include grades, praise and feedback or what Mortimore (1996:72) refers to as the utilitarian views of education helping them to do well in examinations, acquire qualifications and life skills and ultimately employment. Motivation should, however, begin at the macro level (state level) from where it permeates into the meso (district) and micro levels (school, classroom and student levels). As Harris *et al.* (1996:89) confirm, in effective schools staff need to feel motivated and supported, just as in the classrooms learners need to be given support and positive encouragement in order to learn effectively. The importance of motivation should not be underestimated. Gardner (1993:373) stipulates that proper motivation to learn may well be the single biggest difference between a successful and unsuccessful education program (and learner). Jarvela and Niemivita (1999:59) stress that a learning situation, for a learner, is not merely a mental performance but also a

motivational challenge and an emotional coping situation. Hallam *et al.* (in Mortimore 1999:72) assert, "without pupils" motivation learning cannot take place".

- To crown these issues on improvement, UNESCO (1998:31-32) reiterates that improvement of education requires policy makers to face up squarely to their responsibilities. Policy makers should not leave it to market forces or to some kind of self-regulation to put things right when they go wrong. In this regard the Lesotho Government (in collaboration with the stakeholders in the education system) should propose clear options, choose policies that regardless of whether the education system is public or private show the way, establish the system's foundations, its main thrusts and regulate the system through the necessary adjustments. This involvement is imperative, for according to UNESCO (1998:239), education is an agent of cultural transmission and both education and culture are a means to the end of development (the quest for Lesotho's growth).
- School development plans (at macro, meso and micro levels) can be useful tools for school improvement, but as Harris *et al.* (1996:17) cautions, like all other tools they offer no magical solutions. The mere existence of a plan, solution or recommendation guarantees nothing. The policy makers must be determined to change and set up transformatory personnel to manage the change (in all stages of management) and overhaul the system preserving the effective characteristics (in schools) and eliminating the ineffective ones replacing them with more effective ones. The entire educational team should take reflection, reconsideration, preparation, implementation and reflection again (action research) steadfastly. The recommendations pertinent to specified performance criteria of school effectiveness (i.e. the six identified in this research and others that the macro, meso and micro levels require) leading to school improvement must be put into volition, action taken and re-evaluated. Research by Creemers (1994:17) confirms that teaching and learning is not a straightforward process. Not everything that is planned is carried out and not everything that is done is planned.

5.6 Summary and direction for further research

The foregoing analysis (findings, conclusions and recommendations) of the relative effectiveness of public and private schooling in Lesotho has filled in the gap in the exiting knowledge (cf. par. 1.3) by proving that:

(a) There are inefficiencies in both the private and public schooling systems and not only in the public system, as the earlier research had concluded.

(b) A school may be effective in some school effectiveness performance indicators and ineffective in others as opposed to the earlier conclusion that all public schooling system in Lesotho is totally ineffective.

(c) An effective or an ineffective school may not be effective or ineffective for all students.

(d) The Ministry of Education should focus on both schooling systems for improvement and not only on public schooling as had been proposed earlier.

Secondly, this research has refined the previous findings (cf. par. 1.3) by validating previous findings (on teacher qualifications, cf. par. 1.2.1.2.2) and updating the previous findings (from low to high pupil-teacher ratio in secondary schools, cf. par. 1.2.1.2.2) on the alleged poor quality in the public schooling system but also identified the key areas of weaknesses and ways of improvement. To this end the practices, which make a school in either schooling system more effective than the other, should be emulated (cf. par. 1.3) in order to enhance the quality of education and thus produce the needed human resources for Lesotho.

Thirdly, the research can be used to enable the populace of Lesotho to make informed judgments (cf. par. 1.3, "a rich man's haven" or ambivalence in perceptions) with regard to the effectiveness of private schools in Lesotho.

Fourthly, the research adds to international findings about the relative effectiveness of private and public schooling in the developing countries. It has shown that most, but not all, the earlier findings (cf. par. 1.6.1.2, Jimenez and Lockwood [1995:18-

29]) may be necessarily true in all developing countries, and upholds Henning's (1993:21) (cf. par. 1.3) view on private schools.

Lastly, a main feature emanating from this research is that the public schools in Lesotho are not necessarily uniformly controlled. Variations are found in matters pertaining to student intake, management, recruitment of teachers, board of governors and financial dispensation and expensation making them as varied in effectiveness as are the private schools.

Anderson (1990:185) asserts the true test of validity of a study of this nature is its application and effects on the issue being surveyed. This leads to the direction for future research. The first priority will be the implementation of these recommendations. Will the findings and the recommendations of this research lead to the necessary positive changes in public and private schooling in order to move Lesotho onto a higher growth path in terms of skilled manpower? If proper preparation, implementation and reflection are carried out as outlined in this study, the future customers and stakeholders will hopefully experience an improvement in the six indicators perceived as the major performance criteria of effective schools. This will also lay the basis for continuous reviewing and evaluating, change and innovation, action research and action learning. Such concerted effort will contribute towards gaining Lesotho the skilled manpower required for growth.

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APPENDICES

Appendix A: Questionnaire used during the exploratory interview soliciting Lesotho populace perceptions of indicators of an effective school. It contains four sections i.e.:

- A1, fourteen statements that show various roles that might be associated with effective schools,
- A2, six alternatives considered to be the major roles of an effective school,
- A3, elements of an effective school and
- A4, elements critical to an effective school.

Appendix B: Shows the components of the input-output model as advocated by (Willms 1993:33).

Appendix C: A self-completion questionnaire administered to the fifth year students in each of the schools in the sample.

Appendix D: A summary sheet of students' responses to self-completion questionnaires. It contains the following sections: **(see Appendix D)**

- **D1**, tabulated summary score sheet for school A
- **D2,** tabulated summary score sheet for school B
- **D3,** tabulated summary score sheet for school C
- **D4,** tabulated summary score sheet for school D
- **D5,** tabulated summary score sheet for school E
- **D6,** tabulated summary score sheet for school F

Appendix E: (kept by the researcher as alluded to in par.4.5.2).

Focus group discussions per school, entailing: areas of concern as inferred from the students responses in the self-completion questionnaires; responses from students indicating the reasons for their responses to specific items in the questionnaires and suggestions emanating from the students as a way of improvement.

Appendix F

An interview protocol comprising of semi structured-interviews conducted with either the teachers or the heads of departments from each school in the sample.

Appendix G

An interview protocol comprising of semi structured-interviews conducted with either the principals or deputy principals or the directors from each school in the sample.

Appendix H: Standardized test in numeracy (mathematics) administered to the 1st year secondary level students on their first week of their first term/semester in each of the sampled school.

Appendix I: Standardized test in Literacy (English) administered to the 1st year secondary level students on their first week of their first term/semester in each of the sampled school.

Appendix J: The conversion table for Appendix D

Appendix A1

Below are fourteen statements that show various roles that might be associated with effective schools.
Next to each statement are 6 choices. Please tick (✓) one next to the statement, which best expresses, your opinion about that statement.

Statements	Teachers	Parents	Admin	Students
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 a caring and supportive environment.				
5. An effective school will provide students with the skills necessary to become productive and useful citizens.				
6. An effective school will provide students with the attitudes and skills 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 the opportunity to develop value systems that reflects the major values of our society.				
9. An effective school will provide students with teachers who act as responsible models for the development of community values and habits.				
10. An effective school will provide students with opportunities 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 students' level of achievement and also any learning difficulties that may diminish the students' learning potential.				
12. An effective school will provide parents with regular communications about their children's achievements.				
13. An effective school will provide parents with an opportunity to be involved in the development of 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.				

Appendix A2

Below is a choice of six alternatives considered to be the major goals of an effective school.
Please tick (✓) in the box next to the statement you consider to be a major goal of an effective school.

1. The major goal of an effective school is to provide a comprehensive understanding of the basic academic skills.	
2. The major goal of an effective school is provide students with skills necessary for future employment.	
3. The major goal of an effective school is to provide society with productive citizens.	
4. The major goal of an effective school is to provide students with a healthy self-concept.	
5. The major goal of an effective school is to provide a value system that reflects the spiritual nature of man.	
6. The major goal of an effective school is to respond to the educational needs of its local community.	
Others: (if any).	

Appendix A3

Elements of an effective school

What makes a school effective?

Which of these 18 selected elements, collected from school effectiveness literature do you consider important in the development of effective schools in your country (the country of your current teaching post).

Element	Yes	No
1. Clear school purpose (policy		
2. Academic and administrative leadership		
3. Dedicated and qualified staff		
4. Staff development		
5. High expectations		
6. Academic and administrative leadership		
7. Time on Task		
8. Monitoring student progress		
9. Early identification of learning difficulties		
10. Safe and orderly environment		
11. Positive school climate		
12. Home-school relations		
13. School based decision-making		
14. School council involvement in the selection of senior staff		
15. Teachers take responsibility for and are involved in planning		
16. The support of the responsible education authority		
17. Positive motivational strategies		
18. Opportunities for student involvement and responsibility		

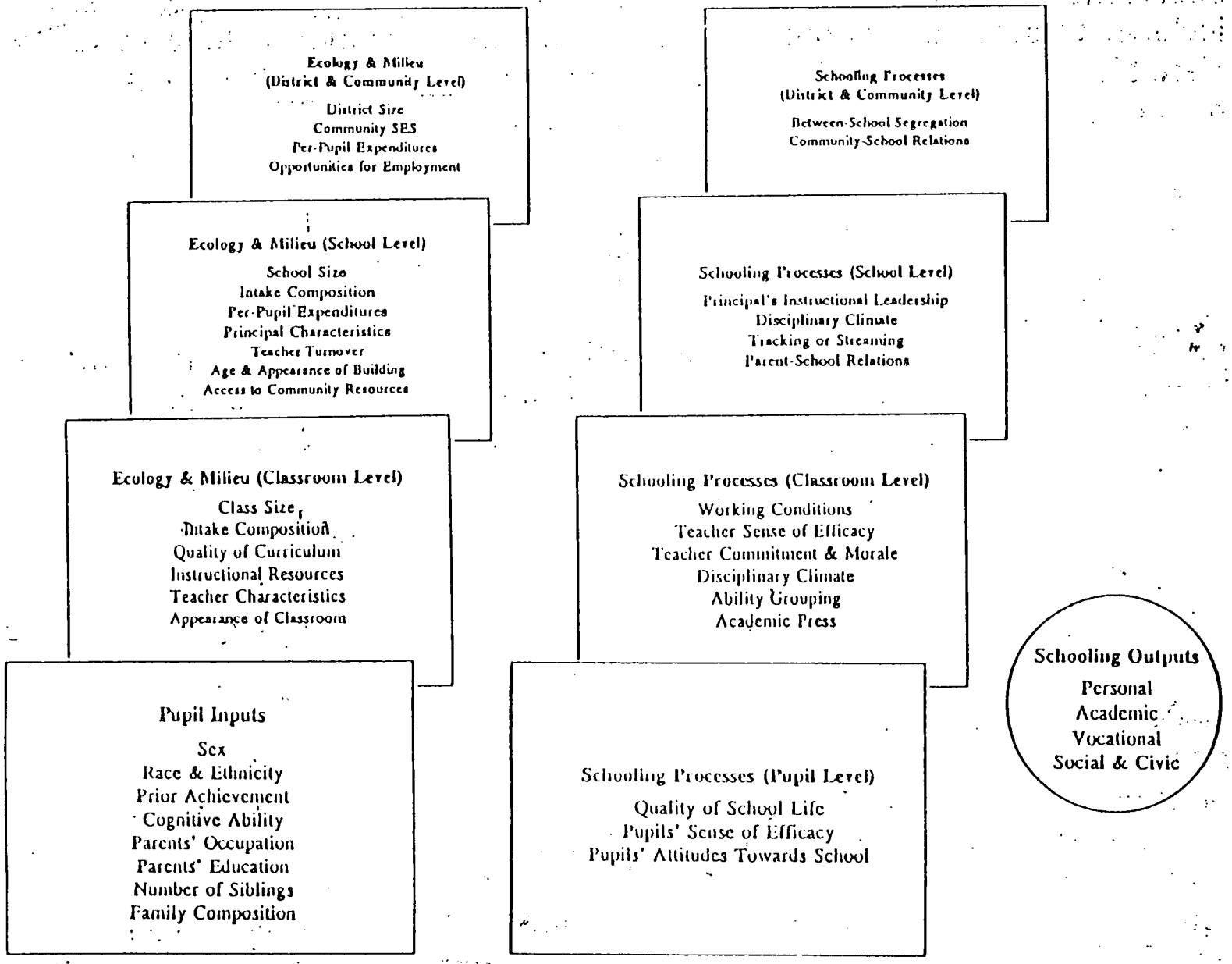
Appendix A4

<u>Elements critical to school effectiveness.</u>

Which of the above eighteen elements are your 5 most important or critical to school effectiveness? (Fill the number of the element in the box below)

Thank you for sparing your time to complete this questionnaire.
Florence Kulundu
Machabeng College International School of Lesotho, Maseru.

Figure 3-1 The input-process-output model



Appendix C

Instructions

You are being asked to express your feelings about schooling through the following statements.

Next to each statement are 5 choices. Please tick ✓ (one column next to the statement, which best expresses your opinion about that statement.

Section A.

Statements	Strongly agree	Agree	Strongly disagree	Disagree	Undecided
I. I enjoy my math's lessons.					
2. I enjoy my English lessons.					
3. I enjoy school.					
4. I feel able/confident to ask my Mathematics teacher when I do not understand something.					
5. I feel able/confident to ask my English teacher when I do not understand something.					
6. I am confident enough to ask all my teachers when I do not understand something.					
7. My English teacher always gives me a chance to give my own opinion and develop my own ideas **(to express myself).**					
8. The choice of subjects in my school is as wide as I need.					
9. I am able to apply my mathematics knowledge in my everyday life.					
10. I am able to apply my English knowledge in my everyday life.					
11. My chances of getting good results are higher in this school than most others.					
12. My school has a reputation of high academic standards.					
13. Almost all students from this school get admitted into Universities.					
14. I always communicate/speak in English during lessons.					
15. I always communicate/speak in English when out of class.					
16. I always communicate/speak in English when I am at home					
17. I am afraid to talk to my principal.					
18. I can speak freely with my class-teacher/tutor.					
19. My class teacher is always concerned with my					

progress.					
20. COSC/IGCSE pass rates at my school are high.					
21. My mathematics teacher encourages me to do more work all the time.					
22. My English teacher encourages me to read more books all the time.					
23. My teachers supervise the extra curricula activities in which I participate.					
24. My teachers are always willing to help me in my schoolwork whenever I ask them to do so.					
25My English teacher is always willing to help me with my schoolwork after classes are over.					
26. My Mathematics teacher is always willing to help me with my school work at any time.					
27. My Mathematics teacher cares about me.					
28. My English teacher cares about me.					
29. My teachers treat me as an individual					
30. My teachers are always ready to listen to my problems					

Section B

Below are statements that show various aspects about schooling. Next to each statement are three choices. Tick ✓ (Yes), (No), or (Uncertain) next to the one statement, which best expresses your opinion about that statement.

Statement	Yes	No	Uncertain
31. I obey school rules.			
32. I stand for my rights.			
33. I respect other peoples cultures.			
34. I participate in the development of my community.			
35. I participate in the making of decisions in my community.			
36. I am ready to do what my community tells me to do without questioning whether it is right or wrong.			
37. I am proud of my school.			
38. I am proud of my country.			
39. I understand the needs of other people.			

40. My school has taught me how to be a responsible member of my community.			
41. Have you seen your schools' handbook?			
42. Have your parents seen your school's handbook?			
43. Do you know what uniform you are supposed to wear?			
44. Do you know what you should do when you arrive to school late?			
45. Do you know what will happen to you if you do not do your homework?			
46. Can you go out of the school premises during school time without permission?			
47. Do you know whom to consult before going out of the school compound?			
48. Do you know whom you have to report to when you fall ill during school time?			
49. I have developed leadership skills in my school.			

Section C

In this part of the questionnaire you are asked to read each statement and then think whether this is true All the time, Most of the time, Sometimes, very Rarely, or Never. For example, if you get homework but not all the time put a tick (✓) in the box under the heading "Most of the time".

Statements	All the time	Most of the time	Sometimes	Very rarely	Never
50. I get homework to do.					
51. My English teacher listens to what I have to say.					
52. My teachers tell me how well I am doing.					
53. Whenever I am having difficulties teachers usually know and give me help.					
54. I feel able to ask my teachers when I don't understand something.					
55. After I have done homework teachers talk to me about it.					
56. My Mathematics teacher gives me tests.					

57. My English teacher gives me tests.					
58. Teachers mark my tests.					
59. I take a report to my parents at least twice a year.					
60. My teachers are fair when marking my tests.					
61. I understand what my teachers say during the lessons.					
62. I am too afraid to ask for help when I do not understand my class-work.					
63. My teachers talk to my parents about my academic progress.					
64. I talk to my parents about my academic progress.					

Thank you for sparing your time to complete this questionnaire.
Florence Kulundu
Machabeng College International School of Lesotho, Maseru.

Lesotho High School
(public)

Appendix D1

	Academic & basic skills.											
	questions											
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	Tot	Mn
student												
1.0	1.0	1.0	2.0	1.0	1.0	3.0	3.0	1.0	2.0	2.0	17.0	1.7
2.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	16.0	1.6
3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	4.0	1.0	1.0	14.0	1.4
4.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	4.0	4.0	26.0	2.6
5.0	2.0	1.0	2.0	2.0	3.0	4.0	1.0	5.0	1.0	2.0	23.0	2.3
6.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	3.0	2.0	2.0	18.0	1.8
1.0	1.0	2.0	1.0	2.0	3.0	2.0	1.0	2.0	4.0	2.0	20.0	2.0
8.0	2.0	1.0	1.0	1.0	1.0	1.0		2.0	4.0	1.0	14.0	1.4
9.0	2.0	1.0	1.0	2.0	1.0	5.0	2.0	1.0	2.0	2.0	19.0	1.9
10.0	2.0	2.0	1.0	3.0	2.0	3.0	2.0	1.0	2.0	2.0	20.0	2.0
11.0	1.0	1.0	2.0	1.0	2.0	3.0	2.0	1.0	2.0	1.0	16.0	1.6
12.0	1.0	2.0	1.0	5.0	3.0	2.0	3.0	4.0	1.0	2.0	24.0	2.4
13.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	3.0	5.0	5.0	24.0	2.4
14.0	2.0	2.0	4.0	4.0	3.0	5.0	3.0	1.0	4.0	1.0	29.0	2.9
15.0	2.0	1.0	1.0	3.0	2.0	4.0	2.0	1.0	3.0	1.0	20.0	2.0
16.0	2.0	2.0	2.0	3.0	4.0	1.0	3.0	4.0	1.0	1.0	23.0	2.3
17.0	1.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	14.0	1.4
18.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	16.0	1.6
19.0	5.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	4.0	1.0	19.0	1.9
20.0	1.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	2.0	1.0	15.0	1.5
21.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	14.0	1.4
22.0	2.0	1.0	2.0	5.0	1.0	5.0	1.0	1.0	5.0	2.0	25.0	2.5
23.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	2.0	13.0	1.3
24.0	3.0	2.0	1.0	3.0	1.0	2.0	2.0	2.0	2.0	1.0	19.0	1.9
25.0	2.0	1.0	1.0	3.0	1.0	2.0	1.0	1.0	4.0	1.0	17.0	1.7
26.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	14.0	1.4
27.0	2.0	1.0	2.0	3.0	1.0	5.0	2.0	2.0	3.0	1.0	22.0	2.2
28.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	14.0	1.4
29.0	2.0	1.0	2.0	3.0	1.0	3.0	2.0	3.0	3.0	1.0	21.0	2.1
30.0	2.0	1.0	2.0	2.0	1.0	3.0	5.0	4.0	2.0	1.0	23.0	2.3
Tot	49.0	40.0	47.0	65.0	50.0	77.0	56.0	63.0	74.0	48.0	569.0	56.9
Mean	1.6	1.3	1.6	2.2	1.7	2.6	1.9	2.1	2.5	1.6	19.0	1.9

Goal 2 Citizenry												
	questions											
	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	Tot	Mn
1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	8.0	0.8
2.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7
3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
4.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
5.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	7.0	0.7
6.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	0.0	7.0	0.7
7.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	4.0	0.4

8.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7
9.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	6.0	0.6
10.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	7.0	0.7
11.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
12.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6
13.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	5.0	0.5
14.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.5
15.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6
16.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.5
17.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
18.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
19.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9
20.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
21.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
22.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
23.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	9.0	0.9
24.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
25.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
26.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
27.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	6.0	0.6
28.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
29.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9
30.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	0.0	1.0	7.0	0.7
Total	25.0	28.0	23.0	8.0	4.0	23.0	29.0	28.0	26.0	20.0	214.0	21.4
Mean	0.8	0.9	0.8	0.3	0.1	0.8	1.0	0.9	0.9	0.7	7.1	0.7
	PI Academic & administrative leadership											
	questions											
	11.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	Tot	Mn
student												
1.0	3.0	2.0	2.0	5.0	1.0	2.0	5.0	1.0	1.0	1.0	23.0	2.3
2.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0				13.0	1.3
3.0	2.0	1.0	3.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	19.0	1.9
4.0	2.0	2.0	2.0	2.0	4.0	2.0	3.0				17.0	1.7
5.0	1.0	4.0	3.0	3.0	4.0	2.0	4.0	1.0	2.0	1.0	25.0	2.5
6.0	2.0	1.0	1.0	2.0	4.0	4.0	4.0	2.0	1.0	2.0	23.0	2.3
7.0	0.0	0.0	2.0	3.0	4.0	4.0	4.0	2.0	5.0	4.0	28.0	2.8
8.0	5.0	1.0	2.0	2.0	2.0	2.0	5.0	2.0	2.0		23.0	2.3
9.0	5.0	1.0	2.0	2.0	5.0	3.0	1.0	2.0	3.0	2.0	26.0	2.6
10.0	1.0	1.0	2.0	3.0	4.0	4.0	2.0	4.0	5.0	3.0	29.0	2.9
11.0	5.0	2.0	5.0	2.0	3.0	3.0	1.0	1.0	2.0	2.0	26.0	2.6
12.0	1.0	2.0	2.0	2.0	2.0		4.0	1.0	1.0	2.0	17.0	1.7
13.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	3.0	5.0	5.0	24.0	2.4
14.0	1.0	2.0	3.0	4.0	1.0	3.0	3.0	4.0	4.0	1.0	26.0	2.6
15.0	2.0	1.0	4.0	4.0	4.0	4.0	1.0	1.0	4.0	2.0	27.0	2.7
16.0	2.0	2.0	3.0	2.0	3.0	3.0	4.0	4.0	3.0	5.0	31.0	3.1
17.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	16.0	1.6
18.0	2.0	1.0	3.0	2.0	3.0	2.0	1.0	1.0	2.0	2.0	19.0	1.9
19.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	5.0	2.0	17.0	1.7

20.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	2.0	15.0	1.5
21.0	1.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	1.0	5.0	25.0	2.5
22.0	5.0	1.0	1.0	1.0	1.0	1.0	4.0	3.0	1.0	1.0	19.0	1.9
23.0	5.0	2.0	5.0	5.0	3.0	4.0	5.0	2.0	3.0	2.0	36.0	3.6
24.0	2.0	2.0	5.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	26.0	2.6
25.0	1.0	1.0	2.0	1.0	2.0	2.0	4.0	2.0	2.0	1.0	18.0	1.8
26.0	1.0	1.0	2.0	2.0	2.0	2.0	4.0	2.0	3.0	2.0	21.0	2.1
27.0	5.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	1.0	24.0	2.4
28.0	2.0	2.0	2.0	2.0	3.0	1.0	2.0	2.0	3.0	2.0	21.0	2.1
29.0	3.0	2.0	2.0	2.0	2.0	2.0	5.0	3.0	4.0	3.0	28.0	2.8
30.0	2.0	1.0	3.0	2.0	4.0	3.0	1.0	1.0	2.0	1.0	20.0	2.0
Total	67.0	44.0	75.0	69.0	78.0	72.0	86.0	57.0	74.0	60.0	682.0	68.2
Mean	2.2	1.5	2.5	2.3	2.6	2.4	2.9	1.9	2.5	2.0	22.7	2.3
	PI Clear school policy											
	questions											
	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	Tot	Mn	
student												
1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
2.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
3.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
4.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	6.0	0.7	
5.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	5.0	0.6	
6.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
7.0	0.0	0.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	6.0	0.7	
8.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.6	
9.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
10.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
11.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
12.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
13.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
14.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	5.0	0.6	
15.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
16.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	6.0	0.7	
17.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
18.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0	0.9	
19.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
20.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
21.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
22.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
23.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0	0.9	
24.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
25.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
26.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	8.0	0.9	
27.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8	
28.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
29.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
30.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	6.0	0.7	
Total	2.0	4.0	29.0	29.0	27.0	29.0	29.0	28.0	18.0	195.0	21.7	

Mean	0.1	0.1	1.0	1.0	0.9	1.0	1.0	0.9	0.6	6.5	0.7	
PI Monitoring student progress & getting parents posted												
	questions											
Student	50.0	51.0	52.0	53.0	54.0	55.0	56.0	57.0	58.0	59.0	60.0	61.0
1.0	2.0	1.0	4.0	3.0	1.0	1.0	1.0	2.0	1.0	4.0	1.0	1.0
2.0	2.0	1.0	5.0	4.0	2.0	3.0	2.0	1.0	1.0	1.0	3.0	3.0
3.0	1.0	1.0	5.0	4.0	1.0	3.0	1.0	1.0	1.0	1.0	2.0	2.0
4.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0
5.0	3.0	1.0	2.0	4.0	5.0	5.0	2.0	2.0	1.0	1.0	2.0	3.0
6.0	2.0	5.0	5.0	3.0	2.0	3.0	2.0	2.0	1.0	1.0	1.0	2.0
7.0	3.0	1.0	3.0	4.0	2.0	2.0	1.0	3.0	1.0	1.0	2.0	2.0
8.0	2.0	1.0	3.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	2.0	2.0
9.0	2.0	3.0	4.0	2.0	3.0	4.0	2.0	3.0		1.0	3.0	4.0
10.0	1.0	1.0	3.0	4.0	4.0	3.0	1.0	1.0	1.0	1.0	3.0	1.0
11.0	2.0	1.0	3.0	3.0	2.0	4.0	2.0	1.0	1.0	1.0	1.0	1.0
12.0	2.0	1.0	5.0	5.0	2.0	5.0	1.0	2.0	1.0	1.0	1.0	1.0
13.0	2.0	2.0	3.0	3.0	2.0	4.0	1.0	2.0	2.0	1.0	1.0	2.0
14.0	2.0	1.0	5.0	5.0	3.0	5.0	2.0	1.0	1.0	2.0	3.0	3.0
15.0	3.0	1.0	3.0	1.0	3.0	4.0	1.0	2.0	1.0	1.0	2.0	2.0
16.0	2.0	3.0	3.0	5.0	5.0	5.0	2.0	2.0	1.0	1.0	3.0	2.0
17.0	2.0	1.0	3.0	1.0	2.0	3.0	2.0	2.0	2.0	3.0	1.0	2.0
18.0	2.0	2.0	3.0	3.0	2.0	4.0	2.0	2.0	1.0	1.0	2.0	2.0
19.0	3.0	1.0	5.0	4.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0
20.0	1.0	3.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0
21.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	1.0	3.0	2.0	2.0
22.0	2.0	1.0	3.0	4.0	3.0	5.0	1.0	1.0	1.0	1.0	1.0	2.0
23.0	3.0	1.0	3.0	3.0	2.0	4.0	2.0	1.0	1.0	2.0	1.0	2.0
24.0	3.0	1.0	4.0	4.0	3.0	2.0	1.0	3.0	1.0	1.0	2.0	2.0
25.0	2.0	1.0	4.0	4.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0
26.0	2.0	1.0	3.0	3.0	1.0	3.0	1.0	2.0	1.0	1.0	3.0	2.0
27.0	3.0	1.0	4.0	4.0	3.0	5.0	2.0	1.0	1.0	1.0	2.0	3.0
28.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	1.0	1.0	1.0	1.0
29.0	3.0	1.0		5.0	5.0	5.0	1.0	3.0	1.0	2.0	3.0	3.0
30.0	1.0	3.0	5.0	4.0	1.0	3.0	2.0	2.0	1.0	1.0	1.0	2.0
Total	64.0	46.0	102.0	98.0	71.0	102.0	45.0	52.0	31.0	40.0	54.0	60.0
Mean	2.1	1.5	3.4	3.3	2.4	3.4	1.5	1.7	1.0	1.3	1.8	2.0

	PI Dedicated & qualified staff											
	questions											
	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	Tot	Mn
student												
1.0	1.0	1.0	5.0	1.0	5.0	1.0	1.0	1.0	1.0	4.0	21.0	2.1
2.0	*										0.0	0.0
3.0	1.0	1.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	16.0	1.6
4.0	*										0.0	0.0

5.0	1.0	2.0	5.0	2.0	4.0	2.0	5.0	2.0	2.0	4.0	29.0	2.9
6.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0	1.0	4.0	2.0	17.0	1.7
7.0	2.0	5.0	4.0	1.0	5.0	2.0	1.0	5.0	5.0	2.0	32.0	3.2
8.0	2.0	1.0	5.0	2.0	2.0	2.0	1.0	5.0	1.0	5.0	26.0	2.6
9.0	5.0	1.0	2.0	5.0	3.0	4.0	4.0	2.0	5.0	2.0	33.0	3.3
10.0	2.0	1.0	3.0	2.0	5.0	5.0	4.0	4.0	5.0	5.0	36.0	3.6
11.0	1.0	1.0	5.0	3.0	1.0	1.0	2.0	1.0	4.0	2.0	21.0	2.1
12.0	*	1.0	4.0	2.0	5.0	1.0	1.0	5.0	5.0	1.0	25.0	2.5
13.0	1.0	1.0	3.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	17.0	1.7
14.0	3.0	1.0	2.0	1.0	1.0	2.0	4.0	2.0	1.0	1.0	18.0	1.8
15.0	1.0	1.0	3.0	1.0	1.0	2.0	2.0	1.0	3.0	5.0	20.0	2.0
16.0	1.0	1.0	4.0	1.0	3.0	3.0	5.0	2.0	5.0	5.0	30.0	3.0
17.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	1.0	3.0	2.0	17.0	1.7
18.0	2.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	16.0	1.6
19.0	2.0	1.0	5.0	1.0	5.0	2.0	5.0	1.0	2.0	2.0	26.0	2.6
20.0	1.0	1.0	4.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	16.0	1.6
21.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	3.0	18.0	1.8
22.0	3.0	1.0	5.0	1.0	1.0	2.0	4.0	1.0	1.0	4.0	23.0	2.3
23.0	2.0	1.0	5.0	5.0	1.0	2.0	2.0	1.0	5.0	5.0	29.0	2.9
24.0	2.0	2.0	2.0	2.0	2.0	2.0	5.0	5.0	2.0	2.0	26.0	2.6
25.0	3.0	1.0	3.0	1.0	1.0	1.0	5.0	2.0	5.0	2.0	24.0	2.4
26.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	5.0	21.0	2.1
27.0	3.0	1.0	1.0	1.0	1.0	1.0	5.0	1.0	1.0	1.0	16.0	1.6
28.0	2.0	1.0	2.0	2.0	2.0		2.0	2.0	3.0	2.0	18.0	1.8
29.0	4.0	1.0	2.0	2.0	1.0	4.0	4.0	1.0	4.0	3.0	26.0	2.6
30.0	2.0	1.0	2.0	5.0	2.0	2.0	2.0	2.0	4.0	1.0	23.0	2.3
Total	53.0	32.0	88.0	54.0	66.0	51.0	77.0	59.0	83.0	75.0	640.0	64.0
Mean	2.0	1.1	3.1	1.9	2.4	1.8	2.8	2.1	3.0	2.7	22.9	2.3

	Academic & basic skills.											
	questions											
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	Tot	Mn
student												
1.0	2.0	2.0	1.0	2.0	2.0	3.0	1.0	4.0	2.0	1.0	20.0	2.0
2.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	4.0	22.0	2.2
3.0	2.0	1.0	1.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	22.0	2.2
4.0	1.0	2.0	1.0	5.0	5.0	2.0	2.0	2.0	1.0	2.0	23.0	2.3
5.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	13.0	1.3
6.0	2.0	1.0	1.0	1.0	1.0	2.0	4.0	1.0	4.0	2.0	19.0	1.9
7.0	1.0	4.0	4.0	1.0	2.0	4.0	1.0	1.0	1.0	2.0	21.0	2.1
8.0	1.0	5.0	2.0	2.0	3.0	2.0	2.0	2.0	1.0	1.0	21.0	2.1
9.0	3.0	3.0	1.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	25.0	2.5
10.0	5.0	2.0	1.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	20.0	2.0
11.0	2.0	1.0	2.0	4.0	4.0	3.0	2.0	4.0	5.0	2.0	29.0	2.9
12.0	4.0	1.0	1.0	2.0	1.0	4.0	1.0	3.0	4.0	1.0	22.0	2.2
13.0	2.0	1.0	1.0	2.0	1.0	5.0	1.0	3.0	3.0	2.0	21.0	2.1
14.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	18.0	1.8
15.0	2.0	3.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	16.0	1.6
16.0	2.0	2.0	2.0	1.0	1.0	1.0	3.0	3.0	5.0	1.0	21.0	2.1
17.0	4.0	1.0	1.0	5.0	1.0	2.0	1.0	4.0	3.0	1.0	23.0	2.3
18.0	3.0	1.0	1.0	5.0	5.0	5.0	1.0	3.0	2.0	1.0	27.0	2.7
19.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	11.0	1.1
20.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	4.0	5.0	5.0	25.0	2.5
21.0	1.0	2.0	1.0	1.0	5.0	3.0	2.0	3.0	1.0	2.0	21.0	2.1
22.0	5.0	1.0	1.0	5.0	4.0	2.0	4.0	4.0	5.0	4.0	35.0	3.5
23.0	2.0	1.0	1.0	2.0	2.0	3.0	1.0	3.0	3.0	1.0	19.0	1.9
24.0	4.0	1.0	1.0	3.0	1.0	3.0	2.0	3.0	2.0	1.0	21.0	2.1
25.0	1.0	2.0	2.0	3.0	4.0	3.0	2.0	1.0	2.0	3.0	23.0	2.3
26.0	1.0	3.0	1.0	1.0	3.0	5.0	1.0	1.0	5.0	5.0	26.0	2.6
27.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	13.0	1.3
28.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	3.0	1.0	16.0	1.6
29.0	1.0		1.0	2.0	2.0	5.0	4.0	4.0	2.0	3.0	24.0	2.4
30.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	3.0	1.0	1.0	14.0	1.4
31.0	1.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	13.0	1.3
Tot	60.0	51.0	39.0	68.0	68.0	84.0	56.0	76.0	80.0	62.0	644.0	64.4
Mean	2.0	1.7	1.3	2.3	2.3	2.8	1.9	2.5	2.7	2.1	20.8	2.1
Goal 2 Citizenry												
	qustions											
	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	Tot	Mn
1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	1.0	0.0	4.0	0.4
2.0	0.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	7.0	0.7
3.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7
4.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	3.0	0.3
5.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9
6.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	9.0	0.9
7.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	8.0	0.8

8.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	6.0	0.6
9.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	8.0	0.8
10.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	5.0	0.5
11.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	4.0	0.4
12.0	1.0	0.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	5.0	0.5
13.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
14.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	6.0	0.6
15.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	7.0	0.7
16.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	8.0	0.8
17.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	8.0	0.8
18.0	0.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	7.0	0.7
19.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	8.0	0.8
20.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9
21.0	0.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7
22.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	8.0	0.8
23.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0	6.0	0.6
24.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
25.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	9.0	0.9
26.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	8.0	0.8
27.0	1.0	1.0		0.0	0.0	0.0	0.0	0.0	1.0	1.0	4.0	0.4
28.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	9.0	0.9
29.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6
30.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	8.0	0.8
31.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	0.0	5.0	0.5
Tot	26.0	26.0	24.0	22.0	15.0	23.0	16.0	21.0	30.0	15.0	218.0	21.8
Mean	0.9	0.9	0.8	0.7	0.5	0.8	0.5	0.7	1.0	0.5	7.0	0.7
	PI Academic & administrative leadership											
	questions											
	11.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	Tot	Mn
student												
1.0	4.0	3.0	5.0	2.0	3.0	3.0	4.0	2.0	1.0	3.0	30.0	3.0
2.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	2.0	3.0	30.0	3.0
3.0	2.0	5.0	5.0	2.0	3.0	2.0	4.0	1.0	2.0	5.0	31.0	3.1
4.0	3.0	4.0	3.0	1.0	2.0	5.0	1.0	1.0	2.0	4.0	26.0	2.6
5.0	1.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	4.0	3.0	21.0	2.1
6.0	3.0	4.0	4.0	1.0	3.0	4.0	5.0	2.0	2.0	3.0	31.0	3.1
7.0	2.0	4.0	2.0	1.0	2.0	2.0	1.0	1.0	1.0	2.0	18.0	1.8
8.0	3.0	2.0	2.0	1.0	3.0	4.0	1.0	2.0	2.0	2.0	22.0	2.2
9.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0	3.0	3.0	2.0	23.0	2.3
10.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0	3.0	24.0	2.4
11.0	4.0	4.0	5.0	5.0	3.0	4.0	5.0	5.0	2.0	3.0	40.0	4.0
12.0	3.0	4.0	4.0	1.0	3.0	3.0	1.0	1.0	3.0	5.0	28.0	2.8
13.0	5.0	3.0	5.0	2.0	2.0	3.0	1.0	1.0	1.0	5.0	28.0	2.8
14.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	24.0	2.4
15.0	4.0	4.0	1.0	3.0	3.0	2.0	1.0	2.0	2.0	4.0	26.0	2.6
16.0	4.0	2.0	4.0	3.0	3.0	3.0	2.0				21.0	2.1
17.0	3.0	4.0	4.0	1.0	1.0	4.0		1.0	1.0	4.0	23.0	2.3
18.0	4.0	2.0	3.0	3.0	3.0	3.0	4.0	1.0	1.0	4.0	28.0	2.8

19.0	2.0	2.0	1.0	1.0	2.0	2.0	1.0	1.0	2.0	4.0	18.0	1.8
20.0	4.0	2.0	2.0	2.0	3.0	3.0	1.0	2.0	4.0	2.0	25.0	2.5
21.0	2.0	4.0	4.0	1.0	3.0	3.0	1.0	2.0	1.0	4.0	25.0	2.5
22.0	4.0	1.0	1.0	1.0	1.0	1.0	2.0	4.0	4.0	4.0	23.0	2.3
23.0	2.0	4.0	4.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	21.0	2.1
24.0	2.0	5.0	5.0	1.0	1.0	1.0	5.0	1.0	1.0	3.0	25.0	2.5
25.0	3.0	3.0	3.0	3.0	3.0	2.0	1.0	2.0	1.0	3.0	24.0	2.4
26.0	3.0	4.0	4.0	3.0	3.0	4.0	2.0	3.0	5.0	3.0	34.0	3.4
27.0	2.0	1.0	4.0	1.0	3.0	3.0	1.0	1.0	2.0	4.0	22.0	2.2
28.0	1.0	2.0	5.0	2.0	2.0	2.0	2.0	1.0	3.0	4.0	24.0	2.4
29.0	2.0	5.0	3.0	5.0	4.0	2.0	1.0	2.0	2.0	2.0	28.0	2.8
30.0	3.0	5.0	5.0	2.0	2.0	5.0	1.0	1.0	1.0	3.0	28.0	2.8
31.0	2.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	1.0	4.0	17.0	1.7
Tot	88.0	97.0	102.0	62.0	77.0	86.0	62.0	53.0	61.0	100.0	788.0	78.8
Mean	2.8	3.1	3.3	2.0	2.5	2.8	2.0	1.7	2.0	3.2	25.4	2.5
	PI Clear school policy											
	questions											
	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	Tot	Mn	
student												
1.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0	1.0	4.0	0.4	
2.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	5.0	0.6	
3.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.6	
4.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
5.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
6.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
7.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	6.0	0.7	
8.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8	
9.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	0.0	1.0	5.0	0.6	
10.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8	
11.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
12.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	6.0	0.7	
13.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
14.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	4.0	0.4	
15.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8	
16.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8	
17.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	5.0	0.6	
18.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.6	
19.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	0.0	4.0	0.4	
20.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
21.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
22.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
23.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7	
24.0	0.0		1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
25.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9	
26.0	1.0	0.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	7.0	0.8	
27.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8	

28.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.6	
29.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	0.0	5.0	0.6	
30.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8	
31.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0		5.0	0.6	
Tot	3.0	8.0	30.0	22.0	27.0	27.0	28.0	29.0	10.0	184.0	20.4	
Mean	0.1	0.3	1.0	0.7	0.9	0.9	0.9	0.9	0.3	5.9	0.7	
PI Monitoring student progress & getting parents posted												
	Questions											
	50.0	51.0	52.0	53.0	54.0	55.0	56.0	57.0	58.0	59.0	60.0	61.0
Student												
1.0	3.0	1.0	2.0	5.0	4.0	5.0	3.0	3.0	3.0	2.0	3.0	2.0
2.0	1.0	3.0	3.0	3.0	1.0	1.0	3.0	3.0	3.0	5.0	1.0	1.0
3.0	3.0	2.0	5.0	5.0	4.0	3.0	2.0	2.0	2.0	1.0	1.0	3.0
4.0	2.0	4.0	5.0	3.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0
5.0	3.0	3.0	3.0	3.0	1.0	1.0	3.0	3.0		2.0	1.0	2.0
6.0	3.0	1.0	5.0	3.0	5.0	5.0	3.0	2.0	2.0	1.0	5.0	3.0
7.0	1.0	1.0	5.0	1.0	1.0	1.0	1.0	2.0	1.0	3.0	3.0	3.0
8.0	3.0	5.0	2.0	5.0	3.0	5.0	1.0	3.0	1.0	1.0	3.0	3.0
9.0	3.0	2.0	3.0	3.0	3.0	4.0	3.0	3.0	2.0	3.0	2.0	3.0
10.0	3.0	2.0	4.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	2.0	3.0
11.0	3.0	2.0	5.0	4.0	4.0	3.0	2.0	2.0	1.0	1.0	1.0	3.0
12.0	3.0	1.0	3.0	2.0	2.0	5.0	4.0	2.0	2.0	1.0	1.0	4.0
13.0	*											
14.0	3.0	3.0	3.0	3.0	3.0	1.0	2.0	3.0	1.0	1.0	2.0	3.0
15.0	2.0	2.0	5.0	3.0	3.0	5.0	3.0	3.0	1.0		1.0	3.0
16.0	3.0	4.0	3.0	3.0	1.0	3.0	2.0	3.0	2.0	1.0	3.0	1.0
17.0	4.0	2.0	4.0	4.0	2.0	5.0	1.0	3.0	1.0	1.0	1.0	3.0
18.0	1.0	1.0	2.0	3.0	3.0	1.0	3.0	2.0	1.0	1.0	2.0	3.0
19.0	4.0	1.0	4.0	4.0	3.0	4.0	3.0	3.0	1.0	1.0	3.0	3.0
20.0	3.0	1.0	3.0	3.0	2.0	3.0	2.0	2.0	1.0	5.0	3.0	2.0
21.0	3.0	3.0	4.0	4.0	1.0	3.0	1.0	4.0	4.0	1.0	5.0	2.0
22.0	3.0	2.0	5.0	4.0	3.0	5.0	1.0	3.0	1.0	1.0	1.0	4.0
23.0	3.0	3.0	3.0	5.0	3.0	1.0	2.0	2.0	4.0	1.0	4.0	3.0
24.0	2.0	1.0	3.0	3.0	4.0	2.0	3.0	2.0	1.0	1.0	1.0	3.0
25.0	3.0	3.0	3.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	3.0
26.0	3.0	1.0	1.0	3.0	3.0	1.0	1.0	1.0	1.0	1.0	3.0	3.0
27.0	3.0	1.0	3.0	3.0	1.0	1.0	2.0	4.0	1.0	2.0	1.0	3.0
28.0	3.0	1.0	3.0	5.0	1.0	2.0	3.0	3.0	1.0	1.0	1.0	3.0
29.0	2.0	3.0	5.0	4.0	3.0	4.0	2.0	2.0	3.0	1.0	5.0	3.0
30.0	2.0	2.0	4.0	5.0	2.0	3.0	2.0	2.0	2.0	1.0	3.0	2.0
31.0	2.0	3.0	3.0	5.0	3.0	1.0	2.0	2.0	1.0	1.0	3.0	3.0
Tot	80.0	64.0	106.0	104.0	74.0	82.0	64.0	74.0	47.0	44.0	68.0	83.0
Mean	2.7	2.1	3.5	3.5	2.5	2.7	2.1	2.5	1.6	1.5	2.3	2.8
		PI Dedicated & qualified staff										

Maseru High School
(Public)

Appendix D2

	questions											
	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	Tot	Mn
student												
1.0	2.0	3.0	4.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	27.0	2.7
2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	23.0	2.3
3.0	1.0	1.0	3.0	2.0	5.0	1.0	2.0	2.0	2.0	2.0	21.0	2.1
4.0	1.0	5.0	3.0	2.0	4.0	1.0	2.0	3.0	5.0	2.0	28.0	2.8
5.0	2.0	2.0		2.0	3.0	1.0	1.0	1.0		3.0	15.0	1.5
6.0	1.0	1.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	20.0	2.0
7.0	1.0	1.0	2.0	2.0	5.0	1.0	1.0	2.0	2.0	1.0	18.0	1.8
8.0	1.0	1.0	2.0	2.0	3.0	1.0	1.0	3.0	3.0	2.0	19.0	1.9
9.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	27.0	2.7
10.0	1.0	1.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	20.0	2.0
11.0	1.0	1.0	4.0	2.0	4.0	1.0	1.0	2.0	4.0	5.0	25.0	2.5
12.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	4.0	2.0	20.0	2.0
13.0	1.0	1.0	2.0	2.0	5.0	5.0	2.0	1.0	5.0	3.0	27.0	2.7
14.0	1.0	1.0	3.0	3.0	3.0	2.0	5.0	5.0	3.0	2.0	28.0	2.8
15.0	3.0	1.0	1.0	2.0	4.0	1.0	2.0	4.0	2.0	3.0	23.0	2.3
16.0	*										0.0	0.0
17.0	1.0	5.0	5.0	3.0	3.0	1.0	1.0	2.0	3.0	3.0	27.0	2.7
18.0	1.0	1.0	3.0	2.0	3.0	1.0	1.0	2.0	3.0	2.0	19.0	1.9
19.0	1.0	1.0	1.0	1.0	4.0	1.0	1.0	3.0	3.0	3.0	19.0	1.9
20.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	11.0	1.1
21.0	1.0	2.0	2.0	4.0	4.0	1.0	1.0	2.0	3.0	3.0	23.0	2.3
22.0	2.0	4.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	28.0	2.8
23.0	1.0	1.0	3.0	3.0	5.0	1.0	2.0	5.0	5.0	5.0	31.0	3.1
24.0	2.0	1.0	5.0	1.0	5.0	2.0	5.0	2.0	3.0	1.0	27.0	2.7
25.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	2.0	4.0	2.0	18.0	1.8
26.0	1.0	1.0	3.0	5.0	4.0	5.0	5.0	2.0	1.0	1.0	28.0	2.8
27.0	2.0	4.0	3.0	2.0	4.0	1.0	2.0	2.0	2.0	2.0	24.0	2.4
28.0	1.0	1.0	1.0	2.0	3.0	2.0	2.0	1.0	3.0	3.0	19.0	1.9
29.0	1.0	2.0	3.0	2.0	4.0	1.0	1.0	4.0	3.0	5.0	26.0	2.6
30.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	3.0	5.0	19.0	1.9
31.0	1.0	1.0	4.0	1.0	3.0	1.0	1.0	3.0	3.0	1.0	19.0	1.9
Tot	40.0	51.0	77.0	66.0	102.0	50.0	58.0	71.0	86.0	78.0	679.0	67.9

	Academic & basic skills.															
	questions															
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	Tot	Mn				
student																
1.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	13.0	1.3				
2.0	4.0	1.0	1.0	2.0	2.0	1.0	4.0	4.0	1.0	1.0	21.0	2.1				
3.0	2.0	1.0	1.0	5.0	2.0	1.0	1.0	1.0	5.0	1.0	20.0	2.0				
4.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	1.0	18.0	1.8				
5.0	3.0	1.0	1.0	3.0	1.0	3.0	1.0	4.0	4.0	1.0	22.0	2.2				
6.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	12.0	1.2				
7.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	12.0	1.2				
8.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	1.0	15.0	1.5				
9.0	2.0	3.0	1.0	1.0	4.0	1.0	2.0	2.0	1.0	1.0	18.0	1.8				
2.0	2.0	2.0	3.0	2.0	3.0	1.0	1.0	1.0	1.0		16.0	1.6				
11.0	3.0	2.0	2.0	4.0	1.0	1.0	2.0	2.0	4.0	1.0	22.0	2.2				
12.0	1.0	2.0	2.0	2.0	2.0	3.0	4.0	1.0	1.0	2.0	20.0	2.0				
13.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	16.0	1.6				
14.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	4.0	2.0	2.0	17.0	1.7				
15.0	3.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	20.0	2.0				
16.0	1.0	1.0	1.0	1.0	2.0	2.0	5.0	5.0	1.0	1.0	20.0	2.0				
17.0	2.0	1.0	1.0	2.0	1.0	2.0	1.0	2.0	2.0	1.0	15.0	1.5				
18.0	1.0	2.0	1.0	1.0	2.0	3.0	3.0	3.0	2.0	3.0	21.0	2.1				
19.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	3.0	3.0	1.0	17.0	1.7				
20.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	3.0	1.0	15.0	1.5				
21.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	12.0	1.2				
22.0	2.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	15.0	1.5				
23.0	4.0	2.0	2.0	4.0	1.0	1.0	1.0	1.0	4.0	1.0	21.0	2.1				
24.0	1.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	1.0	14.0	1.4				
25.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	15.0	1.5				
26.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	4.0	3.0	3.0	20.0	2.0				
27.0	3.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	4.0	1.0	20.0	2.0				
28.0	3.0	1.0	1.0	3.0	2.0	4.0	3.0	1.0	1.0	1.0	20.0	2.0				
29.0	1.0	1.0	1.0	2.0	2.0	5.0	5.0	2.0	2.0	2.0	23.0	2.3				
30.0	4.0	1.0	1.0	4.0	2.0	4.0	2.0	2.0	4.0	1.0	25.0	2.5				
31.0	2.0	1.0	1.0	1.0	2.0	1.0	3.0	1.0	1.0	1.0	14.0	1.4				
32.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	1.0	3.0	17.0	1.7				
Tot	60.0	43.0	41.0	66.0	55.0	59.0	65.0	68.0	68.0	41.0	566.0	56.6				
Mean	1.9	1.3	1.3	2.1	1.7	1.8	2.0	2.1	2.1	1.3	17.7	1.8				
Goal 2 Citizenry																
	questions															
	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	Tot	Mn				
student																
1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	1.0	8.0	0.8				
2.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	2.0	0.2				
3.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9				
4.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9				
5.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8				

6.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	7.0	0.7
7.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
8.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9
9.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0	6.0	0.6
10.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	5.0	0.5
11*												
12.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
13.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
14.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
15.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9
16.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	0.0	7.0	0.7
17.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	8.0	0.8
18.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	5.0	0.5
19.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	6.0	0.6
20.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
21.0	1.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	0.0	6.0	0.6
22.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	8.0	0.8
23.0	1.0	1.0	1.0	0.0	0.0	11.0	1.0	1.0	1.0	1.0	18.0	1.8
24.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	9.0	0.9
25.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0		6.0	0.6
26.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9
27.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	7.0	0.7
28.0	0.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7
29.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
30.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	8.0	0.8
31.0	1.0	1`	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.5
32.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	6.0	0.6
Total	30.0	27.0	21.0	22.0	7.0	29.0	23.0	27.0	29.0	24.0	239.0	23.9
Mean	1.0	0.9	0.7	0.7	0.2	0.9	0.7	0.9	0.9	0.8	7.7	0.8

PI Academic & administrative leadership

	questions											
	11.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	Tot	Mn
student												
1.0	0.0	2.0	5.0	1.0	2.0	4.0		1.0	2.0	5.0	22.0	2.2
2.0	4.0	3.0	3.0	4.0	4.0	4.0	5.0	3.0	2.0	4.0	36.0	3.6
3.0	3.0	1.0	5.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	23.0	2.3
4.0	2.0	5.0	3.0	2.0	2.0	1.0	2.0	2.0	5.0	5.0	29.0	2.9
5.0	2.0	3.0	1.0	3.0	3.0	3.0	5.0	3.0	3.0	1.0	27.0	2.7
6.0	1.0	2.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	4.0	18.0	1.8
7.0	5.0	2.0	5.0	1.0	1.0	1.0	2.0	1.0	1.0	5.0	24.0	2.4
8.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	21.0	2.1
9.0	0.0	0.0	1.0	2.0	5.0	2.0	5.0	1.0	5.0	4.0	25.0	2.5
10.0	5.0	5.0	3.0	3.0	3.0	3.0	4.0	2.0	3.0	3.0	34.0	3.4
11.0	3.0	5.0	5.0		2.0	3.0	1.0	3.0	3.0	3.0	28.0	2.8
12.0	5.0	5.0	2.0	2.0	2.0	4.0	4.0	3.0	2.0	4.0	33.0	3.3
13.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	3.0	3.0	21.0	2.1
14.0	0.0	4.0	0.0	2.0	4.0	0.0	4.0	1.0	5.0	4.0	24.0	2.4

15.0	1.0	1.0	3.0	1`	1.0	1.0	2.0	2.0	1.0	1.0	13.0	1.3				
16.0	1.0	5.0	3.0	4.0	4.0	2.0	2.0	5.0	2.0	5.0	33.0	3.3				
17.0	1.0	2.0	5.0	2.0	2.0	5.0	5.0	1.0	2.0	5.0	30.0	3.0				
18.0	3.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	40.0	4.0				
19.0	4.0	3.0	3.0	4.0	4.0	2.0	4.0	3.0	5.0	4.0	36.0	3.6				
20.0	2.0	2.0	3.0	2.0	4.0	4.0	2.0	1.0	1.0	4.0	25.0	2.5				
21.0	3.0	2.0	5.0	2.0	3.0	2.0	5.0	1.0	2.0	4.0	29.0	2.9				
22.0	2.0	2.0	3.0	2.0	3.0	3.0	5.0	5.0	5.0	1.0	31.0	3.1				
23.0	5.0	5.0	5.0	1.0	3.0	3.0	2.0	1.0	1.0	4.0	30.0	3.0				
24.0	2.0	5.0	5.0	2.0	5.0	2.0	2.0	1.0	2.0	4.0	30.0	3.0				
25.0	5.0	5.0	4.0	2.0	3.0	2.0	5.0	2.0	2.0	4.0	34.0	3.4				
26.0	1.0	3.0	3.0	2.0	3.0	4.0	4.0	1.0	2.0	3.0	26.0	2.6				
27.0	2.0	2.0	3.0	2.0	1.0	1.0	2.0	2.0	3.0	3.0	21.0	2.1				
28.0	3.0	3.0		1.0	3.0	1.0	4.0	1.0	1.0	3.0	20.0	2.0				
29.0	1.0	2.0	2.0	4.0	4.0	2.0	2.0	1.0	2.0	4.0	24.0	2.4				
30.0	1.0	4.0	5.0	2.0	2.0	1.0	4.0	1.0	2.0	2.0	24.0	2.4				
31.0	1.0	5.0	3.0	5.0	4.0	2.0	2.0	4.0	3.0	4.0	33.0	3.3				
32.0	3.0	5.0	4.0	3.0	2.0		2.0	1.0	4.0	4.0	28.0	2.8				
Total	75.0	####	####	71.0	91.0	75.0	98.0	61.0	83.0	113.0	872.0	87.2				
Mean	2.3	3.2	3.3	2.2	2.8	2.3	3.1	1.9	2.6	3.5	27.3	2.7				
	PI Clear school policy															
	questions															
	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	Tot	Mn					
student																
1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	7.0	0.8					
2.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	2.0	0.2					
3.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	7.0	0.8					
4.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0					
5.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0					
6.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	0.0	5.0	0.6					
7.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0					
8.0			1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
9.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8					
10.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
11.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0	6.0	0.7					
12.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	6.0	0.7					
13.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
14.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
15.0	0.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	5.0	0.6					
16.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	2.0	0.2					
17.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0					
18.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7					
19.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0	4.0	0.4					
20.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
21.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	1.0	0.0	4.0	0.4					
22.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
23.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.6					
24.0		.	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7					

25.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	4.0	0.4				
26.0	0.0	1`	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7				
27.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7				
28.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7				
29.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7				
30.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9				
31.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8				
32.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0				
Total	8.0	11.0	32.0	28.0	27.0	25.0	25.0	29.0	17.0	202.0	22.4				
Mean	0.3	0.4	1.0	0.9	0.8	0.8	0.8	0.9	0.5	6.3	0.7				
PI Monitoring student progress & getting parents posted															
	questions														
	50.0	51.0	52.0	53.0	54.0	55.0	56.0	57.0	58.0	59.0	60.0	61.0	62.0	63.0	64.0	Tot
Student																
1.0	1.0	1.0	3.0	3.0	1.0	2.0	1.0	1.0	2.0	2.0	4.0	1.0	3.0	3.0	2.0	30.0
2.0	3.0	3.0	3.0	3.0	5.0	1.0	1.0	5.0	3.0	2.0	3.0	3.0	5.0	3.0	1.0	44.0
3.0	3.0	1.0	3.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	3.0	3.0	28.0
4.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	2.0	1.0	1.0	3.0	1.0	5.0	2.0	1.0	26.0
5.0	*															0.0
6.0	1.0	2.0	3.0	1.0	2.0	3.0	1.0	2.0	2.0	2.0	3.0	1.0	1.0	3.0	2.0	29.0
7.0	3.0	1.0	3.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	3.0	5.0	4.0	1.0	31.0
8.0	3.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	3.0	2.0	1.0	3.0	2.0	28.0
9.0	1.0	3.0	2.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	5.0	3.0	29.0
10.0	1.0	3.0	3.0	3.0	4.0	3.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	29.0
11.0	3.0	1.0	5.0	5.0	3.0	3.0	3.0	3.0	1.0	4.0	4.0	3.0	1.0	3.0	2.0	44.0
12.0	3.0	3.0	2.0	3.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	3.0	3.0	2.0	29.0
13.0	2.0	1.0	2.0	3.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	22.0
14.0	2.0	1.0	3.0	5.0	3.0	2.0	1.0	2.0	1.0	4.0	1.0	3.0	2.0	5.0	5.0	40.0
15.0	3.0	1.0	2.0	2.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0	3.0	1.0	5.0	5.0	35.0
16.0	3.0	4.0	3.0	4.0	3.0	4.0	1.0	4.0	1.0	1.0	3.0	4.0	5.0	5.0	1.0	46.0
17.0	3.0	1.0	2.0	3.0	1.0	2.0	1.0	2.0	1.0	3.0	3.0	3.0	4.0	3.0	1.0	33.0
18.0	2.0	3.0	4.0		1.0	2.0	2.0	4.0	1.0	1.0	1.0	2.0	1.0	4.0	1.0	29.0
19.0	*															0.0
20.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	1.0	1.0	1.0	1.0	3.0	3.0	2.0	31.0
21.0	2.0	3.0	1.0	4.0	3.0	3.0	2.0	3.0	3.0	1.0	2.0	5.0	2.0	1.0		35.0
22.0	3.0	2.0	4.0	3.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	3.0	2.0	4.0	1.0	33.0
23.0	1.0	1.0	5.0	5.0	3.0	3.0	3.0	5.0	1.0	1.0	1.0	4.0	3.0	5.0	1.0	42.0
24.0	2.0	1.0	3.0	3.0	3.0	1.0	1.0	1.0	2.0	3.0	2.0	3.0	1.0	3.0	1.0	30.0
25.0	2.0	1.0	2.0	3.0	1.0	3.0	1.0	3.0	3.0	3.0	3.0	3.0	5.0	5.0	5.0	43.0
26.0	2.0	1.0	2.0	3.0	1.0	2.0	3.0	4.0	1.0	1.0	1.0	1.0	1.0	4.0	1.0	28.0
27.0	1.0	2.0	3.0	1.0	1.0	1.0	2.0	3.0	1.0	3.0	3.0	3.0	3.0	5.0	1.0	33.0
28.0	2.0	3.0	5.0	3.0	3.0	3.0	2.0	3.0	1.0	1.0	3.0	2.0	5.0	3.0	1.0	40.0
29.0	2.0	1.0	1.0	3.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	3.0	3.0	5.0	3.0	32.0
30.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	2.0	3.0	1.0	2.0	23.0
31.0	3.0	1.0	4.0	2.0	3.0	4.0	2.0	1.0	1.0	1.0	2.0	2.0	5.0	2.0		33.0
32.0	*															
Total	62.0	50.0	80.0	77.0	60.0	61.0	46.0	69.0	42.0	49.0	59.0	68.0	81.0	99.0	52.0	955.0
Mean	2.1	1.7	2.8	2.7	2.1	2.1	1.6	2.4	1.4	1.7	2.0	2.3	2.8	3.4	1.8	32.9

PI Dedicated & qualified staff

	questions											
	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	Tot	Mn
student												
1.0	1.0		2.0	1.0	2.0	1.0	2.0	5.0	1.0		15.0	1.5
2.0	4.0	1.0	3.0	3.0	4.0	1.0	2.0	2.0	4.0	4.0	28.0	2.8
3.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	13.0	1.3
4.0	2.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	5.0	2.0	19.0	1.9
5.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	14.0	1.4
6.0	1.0	1.0	2.0	1.0	3.0	3.0	5.0	5.0	5.0	1.0	27.0	2.7
7.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	2.0	5.0	1.0	16.0	1.6
8.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	4.0	1.0	15.0	1.5
9.0	1.0	1.0	4.0	1.0	4.0	1.0	1.0	1.0	4.0	1.0	19.0	1.9
10.0	2.0	2.0	2.0	2.0	5.0	2.0	2.0	2.0	4.0	2.0	25.0	2.5
11.0	2.0	1.0	3.0	5.0	1.0	2.0	3.0	1.0	3.0	2.0	23.0	2.3
12.0	1.0	1.0	2.0	2.0	3.0	1.0	1.0	2.0	1.0	2.0	16.0	1.6
13.0	1.0	1.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	2.0	18.0	1.8
14.0	1.0	1.0	5.0	2.0	4.0	1.0	2.0	5.0	3.0	3.0	27.0	2.7
15.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	24.0	2.4
16.0	1.0	2.0	5.0	2.0	5.0	2.0	1.0	2.0	5.0	5.0	30.0	3.0
17.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	16.0	1.6
18.0	1.0	2.0	5.0	1.0	4.0	1.0	1.0	5.0	4.0		24.0	2.4
19.0	1.0	1.0	3.0	1.0	3.0	2.0	5.0	5.0	5.0	1.0	27.0	2.7
20.0	1.0	1.0	2.0	1.0	2.0	1.0	5.0	1.0	5.0	5.0	24.0	2.4
21.0	1.0	1.0	2.0	5.0	3.0	1.0	1.0	2.0	4.0	4.0	24.0	2.4
22.0	1.0	1.0	3.0	1.0	4.0	1.0	1.0	2.0	5.0	5.0	24.0	2.4
23.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	5.0	1.0	16.0	1.6
24.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	5.0	5.0	21.0	2.1
25.0	1.0	1.0	2.0	2.0	2.0	1.0	5.0	2.0	5.0	2.0	23.0	2.3
26.0	1.0	1.0	2.0	1.0	3.0	2.0	2.0	1.0	3.0	2.0	18.0	1.8
27.0	1.0	1.0	3.0	2.0	1.0	1.0	2.0		1.0	2.0	14.0	1.4
28.0	1.0	1.0	5.0	3.0	3.0	1.0	1.0	1.0	5.0	5.0	26.0	2.6
29.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	4.0	2.0	16.0	1.6
30.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	14.0	1.4
31.0	1.0	1.0	3.0	1.0	3.0	1.0	2.0	2.0	4.0	1.0	19.0	1.9
32.0	1.0	1.0	2.0	1.0	3.0	1.0	1.0	2.0	3.0	2.0	17.0	1.7
Total	41.0	36.0	83.0	55.0	86.0	44.0	59.0	64.0	113.0	71.0	652.0	65.2
Mean	1.3	1.1	2.6	1.7	2.7	1.4	1.8	2.0	3.5	2.2	20.4	2.0

	Academic & basic skills.														
	questions														
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	Tot	Mn			
student															
1.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	13.0	1.3			
2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	5.0	5.0	20.0	2.0			
3.0	2.0	2.0	1.0	1.0	3.0	5.0	1.0	4.0	1.0	1.0	21.0	2.1			
4.0	2.0	5.0	2.0	2.0	3.0	5.0	2.0	1.0	1.0	2.0	25.0	2.5			
5.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0	21.0	2.1			
**6	2.0	3.0	4.0	2.0	3.0	3.0	3.0	4.0	3.0	3.0	30.0	3.0			
7.0	2.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	2.0	2.0	16.0	1.6			
8.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	2.0	1.0	1.0	14.0	1.4			
9.0	1.0	2.0		1.0	5.0	5.0	1.0	1.0	2.0	1.0	19.0	1.9			
10.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0	3.0	4.0	1.0	18.0	1.8			
11.0	2.0	2.0		2.0	2.0	5.0	2.0	2.0	5.0	5.0	27.0	2.7			
12.0	1.0	1.0	5.0	1.0	1.0	3.0	1.0	4.0	2.0	1.0	20.0	2.0			
13.0	2.0	2.0	2.0	1.0	3.0	3.0	1.0	2.0	3.0	2.0	21.0	2.1			
14.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	18.0	1.8			
15.0	1.0	2.0	2.0	1.0	3.0	3.0	5.0	1.0	2.0	1.0	21.0	2.1			
16.0	2.0	2.0	4.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	18.0	1.8			
17.0	1.0	5.0	2.0	1.0	3.0	2.0	2.0	1.0	1.0	1.0	19.0	1.9			
18.0	2.0	2.0	5.0	1.0	5.0	5.0	5.0	2.0	3.0	1.0	31.0	3.1			
19.0	4.0	1.0	1.0	2.0	1.0	3.0	1.0	2.0	3.0	1.0	19.0	1.9			
20.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	1.0	17.0	1.7			
21.0	1.0	1.0	2.0	5.0	1.0	3.0	1.0	3.0	2.0	1.0	20.0	2.0			
22.0	2.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	1.0	14.0	1.4			
23.0	2.0	2.0	2.0	1.0	2.0	2.0	5.0	3.0	3.0	1.0	23.0	2.3			
24.0	1.0	3.0	1.0	5.0	2.0	5.0	1.0	3.0	1.0		22.0	2.2			
25.0	2.0	1.0	1.0	1.0	2.0	1.0	1.0	5.0	2.0	3.0	19.0	1.9			
26.0	2.0	5.0	3.0	2.0	4.0	3.0	1.0	2.0	1.0	2.0	25.0	2.5			
27.0	1.0	2.0	3.0	1.0	2.0	2.0	2.0	4.0	3.0	2.0	22.0	2.2			
28.0	1.0	3.0	2.0	2.0	4.0	2.0	4.0	4.0	2.0	2.0	26.0	2.6			
29.0	1.0	3.0	5.0	2.0	2.0	5.0	2.0	4.0	2.0	2.0	28.0	2.8			
30.0	2.0	1.0	5.0	1.0	1.0	1.0	1.0	2.0	5.0	2.0	21.0	2.1			
31.0	1.0	2.0	2.0	2.0	3.0	5.0	2.0	2.0			19.0	1.9			
Tot	51.0	64.0	71.0	51.0	70.0	92.0	56.0	75.0	67.0	50.0	647.0	64.7			
Mean	1.6	2.1	2.3	1.6	2.3	3.0	1.8	2.4	2.2	1.7	20.9	2.1			
Goal 2 Citizenry															
	questions														
	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	Tot	Mn			
student															
1.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	5.0	0.5			
2.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	4.0	0.4			
3.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	5.0	0.5			
4.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	4.0	0.4			
5.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	4.0	0.4			

**6	0.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	3.0	0.3			
7.0	1.0	0.0	1.0	0.0	0.0	1.0	1.0	2.0	1.0	1.0	8.0	0.8			
8.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	6.0	0.6			
9.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6			
10.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	5.0	0.5			
11.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	5.0	0.5			
12.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	6.0	0.6			
13.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0			
14.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	3.0	0.3			
15.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	12.0	1.2			
16.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	4.0	0.4			
17.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8			
18.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	6.0	0.6			
19.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0			
20.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	6.0	0.6			
21.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	6.0	0.6			
22.0	1.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7			
23.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	5.0	0.5			
24.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	4.0	0.4			
25.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	0.0	5.0	0.5			
26.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	7.0	0.7			
27.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	0.0	6.0	0.6			
28.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	5.0	0.5			
29.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	4.0	0.4			
30.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	6.0	0.6			
Tot	6.0	20.0	29.0	11.0	8.0	24.0	14.0	24.0	24.0	15.0	175.0	17.5			
Mean	0.2	0.7	1.0	0.4	0.3	0.8	0.5	0.8	0.8	0.5	5.8	0.6			
	PI Academic & administrative leadership														
	questions														
0.0	11.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	Tot	Mn			
student															
1.0	2.0	5.0	2.0	1.0	1.0	4.0	1.0	1.0	2.0	4.0	23.0	2.3			
2.0	5.0	2.0	5.0	3.0	3.0	3.0	5.0	2.0	2.0	1.0	31.0	3.1			
1.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	16.0	1.6			
4.0	4.0	5.0	5.0	2.0	2.0	5.0	1.0	2.0	2.0	5.0	33.0	3.3			
5.0	3.0	2.0	5.0	3.0	3.0	3.0	1.0	3.0	1.0	5.0	29.0	2.9			
6.0	4.0	3.0	3.0	2.0	2.0	5.0	3.0	3.0	3.0	3.0	31.0	3.1			
7.0	1.0	2.0	3.0	2.0	2.0	2.0	1.0	1.0	1.0	5.0	20.0	2.0			
8.0	2.0	2.0	2.0	3.0	3.0	3.0	1.0	1.0	2.0	2.0	21.0	2.1			
9.0	3.0	5.0	5.0	1.0	1.0	1.0	1.0	2.0	3.0	3.0	25.0	2.5			
10.0	5.0	5.0	2.0	1.0	1.0	1.0	1.0	1.0	3.0	5.0	25.0	2.5			
11.0	5.0	2.0	5.0	2.0	3.0	3.0	2.0	1.0	2.0	5.0	30.0	3.0			
12.0	5.0	5.0	1.0	3.0	4.0	4.0	1.0	1.0	1.0	4.0	29.0	2.9			
13.0	3.0	2.0	2.0	3.0	3.0	3.0	1.0	2.0	2.0	5.0	26.0	2.6			
14.0	1.0	1.0	1.0	3.0	3.0	3.0	2.0	3.0	1.0	1.0	19.0	1.9			
15.0	1.0	2.0	2.0	2.0	3.0	2.0		1.0	1.0	1.0	15.0	1.5			
16.0	1.0	2.0	4.0	5.0	5.0		1.0	1.0	2.0	5.0	26.0	2.6			
17.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	5.0	10.0	1.0			

18.0	1.0	2.0	3.0	3.0	4.0	2.0	1.0	2.0	2.0	5.0	25.0	2.5			
19.0	1.0	1.0	2.0	2.0	3.0	2.0	1.0	1.0	2.0	1.0	16.0	1.6			
20.0	5.0	2.0	5.0	2.0	2.0	2.0	1.0	1.0	1.0	5.0	26.0	2.6			
21.0	5.0	1.0	1.0	3.0	4.0	4.0	1.0	1.0	1.0	1.0	22.0	2.2			
22.0	2.0	2.0	1.0	5.0	5.0	2.0	1.0	1.0	2.0	2.0	23.0	2.3			
23.0	1.0	1.0	2.0	1.0	4.0	4.0	3.0	5.0	2.0	5.0	28.0	2.8			
24.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0	1.0	1.0	4.0	22.0	2.2			
25.0	1.0	5.0	3.0	3.0	3.0	3.0	1.0	3.0	4.0	5.0	31.0	3.1			
26.0	1.0	2.0	2.0	3.0	3.0	3.0	1.0	1.0	1.0	2.0	19.0	1.9			
27.0	3.0	3.0	5.0	1.0	1.0	1.0	1.0	2.0	3.0	4.0	24.0	2.4			
28.0	4.0	4.0	4.0	4.0	4.0	4.0	1.0	4.0	4.0	4.0	37.0	3.7			
29.0	4.0	3.0	2.0	2.0	1.0	1.0	2.0	3.0	1.0	3.0	22.0	2.2			
30.0	2.0	2.0	5.0	3.0	3.0	3.0	1.0	2.0	2.0	5.0	28.0	2.8			
Tot	79.0	76.0	84.0	73.0	81.0	79.0	41.0	55.0	57.0	107.0	732.0	73.2			
mean	2.6	2.5	2.8	2.4	2.7	2.6	1.4	1.8	1.9	3.6	24.4	2.4			
	PI Clear school policy														
	questions														
	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	Tot	Mn				
student															
1.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0		1.0	6.0	0.7				
2.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0		0.0	6.0	0.7				
3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0				
4.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8				
5.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	8.0	0.9				
6.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8				
7.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7				
8.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	0.0	6.0	0.7				
9.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	11.0	1.2				
10.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	8.0	0.9				
11.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9				
12.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	8.0	0.9				
13.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0				
14.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9				
15.0	2.0	1.0	1.0	1.0	0.0	1.0	1.0		1.0	8.0	0.9				
16.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0		0.0	3.0	0.3				
17.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0	4.0	0.4				
18.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7				
19.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0				
20.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9				
21.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	7.0	0.8				
22.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0				
23.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9				
24.0	2.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	8.0	0.9				
25.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	8.0	0.9				
26.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	4.0	0.4				
27.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0				
28.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0	2.0	0.2				

29.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0	3.0	0.3				
30.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	8.0	0.9				
total	25.0	23.0	25.0	26.0	19.0	25.0	27.0	24.0	17.0	211.0	23.4				
Mean	0.8	0.7	0.8	0.8	0.6	0.8	0.9	0.8	0.6	6.8	0.8				
PI Monitoring student progress & getting parents posted															
	questions														
	50.0	51.0	52.0	53.0	54.0	55.0	56.0	57.0	58.0	59.0	60.0	61.0	62.0	63.0	64.0
Student															
1.0	2.0	1.0	4.0	3.0	2.0	5.0	1.0	5.0	1.0	1.0	4.0	3.0	1.0	1.0	5.0
2.0	2.0	2.0	2.0	2.0	2.0	4.0	1.0	3.0	1.0	1.0	2.0	2.0	4.0	3.0	3.0
3.0	1.0	1.0	2.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	4.0	1.0
4.0	1.0	2.0	3.0	4.0	4.0	5.0	2.0	3.0	1.0	1.0	3.0	2.0	2.0	1.0	2.0
5.0	2.0	3.0	4.0	3.0	2.0	4.0	2.0	5.0	1.0	1.0	2.0	2.0	3.0	3.0	3.0
**6	3.0	3.0	3.0	**	3.0	2.0	2.0	3.0	2.0	5.0	3.0	3.0	3.0	3.0	3.0
7.0	2.0	1.0	3.0	3.0	3.0	2.0	2.0	3.0	1.0	1.0	2.0	3.0	3.0	2.0	4.0
8.0	1.0	1.0	4.0	5.0	2.0	3.0	2.0	2.0	2.0	5.0	1.0	2.0	4.0	2.0	4.0
9.0	2.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0		
10.0	3.0	1.0	1.0	3.0	2.0	3.0	1.0	2.0	1.0	1.0	3.0	2.0	2.0	2.0	5.0
11.0	2.0	2.0	2.0	2.0	3.0	4.0	1.0	4.0	1.0	1.0	2.0	2.0	4.0	3.0	3.0
12.0	2.0	1.0	2.0	4.0	1.0	3.0	1.0	3.0	1.0	1.0	3.0	4.0	1.0	1.0	4.0
13.0	2.0	1.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	4.0	3.0	
14.0	1.0	3.0	1.0	2.0	2.0	2.0	1.0	3.0	3.0	1.0	5.0	3.0	2.0	1.0	1.0
15.0	3.0	2.0	1.0	3.0	5.0	3.0	1.0	3.0	2.0	2.0	1.0	3.0	5.0	4.0	5.0
16.0	1.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0
17.0	2.0	2.0	2.0	1.0	3.0	2.0	2.0	3.0	2.0		1.0	3.0	3.0	2.0	5.0
18.0	1.0	3.0	2.0	2.0	3.0	4.0	1.0	4.0	2.0	1.0	3.0	3.0	4.0	1.0	1.0
19.0	3.0	1.0	3.0	3.0	2.0	3.0	1.0	2.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0
20.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	3.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0
21.0	2.0	3.0	3.0	2.0	3.0	3.0	1.0	5.0	1.0	1.0	3.0	3.0	3.0	1.0	1.0
22.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0
23.0	3.0	3.0	3.0	2.0	2.0	2.0	1.0	5.0	1.0	1.0	3.0	3.0	2.0	4.0	3.0
24.0	4.0	3.0	3.0	2.0	1.0	5.0	1.0	3.0	1.0	1.0	4.0	4.0	1.0	3.0	4.0
25.0	1.0	1.0	3.0	2.0	1.0	3.0	1.0	3.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0
26.0	1.0	1.0	3.0	2.0	3.0	3.0	1.0	2.0	1.0	2.0	1.0	2.0	3.0	2.0	5.0
27.0	2.0	2.0	4.0	5.0	2.0	4.0	1.0	4.0	4.0	1.0	3.0	3.0	4.0	4.0	3.0
28.0	1.0	3.0	4.0	5.0	1.0	3.0	1.0	4.0	2.0	2.0	5.0	5.0	1.0	2.0	5.0
29.0	2.0	2.0	4.0	4.0	4.0	4.0	1.0	2.0	2.0	1.0	2.0	3.0	3.0	4.0	4.0
30.0	1.0	1.0	2.0	2.0	1.0	3.0	1.0	3.0	1.0	1.0	1.0	2.0	2.0	3.0	4.0
Total	56.0	54.0	80.0	75.0	68.0	90.0	38.0	92.0	45.0	42.0	69.0	78.0	80.0	68.0	86.0
mean	1.9	1.8	2.7	2.6	2.3	3.0	1.3	3.1	1.5	1.4	2.3	2.6	2.7	2.3	2.9
		PI Dedicated & qualified staff													
	questions														
	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	Tot	Mn			

Machabeng College
(Private)

Appendix D4

Student															
1.0	2.0	4.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	1.0	19.0	1.9			
2.0	1.0	5.0	5.0	1.0	1.0	1.0	2.0	2.0	5.0	5.0	28.0	2.8			
3.0	1.0	2.0	4.0	1.0	1.0	1.0	1.0	1.0	5.0		17.0	1.7			
4.0	1.0	2.0	5.0	1.0	1.0	1.0	5.0	5.0	1.0	5.0	27.0	2.7			
5.0	3.0	5.0	2.0	1.0	2.0	1.0	5.0	5.0	3.0	5.0	32.0	3.2			
6.0	1.0	1.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	26.0	2.6			
7.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	14.0	1.4			
8.0	1.0	2.0	5.0	5.0	1.0	1.0	1.0	1.0	5.0	5.0	27.0	2.7			
9.0		5.0	5.0	2.0	1.0	1.0	1.0	4.0	1.0	1.0	21.0	2.1			
10.0	3.0	1.0	4.0	2.0	1.0	1.0	1.0	1.0	4.0	2.0	20.0	2.0			
11.0	1.0	2.0	5.0	2.0	2.0	2.0	1.0	1.0	2.0	5.0	23.0	2.3			
12.0	1.0	1.0	2.0	1.0	1.0	5.0	1.0	1.0	1.0	5.0	19.0	1.9			
13.0	2.0	2.0	1.0	1.0	1.0	1.0	5.0	2.0	2.0	2.0	19.0	1.9			
14.0	1.0	2.0	5.0	2.0	1.0	3.0	2.0	2.0	2.0	2.0	22.0	2.2			
15.0	1.0	2.0	3.0	1.0	1.0	1.0	2.0	2.0	4.0	5.0	22.0	2.2			
16.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	5.0	18.0	1.8			
17.0	1.0	1.0	5.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	15.0	1.5			
18.0	1.0	1.0	3.0	1.0	1.0	1.0	2.0	5.0	3.0	5.0	23.0	2.3			
19.0	1.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	5.0	1.0	17.0	1.7			
20.0	1.0	1.0	5.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0	18.0	1.8			
21.0	1.0	3.0	5.0	2.0	1.0	1.0	1.0	1.0	1.0	5.0	21.0	2.1			
22.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	13.0	1.3			
23.0	1.0	2.0	3.0	2.0	2.0	1.0	1.0	2.0	1.0	3.0	18.0	1.8			
24.0	1.0	1.0	4.0	2.0	1.0	1.0	5.0	5.0	5.0	5.0	30.0	3.0			
25.0	1.0	5.0	2.0	2.0	5.0	5.0	2.0	1.0	1.0	2.0	26.0	2.6			
26.0	1.0	1.0	3.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	17.0	1.7			
27.0	1.0	3.0	3.0	4.0	1.0	1.0	2.0	2.0	3.0	4.0	24.0	2.4			
28.0	2.0	2.0	4.0	2.0	2.0	2.0	4.0	4.0	4.0	4.0	30.0	3.0			
29.0	2.0	2.0	4.0	3.0	2.0	2.0	2.0	2.0	3.0	4.0	26.0	2.6			
30.0	1.0	5.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	20.0	2.0			
Tot	26.0	41.0	70.0	37.0	31.0	37.0	40.0	40.0	52.0	67.0	441.0	44.1			
mean	0.9	1.4	2.3	1.2	1.0	1.2	1.3	1.3	1.7	2.2	14.7	1.5			

	Academic & basic skills.															
	questions															
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	Tot	Mn				
student																
1.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	3.0	12.0	2.0	26.0	2.6				
2.0	1.0	2.0	2.0	5.0	2.0	3.0	3.0	2.0	1.0	1.0	22.0	2.2				
3.0	5.0	2.0	2.0	3.0	2.0	2.0	2.0	1.0	5.0	1.0	25.0	2.5				
4.0	4.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	2.0	2.0	17.0	1.7				
5.0	2.0	2.0	5.0	1.0	1.0	1.0	1.0	5.0	2.0	2.0	22.0	2.2				
6.0	3.0	2.0	1.0	4.0	2.0	2.0	1.0	4.0	2.0	1.0	22.0	2.2				
7.0	3.0	1.0	1.0	5.0	1.0	5.0	2.0	4.0	2.0	1.0	25.0	2.5				
8.0	2.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	17.0	1.7				
9.0	1.0	2.0	2.0	3.0	3.0	3.0	4.0	1.0	1.0	1.0	21.0	2.1				
10.0	2.0	2.0	5.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	17.0	1.7				
11.0	2.0	2.0	2.0	2.0	1.0	2.0	5.0	1.0	2.0	2.0	21.0	2.1				
12.0	2.0	1.0	1.0	1.0	2.0	2.0	5.0	2.0	3.0	1.0	20.0	2.0				
13.0	4.0	4.0	3.0	4.0	5.0	4.0	5.0	4.0	2.0	5.0	40.0	4.0				
14.0	4.0	5.0	3.0	5.0	1.0	2.0	3.0	2.0	2.0	1.0	28.0	2.8				
15.0	1.0	3.0	1.0	1.0	3.0	2.0	4.0	4.0	3.0	1.0	23.0	2.3				
16.0	2.0	2.0	1.0	3.0	3.0	2.0	1.0	1.0	2.0	1.0	18.0	1.8				
17.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	13.0	1.3				
18.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	4.0	2.0	2.0	21.0	2.1				
19.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	13.0	1.3				
20.0	3.0	2.0	53.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	74.0	7.4				
21.0	3.0	2.0	2.0	4.0	2.0	3.0	1.0	5.0	4.0	1.0	27.0	2.7				
22.0	3.0	2.0	3.0	3.0	1.0	3.0	2.0	4.0	3.0	1.0	25.0	2.5				
23.0	4.0	5.0	2.0	4.0	2.0	1.0	3.0	4.0	1.0	1.0	27.0	2.7				
24.0	5.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	4.0	1.0	20.0	2.0				
25.0	2.0	1.0	4.0	2.0	2.0	4.0	2.0	4.0	2.0	1.0	24.0	2.4				
26.0	5.0	2.0	2.0	1.0	1.0	5.0	3.0	4.0	3.0	1.0	27.0	2.7				
Total	70.0	54.0	102.0	63.0	45.0	61.0	64.0	72.0	67.0	37.0	635.0	63.5				
Mean	2.7	2.1	3.9	2.4	1.7	2.3	2.5	2.8	2.6	1.4	24.4	2.4				
Goal 2 Citizenry																
	qustions															
	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	Tot	Mn				
1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9				
2.0	1.0		1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	7.0	0.7				
3.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6				
4.0	1.0	1.0	0.0		0.0	0.0	1.0	1.0	1.0	0.0	5.0	0.5				
5.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0	0.0	5.0	0.5				
6.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	8.0	0.8				
7.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	4.0	0.4				
8.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	6.0	0.6				
9.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7				
10.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0		7.0	0.7				
11.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	0.0	1.0	6.0	0.6				

12.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8				
13.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	0.0	4.0	0.4				
14.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	2.0	0.2				
15.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6				
16.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8				
17.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0				
18.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7				
19.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9				
20.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6				
21.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	7.0	0.7				
22.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	5.0	0.5				
23.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	7.0	0.7				
24.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	8.0	0.8				
25.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	4.0	0.4				
26.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	9.0	0.9				
Total	21.0	23.0	20.0	12.0	6.0	20.0	18.0	21.0	19.0	10.0	170.0	17.0				
mean	0.8	0.9	0.8	0.5	0.2	0.8	0.7	0.8	0.7	0.4	6.5	0.7				
	PI Academic & administrative leadership															
	questions															
	11.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	Tot	Mn				
student																
1.0	3.0	2.0	2.0	3.0	3.0	3.0	1.0	1.0	3.0	3.0	24.0	2.4				
2.0	3.0	2.0	2.0	3.0	3.0	4.0	2.0	4.0	5.0	2.0	30.0	3.0				
3.0	1.0	1.0	1.0	5.0	5.0	3.0	1.0	2.0	5.0	1.0	25.0	2.5				
4.0	5.0	2.0	5.0	1.0	1.0	3.0	1.0	5.0	2.0	3.0	28.0	2.8				
5.0	5.0	2.0	5.0	1.0	1.0	2.0	2.0	3.0	2.0	2.0	25.0	2.5				
6.0	1.0	1.0	1.0	2.0	4.0	5.0	1.0	1.0	1.0	1.0	18.0	1.8				
7.0	3.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	3.0	1.0	18.0	1.8				
8.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	3.0	2.0	1.0	16.0	1.6				
9.0	1.0	1.0	3.0	1.0	2.0	3.0	2.0	3.0	1.0	1.0	18.0	1.8				
10.0	5.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	21.0	2.1				
11.0	2.0	1.0	2.0	3.0	3.0	4.0	1.0	1.0	2.0	2.0	21.0	2.1				
12.0	1.0	1.0	3.0	2.0	3.0	3.0	1.0	1.0	1.0	1.0	17.0	1.7				
13.0	5.0	5.0	2.0	3.0	4.0		1.0	2.0	2.0	5.0	29.0	2.9				
14.0	2.0	2.0	2.0	3.0	3.0	4.0	2.0	3.0	2.0	2.0	25.0	2.5				
15.0	1.0	1.0	1.0	2.0	4.0	2.0	2.0	1.0	1.0	2.0	17.0	1.7				
16.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	5.0	2.0	1.0	16.0	1.6				
17.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0				
18.0	1.0	1.0	2.0	2.0	3.0	4.0	2.0	1.0	2.0	1.0	19.0	1.9				
19.0	0.0	1.0	1.0	2.0	3.0	3.0	4.0	2.0	1.0	1.0	18.0	1.8				
20.0	2.0	1.0	2.0	1.0	2.0	5.0	4.0	2.0	2.0	2.0	23.0	2.3				
21.0	1.0	1.0		3.0	3.0	4.0	5.0	5.0	2.0	2.0	26.0	2.6				
22.0	5.0	2.0	4.0	1.0	1.0	2.0	1.0	3.0	3.0	2.0	24.0	2.4				
23.0	1.0	2.0	2.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	15.0	1.5				
24.0	1.0	1.0	2.0	3.0	4.0	4.0	1.0	1.0	1.0	2.0	20.0	2.0				
25.0	1.0	2.0	2.0	3.0	4.0	3.0	1.0	1.0	1.0	2.0	20.0	2.0				
26.0	1.0	1.0	2.0	3.0	4.0	3.0	1.0	2.0	2.0	2.0	21.0	2.1				
Total	54.0	40.0	55.0	54.0	67.0	72.0	46.0	58.0	52.0	46.0	544.0	54.4				

Mean	2.1	1.5	2.1	2.1	2.6	2.8	1.8	2.2	2.0	1.8	20.9	2.1				
	PI Clear school policy															
	questions															
	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	Tot	Mn					
student																
1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
2.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8					
3.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	5.0	0.6					
4.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.6					
5.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	7.0	0.8					
6.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
7.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	5.0	0.6					
8.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	5.0	0.6					
9.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7					
10.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	6.0	0.7					
11.0	0.0	0.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	5.0	0.6					
12.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	5.0	0.6					
13.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	2.0	0.2					
14.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	5.0	0.6					
15.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9					
16.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
17.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0	1.0					
18.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7					
19.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7					
20.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
21.0	0.0	0.0	1.0		0.0	1.0	0.0	0.0	1.0	3.0	0.3					
22.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	4.0	0.4					
23.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7					
24.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
25.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
26.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8					
Total	4.0	6.0	26.0	21.0	19.0	22.0	22.0	21.0	13.0	154.0	17.1					
Mean	0.2	0.2	1.0	0.8	0.7	0.8	0.8	0.8	0.5	5.9	0.7					

PI Monitoring student progress & getting parents posted																
	questions															
	50.0	51.0	52.0	53.0	54.0	55.0	56.0	57.0	58.0	59.0	60.0	61.0	62.0	63.0	64.0	Tot
Student																
1.0	2.0	1.0	3.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	3.0	3.0	24.0
2.0	2.0	1.0	3.0	2.0	3.0	4.0	2.0	3.0	1.0	1.0	3.0	2.0	1.0	3.0	4.0	35.0
3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	1.0	4.0	3.0	2.0	2.0	1.0	3.0	36.0
4.0	2.0	3.0	3.0	3.0	2.0	1.0	2.0	4.0	1.0	3.0	1.0	2.0	3.0	3.0	4.0	37.0
5.0	2.0	1.0	3.0	1.0	1.0	3.0	2.0	3.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	26.0
6.0	1.0	3.0	1.0	2.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	3.0	4.0	1.0	3.0	29.0
7.0	2.0	3.0	4.0	5.0	3.0	4.0	1.0	4.0	1.0	1.0	1.0	3.0	1.0	3.0	2.0	38.0
8.0	3.0	3.0	1.0	2.0	2.0	3.0	2.0	2.0	1.0	1.0	2.0	2.0	1.0	3.0	2.0	30.0

9.0	5.0	1.0	1.0	3.0	4.0	4.0	1.0	2.0	1.0	1.0	3.0	2.0	5.0	1.0	2.0	36.0
10.0	2.0	3.0	3.0	3.0	2.0	4.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	31.0
11.0	2.0	3.0	4.0	4.0	2.0	4.0	1.0	4.0	2.0	1.0	1.0	2.0	2.0	3.0	4.0	39.0
12.0	2.0	1.0	4.0	4.0	1.0	5.0	1.0	4.0	1.0	1.0		2.0	1.0	3.0	3.0	33.0
13.0	2.0	2.0	3.0	4.0	3.0	4.0	4.0	1.0	1.0	1.0	2.0	3.0	5.0	4.0	3.0	42.0
14.0	1.0	3.0	2.0	5.0	2.0	5.0	3.0	4.0	1.0	4.0	2.0	2.0	1.0	4.0	3.0	42.0
15.0	1.0	3.0	3.0	4.0	2.0	1.0	2.0	4.0	1.0	1.0	3.0	2.0	4.0	2.0	2.0	35.0
16.0	1.0	3.0	3.0	3.0	3.0	4.0	1.0	2.0	1.0	1.0	3.0	3.0	3.0	2.0	3.0	36.0
17.0	2.0	1.0	1.0	2.0	3.0	1.0	2.0	2.0	1.0	1.0	5.0	2.0	1.0	1.0	2.0	27.0
18.0	1.0	1.0	2.0	5.0	1.0	4.0	2.0	3.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	28.0
19.0	1.0	1.0	2.0	1.0	2.0	3.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	1.0	3.0	24.0
20.0	2.0	3.0	4.0	5.0	3.0	3.0	2.0	2.0	1.0	1.0	2.0	2.0	4.0	3.0	2.0	39.0
21.0	2.0	3.0	2.0	4.0	3.0	4.0	1.0	1.0	1.0	1.0	3.0	2.0	3.0	1.0	4.0	35.0
22.0	2.0	1.0	3.0	5.0	4.0	3.0	1.0	4.0	1.0	1.0	2.0	2.0	5.0	3.0	1.0	38.0
23.0	1.0	3.0	3.0		3.0	1.0	3.0	1.0	4.0	1.0	1.0	1.0	1.0	1.0	2.0	26.0
24.0	2.0	1.0	3.0	2.0	3.0	4.0	2.0	3.0	1.0	3.0	2.0	2.0	3.0	1.0	2.0	34.0
25.0	1.0	3.0	4.0	5.0	4.0	5.0	1.0	4.0	2.0	2.0	1.0	2.0	2.0	1.0	1.0	38.0
26.0	2.0	4.0	3.0	4.0	2.0	4.0	2.0	2.0	1.0	1.0	3.0	3.0	2.0	2.0	3.0	38.0
Total	48.0	58.0	70.0	82.0	65.0	83.0	45.0	69.0	31.0	37.0	50.0	56.0	61.0	55.0	66.0	876.0
Mean	1.8	2.2	2.7	3.2	2.5	3.2	1.7	2.7	1.2	1.4	1.9	2.2	2.3	2.1	2.5	33.7

PI Dedicated & qualified staff

	questions											
	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	Tot	Mn
student												
1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
2.0	2.0	1.0	5.0	1.0	1.0	4.0	1.0	1.0	1.0	1.0	18.0	1.8
3.0	1.0	1.0	5.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	17.0	1.7
4.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	5.0	5.0	24.0	2.4
5.0	2.0	1.0	4.0	1.0	1.0	1.0	2.0	2.0	5.0	5.0	24.0	2.4
6.0	1.0	1.0	2.0	1.0	5.0	1.0	2.0	2.0	5.0	1.0	21.0	2.1
7.0	1.0	1.0	3.0	2.0	5.0	5.0	5.0	1.0	2.0		25.0	2.5
8.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	24.0	2.4
9.0	1.0	1.0	4.0	1.0	1.0	1.0	2.0	2.0	4.0	1.0	18.0	1.8
10.0	1.0	2.0	3.0	1.0	2.0	1.0	2.0	2.0	2.0	5.0	21.0	2.1
11.0	1.0	1.0	3.0	1.0	2.0	1.0	5.0	5.0	5.0	5.0	29.0	2.9
12.0	2.0	1.0	2.0	1.0	4.0	4.0	5.0	5.0	3.0	1.0	28.0	2.8
13.0	1.0	2.0	4.0	2.0	5.0	3.0	4.0	5.0	2.0	5.0	33.0	3.3
14.0	3.0	3.0	2.0	5.0	5.0	5.0	3.0	4.0	2.0	4.0	36.0	3.6
15.0	1.0	1.0	3.0	1.0	4.0	1.0	1.0	4.0	4.0	1.0	21.0	2.1
16.0	1.0	1.0	5.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	19.0	1.9
17.0	1.0	1.0	2.0	1.0	1.0	1.0	5.0	1.0	2.0	1.0	16.0	1.6
18.0	1.0	1.0	4.0	1.0	4.0	1.0	1.0	1.0	2.0	2.0	18.0	1.8
19.0	1.0	1.0	3.0	1.0	5.0	2.0	5.0	5.0	1.0	1.0	25.0	2.5
20.0	2.0	1.0	3.0	2.0	5.0	2.0	5.0	5.0	5.0	5.0	35.0	3.5
21.0	1.0	1.0	1.0	1.0	5.0	5.0	5.0	2.0		5.0	26.0	2.6
22.0	2.0	1.0	4.0	2.0	1.0	2.0	4.0	2.0	4.0	4.0	26.0	2.6
23.0	1.0	4.0		1.0	4.0	1.0	1.0	4.0	1.0	1.0	18.0	1.8
24.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	5.0	1.0	16.0	1.6

25.0	1.0	1.0	4.0	1.0	2.0	1.0	4.0	4.0	1.0	4.0	23.0	2.3				
26.0	2.0	3.0	4.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	26.0	2.6				
Total	36.0	37.0	77.0	37.0	75.0	54.0	75.0	69.0	70.0	67.0	597.0	59.7				
Mean	1.4	1.4	3.0	1.4	2.9	2.1	2.9	2.7	2.7	2.6	23.0	2.3				

Maseru Central English Medium School
(private)

Appendix D6

	Academic & basic skills.																
	questions																
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	Tot	Mn					
student																	
1.0	5.0	1.0	1.0	4.0	2.0	4.0	1.0	4.0	2.0	1.0	25.0	2.5					
2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	4.0	1.0		15.0	1.5					
3.0	1.0	1.0	1.0	2.0	1.0	3.0	1.0	1.0	2.0	1.0	14.0	1.4					
4.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	2.0		12.0	1.2					
5.0	2.0	2.0		5.0	5.0		2.0	3.0	2.0	2.0	23.0	2.3					
6.0	1.0	1.0	2.0	2.0	5.0	2.0	3.0	1.0		3.0	20.0	2.0					
7.0	2.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	3.0	1.0	16.0	1.6					
8.0	3.0	2.0	5.0	5.0	5.0	3.0	2.0	3.0	5.0	2.0	35.0	3.5					
9.0	1.0	3.0	2.0	1.0	2.0	5.0	1.0	1.0	2.0	2.0	20.0	2.0					
10.0	1.0	5.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	26.0	2.6					
11.0	5.0	5.0	1.0	3.0	2.0	3.0	2.0	4.0	3.0	2.0	30.0	3.0					
12.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	4.0	3.0	4.0	26.0	2.6					
13.0	1.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	1.0	1.0	19.0	1.9					
14.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	5.0	3.0	26.0	2.6					
15.0	5.0	2.0	1.0	2.0	2.0	2.0	2.0	3.0	5.0	2.0	26.0	2.6					
16.0	5.0	2.0	5.0	2.0	2.0	3.0	1.0	4.0	2.0	2.0	28.0	2.8					
17.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	2.0	5.0	5.0	24.0	2.4					
18.0	3.0	3.0	3.0	4.0	4.0	3.0	4.0	4.0	5.0	2.0	35.0	3.5					
19.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	4.0	2.0	1.0	14.0	1.4					
20.0	2.0	2.0	2.0	5.0	2.0	5.0	5.0	2.0	2.0	1.0	28.0	2.8					
21.0	1.0	2.0	4.0	1.0	1.0	1.0	4.0	4.0	2.0	2.0	22.0	2.2					
22.0	1.0	1.0	1.0	3.0	3.0	3.0	1.0	4.0	4.0	4.0	25.0	2.5					
23.0	5.0	2.0	2.0	3.0	5.0	3.0	1.0	2.0		2.0	25.0	2.5					
24.0	2.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	1.0	16.0	1.6					
25.0	5.0	1.0	1.0	3.0	1.0	2.0	5.0	2.0	1.0	1.0	22.0	2.2					
26.0	1.0	2.0	5.0	3.0	5.0	3.0	2.0	2.0	3.0	2.0	28.0	2.8					
27.0	1.0	1.0	1.0	2.0	3.0	3.0	2.0	1.0	1.0	1.0	16.0	1.6					
28.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	16.0	1.6					
29.0	2.0	1.0	2.0	4.0	1.0	3.0	3.0	4.0	3.0	3.0	26.0	2.6					
30.0	4.0	1.0	1.0	3.0	1.0	5.0	1.0	4.0	4.0	1.0	25.0	2.5					
31.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	2.0	2.0	14.0	1.4					

Total	67.0	55.0	56.0	77.0	71.0	83.0	66.0	85.0	78.0	59.0	697.0	69.7
Mean	2.2	1.8	1.8	2.5	2.3	2.7	2.1	2.7	2.5	1.9	22.5	2.2
Goal 2 Citizenry												
	qustions											
	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	Tot	Mn
student												
1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	7.0	0.7
2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0	1.0
3.0	*										0.0	0.0
4.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	4.0	0.4
5.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	4.0	0.4
6.0	1.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	5.0	0.5
7.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	9.0	0.9
8.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
9.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	5.0	0.5
10.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	8.0	0.8
11.0	0.0		1.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	4.0	0.4
12.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	0.0	6.0	0.6
13.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	7.0	0.7
14.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0	0.8
15.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	4.0	0.4
16.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	6.0	0.6
17.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	6.0	0.6
18.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.5
19.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	7.0	0.7
20.0	1.0	1.0	1.0	0.0	0.0	5.0	1.0	1.0	1.0	1.0	12.0	1.2
21.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	5.0	0.5
22.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	9.0	0.9
23.0	1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0	5.0	0.5
24.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
25.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	5.0	0.5
26.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	4.0	0.4
27.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	7.0	0.7
28.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	6.0	0.6
29.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	8.0	0.8
30.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	4.0	0.4
31.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	9.0	0.9
Total	19.0	22.0	23.0	12.0	7.0	18.0	16.0	20.0	26.0	14.0	177.0	17.7
Mean	0.6	0.7	0.8	0.4	0.2	0.6	0.5	0.7	0.9	0.5	5.9	0.6

	PI Academic & administrative leadership											
	questions											
	11.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	Tot	Mn
student												
1.0	5.0	2.0	4.0	1.0	1.0	2.0	1.0	2.0	1.0	4.0	23.0	2.3
2.0	2.0	5.0	5.0	2.0	2.0	2.0	1.0	1.0	1.0	5.0	26.0	2.6
3.0	3.0	4.0	5.0	1.0	2.0	5.0	3.0	2.0	1.0	5.0	31.0	3.1
4.0	5.0	5.0	5.0	1.0	3.0	3.0	1.0	1.0	1.0	5.0	30.0	3.0
5.0	5.0	5.0	5.0	2.0	5.0	5.0	5.0	2.0	2.0	3.0	39.0	3.9
6.0	2.0	2.0	0.0	3.0	2.0	5.0	2.0	4.0	1.0	5.0	26.0	2.6
7.0	1.0	2.0	1.0	1.0	2.0	1.0	3.0	3.0	2.0	3.0	19.0	1.9
8.0	1.0	1.0	5.0	3.0	2.0	1.0	2.0	2.0	1.0	2.0	20.0	2.0
9.0	3.0	4.0	4.0	4.0	4.0	4.0	1.0	5.0	1.0	2.0	32.0	3.2
10.0	5.0	5.0	5.0	2.0	5.0	3.0	2.0	5.0	3.0	5.0	40.0	4.0
11.0	1.0	5.0	5.0	1.0	3.0	1.0	1.0	4.0	1.0	5.0	27.0	2.7
12.0	4.0	4.0	4.0	2.0	3.0	4.0	2.0	3.0	3.0	4.0	33.0	3.3
13.0	3.0	3.0	5.0	5.0	3.0	3.0	2.0				24.0	2.4
14.0	2.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0	5.0	24.0	2.4
15.0	3.0	4.0	5.0	2.0	3.0	4.0	0.0	2.0	2.0	4.0	29.0	2.9
16.0	2.0	3.0	3.0	2.0	5.0	5.0	3.0	1.0	1.0	5.0	30.0	3.0
17.0	3.0	4.0	5.0	5.0	5.0	4.0	1.0	2.0	2.0	5.0	36.0	3.6
18.0	2.0	4.0	4.0	4.0	4.0	4.0	1.0	1.0	4.0	4.0	32.0	3.2
19.0	1.0	5.0	5.0	4.0	4.0	4.0	1.0	1.0	1.0	5.0	31.0	3.1
20.0	2.0	5.0	5.0	3.0	3.0	3.0	1.0	2.0	5.0	5.0	34.0	3.4
21.0	4.0	4.0	4.0	2.0	2.0	4.0	1.0	1.0	1.0	4.0	27.0	2.7
22.0	4.0	4.0	4.0	1.0	3.0	3.0	1.0	3.0	1.0	3.0	27.0	2.7
23.0	2.0	5.0	5.0	2.0	2.0		1.0	2.0	2.0	5.0	26.0	2.6
24.0	2.0	5.0	5.0	1.0	2.0	3.0	1.0	1.0	1.0	5.0	26.0	2.6
25.0	4.0	3.0	5.0	3.0	3.0	5.0	2.0	1.0	1.0	4.0	31.0	3.1
26.0	0.0	3.0	4.0	1.0	5.0	1.0	2.0	5.0	2.0	4.0	27.0	2.7
27.0	4.0	2.0	4.0	2.0	2.0	4.0	4.0	2.0	1.0	3.0	28.0	2.8
28.0	3.0	1.0	5.0	1.0	4.0	4.0	1.0	1.0	1.0	5.0	26.0	2.6
29.0	4.0	1.0	4.0	1.0	3.0	4.0	4.0	1.0	1.0	4.0	27.0	2.7
30.0	4.0	0.0	0.0	3.0	4.0	4.0	4.0		1.0	5.0	25.0	2.5
31.0	2.0		1.0	1.0	1.0	2.0	2.0	2.0	1.0	3.0	15.0	1.5
Total	88.0	102.0	123.0	69.0	95.0	99.0	57.0	64.0	48.0	126.0	871.0	87.1
Mean	2.8	3.3	4.0	2.2	3.1	3.2	1.8	2.1	1.5	4.1	28.1	2.8

	PI Clear school policy										
	questions										
	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	Tot	Mn
student											
1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	6.0	0.7
2.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8
3.0										0.0	0.0
4.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8
5.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	5.0	0.6
6.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	6.0	0.7
7.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7
8.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7
9.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0	5.0	0.6
10.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	7.0	0.8
11.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	3.0	0.3
12.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	5.0	0.6
13.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7
14.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9
15.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	4.0	0.4
16.0	0.0	0.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	5.0	0.6
17.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8
18.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	0.0	0.0	4.0	0.4
19.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	0.0	0.0	4.0	0.4
20.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8
21.0	0.0		1.0	1.0	1.0	1.0	0.0	0.0	1.0	5.0	0.6
22.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7
23.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	7.0	0.8
24.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8
25.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7
26.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	5.0	0.6
27.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	8.0	0.9
28.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0	0.9
29.0	0.0	0.0	1.0	1.0	0.0	1.0		1.0	1.0	5.0	0.6
30.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	6.0	0.7
31.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0	0.8
Total	5.0	8.0	27.0	22.0	20.0	25.0	26.0	24.0	8.0	165.0	18.3
Mean	0.2	0.3	0.9	0.7	0.6	0.8	0.8	0.8	0.3	5.3	0.6

PI Monitoring student progress & getting parents posted																	
	questions																
	50.0	51.0	52.0	53.0	54.0	55.0	56.0	57.0	58.0	59.0	60.0	61.0	##	###	##	Tot	Mn
Student																	
1.0	2.0	3.0	2.0	3.0	5.0	4.0	1.0	1.0	1.0		5.0	2.0	1.0	2.0	2.0	34.0	2.3
2.0	2.0	1.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	1.0	3.0	2.0	2.0	4.0	1.0	35.0	2.3
3.0	2.0	1.0	1.0	1.0	3.0	4.0	3.0	2.0	2.0	1.0	2.0	3.0	3.0	5.0	3.0	36.0	2.4
4.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	3.0	20.0	1.3
5.0	3.0	1.0	4.0	3.0	3.0	1.0	3.0	3.0	4.0	1.0	2.0	1.0	1.0	5.0	4.0	39.0	2.6
6.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	3.0	1.0	3.0	2.0	2.0	5.0	4.0		46.0	3.1
7.0	1.0	1.0	3.0	2.0	1.0	2.0	3.0	3.0	4.0	1.0	3.0	3.0	3.0	5.0	1.0	36.0	2.4
8.0	2.0	1.0	5.0	3.0	4.0	5.0	3.0	3.0	1.0	2.0	1.0	3.0	5.0	5.0	3.0	46.0	3.1
9.0	3.0	2.0	3.0	1.0	3.0	2.0	3.0	3.0	1.0	3.0	5.0	2.0	2.0	5.0	2.0	40.0	2.7
10.0	3.0	5.0	4.0	3.0	3.0	4.0	2.0	3.0	2.0	1.0	3.0	5.0	3.0	2.0	1.0	44.0	2.9
11.0	2.0	2.0	4.0	3.0	4.0	4.0	2.0	3.0	1.0	1.0	3.0	4.0	4.0	5.0	3.0	45.0	3.0
12.0	2.0	3.0	3.0	5.0	3.0	3.0	2.0	3.0	3.0	3.0	4.0	3.0	3.0	5.0	4.0	49.0	3.3
13.0	3.0	2.0	3.0	5.0	3.0	4.0	2.0	2.0	1.0	2.0	4.0	3.0	4.0	1.0	3.0	42.0	2.8
14.0	3.0	4.0	1.0	1.0	3.0	3.0	3.0	3.0	1.0	1.0	5.0	4.0	3.0	5.0	3.0	43.0	2.9
15.0	2.0	2.0	3.0	2.0	2.0	3.0	4.0	4.0	2.0	1.0	2.0	2.0	4.0	2.0	2.0	37.0	2.5
16.0	3.0	1.0	1.0	1.0	1.0	1.0	4.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	1.0	30.0	2.0
17.0	3.0	2.0	3.0	4.0	4.0	1.0	3.0	2.0	2.0	1.0	5.0	3.0	3.0	5.0	1.0	42.0	2.8
18.0	5.0	5.0	5.0	3.0	4.0	5.0	3.0	3.0	1.0	5.0	1.0	3.0	1.0	5.0	5.0	54.0	3.6
19.0	2.0	1.0	1.0	2.0	3.0	1.0	5.0	5.0	4.0	4.0	5.0	2.0	1.0	1.0	1.0	38.0	2.5
20.0	3.0	2.0	3.0	4.0	4.0	3.0	3.0	3.0	2.0	2.0	1.0	3.0	3.0	3.0	1.0	40.0	2.7
21.0	2.0	1.0	5.0	5.0	2.0	1.0	2.0	2.0	1.0	5.0	5.0	1.0	1.0	5.0	5.0	43.0	2.9
22.0	3.0	1.0	1.0	1.0	3.0	1.0	3.0	2.0	4.0	1.0	1.0	5.0	1.0	4.0		31.0	2.1
23.0	3.0	1.0	5.0	3.0	4.0	4.0	3.0	3.0	1.0	1.0	3.0	3.0	5.0	3.0	1.0	43.0	2.9
24.0	3.0	1.0	2.0	3.0	3.0	3.0	3.0	3.0	1.0	5.0	3.0	3.0	1.0	2.0	3.0	39.0	2.6
25.0	3.0	2.0	4.0	3.0	3.0	3.0	4.0	4.0		1.0	4.0	3.0	1.0	5.0	1.0	41.0	2.7
26.0	3.0	3.0	5.0	2.0	3.0	1.0	3.0	3.0	4.0	1.0	3.0	2.0	4.0	1.0	2.0	40.0	2.7
27.0	3.0	1.0	3.0	3.0	3.0	1.0	3.0	3.0	1.0	5.0	4.0	3.0	3.0	3.0	1.0	40.0	2.7
28.0	2.0	2.0	4.0	3.0	3.0	5.0	2.0	3.0	2.0	5.0	2.0	2.0	3.0	3.0	1.0	42.0	2.8
29.0	3.0	3.0	2.0	1.0	3.0	1.0	3.0	3.0	1.0	5.0	1.0	3.0	2.0	5.0	5.0	41.0	2.7
30.0	3.0	2.0	3.0	1.0	4.0	3.0	3.0	3.0	2.0	1.0	2.0	3.0	3.0	3.0	5.0	41.0	2.7
31.0	2.0	1.0	3.0	1.0	2.0	3.0	2.0	1.0	1.0	1.0	3.0	3.0	3.0	3.0	2.0	31.0	2.1
Total	81.0	63.0	93.0	79.0	93.0	84.0	88.0	86.0	56.0	67.0	90.0	86.0	##	###	##	####	81.9
Mean	2.6	2.0	3.0	2.5	3.0	2.7	2.8	2.8	1.8	2.2	2.9	2.8	2.6	3.6	2.3	39.6	2.6

		PI Dedicated & qualified staff															
	questions																
	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	Tot	Mn					
student																	
1.0	1.0	1.0	4.0	2.0	5.0	1.0	5.0	3.0	5.0	1.0	28.0	2.8					
2.0	1.0	1.0	4.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.3					
3.0	1.0	1.0	2.0	1.0	3.0	3.0	1.0	1.0	2.0	5.0	20.0	2.0					
4.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	4.0	1.0	13.0	1.3					
5.0	2.0	1.0	5.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	23.0	2.3					
6.0	1.0	1.0	5.0	2.0	4.0	1.0	1.0	2.0	5.0	5.0	27.0	2.7					
7.0	1.0	1.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	1.0	22.0	2.2					
8.0	1.0	1.0	3.0	1.0	5.0	2.0	5.0	5.0	2.0	1.0	26.0	2.6					
9.0	1.0	1.0	2.0	1.0	5.0	1.0	1.0	2.0	2.0	5.0	21.0	2.1					
10.0	2.0	4.0	3.0	5.0	5.0	2.0	1.0	4.0	5.0	5.0	36.0	3.6					
11.0	1.0	1.0	4.0	1.0	5.0	1.0	2.0	2.0	5.0	3.0	25.0	2.5					
12.0	1.0	1.0	4.0	2.0	4.0	2.0	2.0	4.0	4.0	4.0	28.0	2.8					
13.0	*										0.0	0.0					
14.0	1.0	1.0	2.0	5.0	2.0	2.0	2.0	2.0	4.0		21.0	2.1					
15.0	2.0	1.0	4.0	2.0	3.0	2.0	1.0	1.0	3.0	5.0	24.0	2.4					
16.0	2.0	1.0	3.0	2.0	2.0	2.0	5.0	5.0	5.0	2.0	29.0	2.9					
17.0	1.0	1.0	2.0	1.0	5.0	2.0	2.0	1.0	2.0	1.0	18.0	1.8					
18.0	1.0	1.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	19.0	1.9					
19.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	2.0	12.0	1.2					
20.0	2.0	2.0	4.0	5.0	2.0	2.0	4.0	5.0	5.0	5.0	36.0	3.6					
21.0	1.0	1.0	4.0	2.0	4.0	4.0	1.0	1.0	4.0	1.0	23.0	2.3					
22.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	14.0	1.4					
23.0	1.0	1.0	5.0	1.0	1.0	5.0	4.0	2.0	4.0	2.0	26.0	2.6					
24.0	2.0	1.0	4.0	1.0	5.0	1.0	2.0	2.0	1.0	1.0	20.0	2.0					
25.0	1.0	1.0	5.0	1.0	1.0	1.0	1.0	1.0	5.0	5.0	22.0	2.2					
26.0	1.0	1.0	5.0	4.0	2.0	2.0	2.0	2.0	2.0	5.0	26.0	2.6					
27.0	1.0	1.0	2.0	1.0	3.0	3.0	4.0	4.0		1.0	20.0	2.0					
28.0	1.0	1.0	1.0	1.0	5.0	1.0	2.0	2.0	3.0	1.0	18.0	1.8					
29.0	1.0	1.0	3.0	1.0	2.0	2.0	3.0	1.0	2.0	1.0	17.0	1.7					
30.0	1.0	1.0	5.0	1.0	1.0	1.0	1.0	1.0	2.0	5.0	19.0	1.9					
31.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	4.0	1.0	16.0	1.6					
Total	22.0	19.0	57.0	33.0	43.0	36.0	41.0	36.0	52.0	41.0	380.0	38.0					
Mean	0.7	0.6	1.9	1.1	1.4	1.2	1.4	1.2	1.7	1.4	12.7	1.3					

Appendix E

School A

Goal 1: academic and basic skills. 61%

Areas of concern:

Q 6: I am confident enough to ask all my teachers when I do not understand something.49%

Q; 9: I am able to apply my mathematics knowledge in my everyday life. 51%

Goal 2:Provision of society with productive citsens.70%

Areas of concern:

Q 34:I participate in the development of my community.27%

Q 35: I participate in the making of decisions in my community.13.3%

PI 1:Academic & administrative leadership: 54%

Areas of concern:

Q 15: I always communicate/speak in English when out of class. 48%

Q 17: I am afraid to talk to my Headmaster.43%

PI 2 Clear school policy: 70%

Areas of concern:

Q 41:have you seen your school's handbook/prospetus.10%

Q 42: Have your parents seen your school's handbook/prospectus.10%

Q 49: I have developed leadership skills in my school. 60%

PI 3 Monitoring progress and getting parents posted.56%

Areas of concern:

Q 52:My teachers tell me how well I am doing.32%

Q 53: Whenever I am having difficulty teachers usually know and give me help.35%

Q 55:After I have done homework teachers' talk to me about it.32%

Q 63:My teachers talk to my parents about my academic progress.41%

PI 4 Dedicated staff.54%

Areas of concern:

Q 23:My teachers supervise the extra curricular activities in which I participate.37%

Q 27:My maths teacher cares about me.45%

Q 29:My teachers treat me as an individual.41%

Q 30:My teachers are always ready to listen to my problems.46%

School B

Goal 1: Academic and basic skills. 58%

Areas of concern:

Q 6: I am confident enough to ask all my teachers when I do not understand something.44%

Q 8:The choice of the subjects

Q; 9: I am able to apply my mathematics knowledge in my everyday life. 51%

Goal 2:Provision of society with productive citsens.70%

Areas of concern:

Q 35: I participate in the making of decisions in my community.50%

Q 37: I am proud of my school.53%

Q 40: My school has taught me how to be a responsible member of my community.50%

PI 1:Academic & administrative leadership: 50%

Areas of concern:

Q 11:My chances of getting good results are higher in this school than most oherts.43%

Q 12: My school has a reputation of high academic standards.37%

Q 13: Almost all students from this school get admitted into universirties.35%

Q 16: I always communicate/ speak in English when I am at home. 40%

Q 20: COSC/IGCSE pass rates at my school are high.36%

PI 2 Clear school policy: 70%

Areas of concern:

Q 41:Have you seen your school's handbook/prospetus.10%

Q 42: Have your parents seen your school's handbook/prospectus.30%

Q 49: I have developed leadership skills in my school. 30%

PI 3 Monitoring progress and getting parents' posted.40%

Areas of concern:

Q 50:I get homework to do.46%

Q 52:My teachers tell me how well I am doing.29%

Q 53: whenever I am having difficulty teachers usually know and give me help.31%

Q 55:After I have done homework teachers' talk to me about it.45%

Q 61: I understand what my teachers say during the lessons45%

62: I am too afraid to ask for help when I do not understand my class-woprk.45%

Q 63:My teachers talk to my parents about my academic progress.40%

PI 4 Dedicated staff.54%

Areas of concern:

Q 23:My teachers supervise the extra curricular activities in which I participate.50%

Q 25 My English teacher is always willing to help me with my schoolwork after classes are over.32%

Q 29:My teachers treat me as an individual.42%

Q 30:My teachers are always ready to listen to my problems.48%

School C

Goal 1: Academic and basic skills. 64%

Areas of concern: No major concern.

Q 4: I feel confident to ask my maths teacher when I do not understand something.

Q 6: I am confident enough to ask all my teachers when I do not understand something.

Q; 9: I am able to apply my mathematics knowledge in my everyday life.

Goal 2:Provision of society with productive citsens.80%

Areas of concern:

Q 35: I participate in the making of decisions in my community.13%

PI 1:Academic & administrative leadership: 46%

Areas of concern:

Q 12: My school has a reputation of high academic standards.36%

Q 13: Almost all students from this school get admitted into universirties.35%

Q 15: I always communicate/speak in English when out of class. 43%

Q 17: I am afraid to talk to my Headmaster.38%

Q 19: My class teacher is always concerned with my progress. 48%

Q 20: COSC/IGCSE pass rates at my school are high.29%

PI 2 Clear school policy: 70%

Areas of concern:

Q 41:Have you seen your school's handbook/prospetus.30%

Q 42: Have your parents seen your school's handbook/prospectus.40%

Q 49: I have developed leadership skills in my school. 50%

PI 3 Monitoring progress and getting parents' posted.56%%

Areas of concern:

Q 52:My teachers tell me how well I am doing.45%

Q 53: Whenever I am having difficulty teachers usually know and give me help.47%

Q 55:After I have done homework teachers' talk to me about it.45%

Q 62: I am too afraid to ask for help when I do not understand my class-woprk.44%

Q 63: My teachers talk to my parents about my academic progress.31%

PI 4 Dedicated staff.60%

Areas of concern:

Q 23:My teachers supervise the extra curricular activities in which I participate.49%

Q 25 My English teacher is always willing to help me with my schoolwork after classes are over.46%

Q 29:My teachers treat me as an individual.29%

School D

Goal 1: Academic and basic skills. 58%

Q 3: I enjoy school.54%

Q 5: I feel confident to ask my English teacher when I do not understand something.55%

Q 6: I am confident enough to ask all my teachers when I do not understand something.41%

Q 8:The choice of the subjects in my school is as wide as I need.52%

Goal 2:Provision of society with productive citsens.60%

Q 31: I obey school rules.20%

Q 34:I participate in the development of my community.37%

Q 35: I participate in the making of decisions in my community.26%

Q 37: I am proud of my school.47%

Q 40: My school has taught me how to be a responsible member of my community.50%

PI 1:Academic & administrative leadership: 52%

Areas of concern:

Q 11:My chances of getting good results are higher in this school than most oherts.47%

Q 12: My school has a reputation of high academic standards.49%

Q 13: Almost all students from this school get admitted into universirties.44%

Q 15: I always communicate/speak in English when out of class. 46%

Q 16: I always communicate in English when I am at home.47%

Q 20: COSC/IGCSE pass rates at my school are high.29%

PI 2 Clear school policy: 80%

Areas of concern: None

Q 41:Have you seen your school's handbook/prospetus.30%

Q 42: Have your parents seen your school's handbook/prospectus.40%

Q 49: I have developed leadership skills in my school. 50%

PI 3 Monitoring progress and getting parents' posted. 56%%

Q 52:My teachers tell me how well I am doing.46%

Q 53: Whenever I am having difficulty teachers usually know and give me help.48%

Q 55:After I have done homework teachers' talk to me about it.40%

Q 57:My English teacher gives me tests.38%

Q 61: I understand what my teachers say during the lessons. 43%

Q 62: I am too afraid to ask for help when I do not understand my class-woprk.47%

PI 4 Dedicated staff.70%

Q 23:My teachers supervise the extra curricular activities in which I participate.53%

Q 30: My teachers are always ready to listen to my problems.55%

School E

Goal 1: Academic and basic skills. 52%

Q 1: I enjoy my maths lessons.46%

Q 3: I enjoy school.21%

Q 8:The choice of the subjects in my school is as wide as I need.44%

Q 9: I am able to apply my mathematics knowledge in my everyday life.48%

Goal 2:Provision of society with productive citsens.70%

Q 34:I participate in the development of my community.46%

Q 35: I participate in the making of decisions in my community.23%

Q 40: My school has taught me how to be a responsible member of my community.39%

PI 1:Academic & administrative leadership: 58%

Areas of concern:

Q 15: I always communicate/speak in English when out of class. 49%

Q 16: I always communicate in English when I am at home.45%

PI 2 Clear school policy: 70%

Areas of concern:

Q 41:Have you seen your school's handbook/prospetus.20%

Q 42: Have your parents seen your school's handbook/prospectus.20%

Q 49: I have developed leadership skills in my school. 50%

PI 3 Monitoring progress and getting parents' posted. 56%

Q 52:My teachers tell me how well I am doing.46%

Q 53: Whenever I am having difficulty teachers usually know and give me help.37%

Q 54: I feel able to ask my teachers when I do not understand something.50%

Q 55:After I have done homework teachers' talk to me about it.36%

Q 57:My English teacher gives me tests.47%

PI 4 Dedicated staff. 54%

Q 23:My teachers supervise the extra curricular activities in which I participate.41%

Q 25: My English teacher is always willing to help me with my schoolwork after classes are over.42%

Q 27: My maths teacher cares about me.42%

Q 28: My English teacher cares about me. 42%.

Q 29: My teachers treat me as an individual.46%

Q 30: My teachers are always ready to listen to my problems.48%

School F

Goal 1: Academic and basic skills. 54%

Q 6: I am confident enough to ask all my teachers when I do not understand something.47%

Q 8:The choice of the subjects in my school is as wide as I need.45%

Q 9: I am able to apply my mathematics knowledge in my everyday life.49%

Goal 2:Provision of society with productive citsens.60%

Areas of concern:

Q 34:I participate in the development of my community.40%

Q 35: I participate in the making of decisions in my community.23%

PI 1:Academic & administrative leadership: 44%

Areas of concern:

Q 11:My chances of getting good results are higher in this school than most oherts.43%

Q 12: My school has a reputation of high academic standards.34%

Q 13: Almost all students from this school get admitted into universirties.40%

Q 15: I always communicate/speak in English when out of class. 38%

Q 16: I always communicate in English when I am at home.36%

Q 20: COSC/IGCSE pass rates at my school are high.18%

PI 2 Clear school policy: 60%

Areas of concern:

Q 41:Have you seen your school's handbook/prospetus.20%

Q 42: Have your parents seen your school's handbook/prospectus.30%

Q 49: I have developed leadership skills in my school. 30%

PI 3 Monitoring progress and getting parents' posted. 48%

Q 50: I get homework to do.48%

Q 52:My teachers tell me how well I am doing.40%

Q 53: whenever I am having difficulty teachers usually know and give me help.41%

Q 55:After I have done homework teachers' talk to me about it.45%

Q 56: My maths teacher gives me tests.43%

Q 57:My English teacher gives me tests.45%

Q 60: My teachers are fair when marking my tests.42%

Q 61: I understand what my teachers say during the lessons. 45%

Q 62 :I am too afraid to ask for help when I do not understand my class-work.48%

PI 4 Dedicated staff. 74%

Excellent

Appendix F

Teachers Interview schedule (at least one Mathematics & one English teacher from each of the schools in the sample)

Warm up:

Size of school: population, students/staff/administration/

(1) Goal 1 (Academic and basic skills).

1: **Breath and depth**: Does your curriculum have breath and depth (a variety of disciplines, content, and covering many skills).

2: Do you use **English** as a medium of communication with your students in your class all the time?

3: What **languages** do the students mostly use as a medium of communication on the school premises?

4: **Value added.** Considering your school intake, how much value do you think your school adds to the students. (Academic, non academic)

5: **Specialised equipment:** Do you have any specialised equipment and do you allow students to access them (subject equipment, computers, guidance & councillors, health, PE etc)

6: **Critical thinking:** Do you allow for freedom of expression & the development of students' own ideas & opinions in your lessons? and empowerment? i.e. prefect/monitor or subject responsibility.

7: **Monitoring Teaching:** Is there any monitoring system of the teaching that goes on in your classroom? How do you make sure that all the students have understood what is being taught. (Mixed ability or streaming?)

(11) Goal 2 Citizenry

Who is a productive citizen?

8: Do you prepare your students to be productive citizens? Explain how.

9: Do you encourage them to stand for their rights?

10: How is this incorporated in the curriculum?

11: How do you make sure that school rules are adhered to in this school?

12: Do you encourage your students to participate in the development of their community? How do you do it?

13: How do you encourage them to develop attitudes of **loyalty**? **Leadership skills** (how do you select your prefects?

(111) PI Dedicated &qualified teachers.

14: Dedication. What is a dedicated teacher?

A) Would you say that you are a dedicated teacher?

B) Do you participate in extra-curriculum activities with the students?

C) Do you mark the students' books regularly?

D) Do you help the students after classes /school?

E) Do you take them to trips?

F) Do you help in other duties apart from your teaching or designated duties?

I) Do you consistently up grade your own knowledge to provide the best possible chances for your students to learn? (Constantly improving yourself through insets/in-service workshops, further studies etc)

(IV) PI Clear school Policy

15:Are you involved in the strategic planning of your school?

16: Are all staff involved in the strategic planning of your school?

17: Does your school have a set of written policies/handbooks etc to guide you into the future?

18: Have you read your school handbooks? Have your students been given such handbooks?

19: Do you have school rules? How are they enforced? (What do you do to those who break them and those who obey most of them?)

20:Do you have a policy on homework? (Both for the teachers and the students)

21: Do you have a school policy on students leaving the school premises?

22: Do you have a school policy on students' punctuality to school?

(V) PI Monitoring school progress and getting parents posted

23: How often do you give and mark Maths/English homework?

24: How often do you check that learning is taking place during the lessons?

25: What do you do to those who do not seem to understand what is going on?

26: What skills do your assignments/tests examine? (Basic, analytical, recall, synthesis)

27: How often do you get to discuss the student's progress with the parents? (Parents evenings, reports)

(VI)PI Academic and administrative leadership.

28: Pass rate: Do you think that the COSC/IGCSE pass rate at this school is high? How about the pass rate in Maths and English?

29: **Academic Reputation:** Would you say that your school is recognised for its academic excellence? If not what is its' strongest point?

30: **Further education**: Do most of your students get admitted into further education institutions? (Both locally & internationally).

31:Would you say that the **staff morale** at your school is very high?

32: Do you have clear and open lines of communication in the school? How about **teacher-student relationship, teacher-admin relationships**.

33: Does the school structure provide for **clear accountability** at all levels?

34: Would you say that the senior management are **effective leaders**?

35: Would you say that your administrators are academic as well as **administrative** leaders?

36: Would you say that there is **teamwork spirit** in this school?

Thank you very much for taking your time to respond to these questions.

Appendix G

Principals' Interview schedule (a principal or a deputy principal or a director from each of the schools in the sample.

Warm up:

Size of school: population, students/staff/administration/

(1)Goal 1 Academic and basic skills.

1: Breath and depth: Does your curriculum have breath and depth (a variety of disciplines, content, and covering many skills).

2: Do you use **English** with your students and your staff all the time?

3: What **languages** do the students and the staff mostly use on the school premises?

4: Value added. Considering your school intake, how much value do you think your school adds to the students (numeracy, literacy and others)

5: Specialised equipment: Do you have any specialised equipment and do you allow students to access them (subject equipment, computers, guidance and counselling etc)

6: Critical thinking: Do you allow for **freedom of expression** & the development of students' and the staff's own ideas & opinions? (Students' representative council, staff representative committee)

7: Monitoring Teaching: Is there any monitoring system of the teaching that goes on in the classroom? How do you make sure that all the students have understood what is being taught?

8: Subject Relevance: Are subjects taught in this school relevant for the students future? Any omissions?

(11) Goal 2. Citizenry

9: Do you prepare your students to be **productive** citizens? Explain how.

11: Do you encourage them to **stand for their rights**?

12: How is this **incorporated in the curriculum**?

13: How do you make sure that **school rules** are adhered to in this school?

14: Do you encourage them to participate in the development of their **community?** How do you do it?

14: How do you encourage them to develop attitudes **of loyalty**? **Leadership** skills how are they **selected**?

(111) PI Dedicated&qualified teachers.

15: Teacher qualifications.

A: How many of your teachers have the following as their highest qualification?

COSC+PH, STC, BED, BA ED, B.Sc. Ed, Masters, PhD

B: Are all your teachers **qualified**?

C: Do all your teachers have **teaching experience** elsewhere apart from this school?

D: Do all your teachers use a **variety of teaching skills**? How do you know that this goes on in the classrooms?

E: Are any of your teachers involved in **external examinations**. How many?

16: Dedication. What is a dedicated teacher?

A: Would you say that all your teachers are **dedicated**?

B: Do all your teachers participate in **extra-curriculum activities** with the students?

C: Do all your teachers **mark** the students' books regularly?

D: Are all your teachers willing to help the students **after classes** /school?

17: Are all your teachers willing to help you in **other duties** apart from their teaching or designated duties?

(IV) PI Clear school Policy

18. Who is involved in the **strategic planning** in your school?

19: Do you **inform the teachers** about your school plans?

20: Does the school have any **handbooks** stipulating its' policy?

22: Have your **teachers, students and parents** been given school handbooks/prospects?

23: Do you have **school rules**? How are they **enforced**? (What do you do to those who **break them;** those **who comply**)

24: Do you have a policy on **homework**? (Both for the teachers and the students)

25: Do you have a school policy on **students leaving** the school premises?

26: Do you have a school policy on **students' punctuality** to school?

(V) PI Monitoring school progress and getting parents posted

25: How often do the **student/ parents** get progress reports?

26: What **skills** do your **assignments/tests** examine? (Basic, analytical, recall, synthesis)

27: How often do you get to **discuss** the student's progress with the **parents, staff**? (Parents evenings, reports, school request to see parents and vice-versa)

(VI) PI (Academic and administrative leadership).

27: What are the **chances** of your students getting excellent results from this school?

28: Pass rate: Do you think that the COSC/IGCSE **pass rate** at this school is high? How about the pass rate in Maths and English?

29: Academic Reputation: Would you say that your school is recognised for its **academic excellence**?

30: Further education: Do most of your students get admitted into further education institutions? (Locally and internationally, **Universities!**) any evidence!

31: Records of students' destinations: Do you keep records of where your students go after their completion of their studies in this school? (**Alumni**)

32: Would you say that the **staff morale** at this school is very high?

33: Do you have clear and **open lines** of communication in this school? Are they linear i.e. top to bottom, bottom to up, horizontal and vertical)

34: Does the school structure provide for clear **accountability** at all levels?

35: Are all **staff involved** in the strategic planning of your school? (Teamwork)?

36: Would you say that there is **teamwork spirit** in this school? (all staff, all kids, all administrations).

Thank you very much for taking your time to respond to these questions. Your school will receive an overview of the findings of this research in due course.

Appendix H

Lesotho Standardised Test

NO CALCULATORS ALLOWED

TIME :- 1 HOUR 15 MINUTES

Draw a ring around the answer that you think is correct for each question.

EXAMPLE : What is 7 – 3 ?

A 2 B 3 C 4 D 10 E 21

1. What is forty thousand, four hundred and four in numbers ?

A 4040 B 40404 C 400404 D 40000404 E 4404

2. What is the value of 8 in 98765 ?

A 8 B 80 C 800 D 8000 E 80000

3. What is $^3/_4$ as a decimal ?

A 0.3 B 0.4 C 0.34 D 0.25 E 0.75

4. $^1/_3 + {}^2/_3 = ?$

A $^2/_9$ B $^3/_4$ C $^1/_2$ D 1 E 3

5. How many minutes are there between 11.27 and 12.08 ?

A 41 B 19 C 84 D 74 E 64

6. A bar of chocolate costs M4.60. How much change is given from M20.00 ?

A M6.40 B M17.40 C M15.60 D M15.40 E M14.60

7. What is 10% as a fraction ?

A $^1/_{10}$ B $^1/_{100}$ C $^1/_2$ D $^0/_{10}$ E $^{10}/_1$

8. Which is the largest fraction ?

A $^1/_2$ B $^1/_3$ C $^2/_3$ D $^3/_4$ E $^3/_5$

9. A man took 18 minutes to cut down a tree. He finished at 9.04 am. What time did he start?

A 8.86 am B 9.22 am C 8.54 am D 9.18 am E 8.46 am

10. How many degrees are there in a right angle ?

A 0 B 45 C 90 D 180 E 360

11. $9.05 - 4.26 = ?$

A 4.79 B 4.01 C 5.01 D 5.31 E 4.81

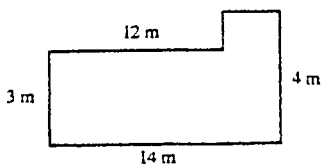
12. How many metres are there in 1 kilometre ?

A 10 B 1000 C 0.001 D 100 E 1000000

13. What is 8.25 pm on the 24 hour clock ?

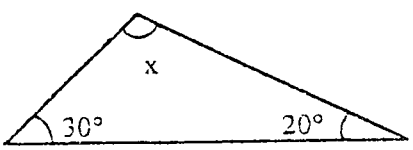
A 08.25 h B 13.25 h C 18.25 h D 22.25 h E 20.25 h

14. What is the perimeter of the figure below ?



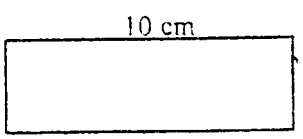
A 26 m B 33 m C 34 m D 36 m E 44 m

15. What is the value of x in the triangle below ?



A 30° B 40° C 50° D 130° E 150°

16. What is the area , in square centimetres , of the rectangle below ?



A 4 B 10 C 14 D 28 E 40

17. Six eggs cost M2.70. How much is each egg worth ?

A M1 B M4.50 C M0.45 D M0.04 E M16.20

18. What is the area of a square of side 8 cm (in square centimetres) ?

A 4 B 32 C 16 D 64 E 80

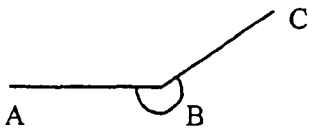
19. What is 10 % of 500 ?

A 5 B 25 C 50 D 5000 E 550

20. How many centimetres are there in 8 metres ?

A 8 B 80 C 800 D 8000 E 80000

21. What kind of angle is angle ABC ?



A Obtuse B Right C Acute D Reflex E Straight

22. In a school there are 400 pupils. There are 100 less girls than boys. How many girls are there in the school ?

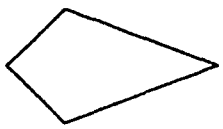
A 100 B 200 C 300 D 400 E 150

23. What is the next number in the following sequence ?

1 , 1 , 2 , 3 , 5 , 8 , 13 , ?

A 16 B 19 C 20 D 21 E 25

24. What is the name of the shape below ?



A Rhombus B kite C trapezium D Rectangle E Parallelogram

25. $(6+2)\times(6-2)=?$

A 12 B 24 C 32 D 16 E 46

26. A farmer has fifty-five sheep. In a snow storm all but nine die. How many does he have left ?

A 0 B 9 C 36 D 46 E 55

27. If I double 7 and then add 10 , what do I end up with ?

A 17 B 3 C 27 D 24 E 34

28. $13 \times 61 \div 61 = ?$

A 13 B 61 C 1361 D 793 E 1

29. What is the next number in this sequence ?

97 , 83 , 69 , 55 , ?

A 0 B 41 C 39 D 43 E 33

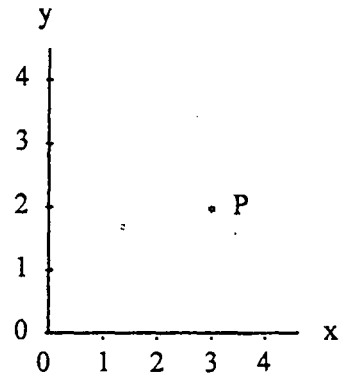
30. I have M50 and I buy 2 pies costing M5 each. How much do I have left ?

A M10 B M5 C M40 D M45 E M60

31. How many minutes are there in 2 hours ?

A 60 B 100 C 200 D 120 E 30

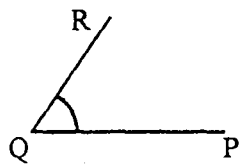
32. The coordinates of point P are ?



A (2,3) B (3,2) C (2,2) D (3,3) E (2,0)

---

33. The size of angle PQR , in degrees , is about ?



A 55 B 25 C 90 D 135 E 180

---

34. What is the value of $8 - 3 \times 2$?

A 2 B 7 C 10 D 14 E 5

---

35. What is 0.5 as a fraction ?

A $^1/_5$ B $^1/_2$ C $^0/_5$ D $^1/_{20}$ E $^1/_{50}$

---

36. I buy 5 pens at 40c each and 2 pencils at M1.25 each. How much do I pay ?

A M4.50 B M2.50 C 1.65 D M1.45 E M1.75

---

37. What is 19.499 to the nearest whole number ?

A 19 B 20 C 19.5 D 10 E 50

---

38. What is $^3/_5 \times {}^2/_3$?

A $^5/_{15}$ B $^3/_5$ C $^5/_8$ D $^9/_{10}$ E $^2/_5$

---

39. Which of the following lengths would be nearest to the height of a classroom door?

A 1 km B 1.7 cm C 2.1 m D 3.9 m E 2.5 mm

---

40. Three parcels weigh 8 kg altogether. One weighs 3 kg and the other two weigh the same as each other. The weight of each of these two parcels is ?

A 0.5 kg B 1 kg C 1.5 kg D 2 kg E 2.5 kg

---

41. Which of the following numbers is not a prime number?

A 1 B 2 C 3 D 5 E 7

42. A train was due to arrive at 1115 h. It was 30 minutes early. At what time did it arrive ?

A 1045 h B 1015 h C 1115 h D 1145 h E 1085 h

43. How many right angles is 270° ?

A 1 B 2 C 3 D 6 E one and a half

44. Which of the following is less than 3.995 ?

A 4 B 4.0005 C 3.99 D 3.999 E 3.9994

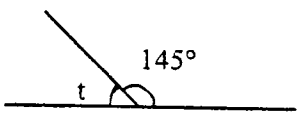
45. What is $^2/_3$ of 15 ?

A 30 B 10 C 15 D 5 E 9

46. My car is 3.75 m long. The school bus is 8.05 m long. How much longer is the school bus than my car ?

A 43 cm B 4.3 m C 4 m D 4.25 m E 4.80 m

47. What is the size of angle t, in degrees , in the diagram below ?



A 145 B 55 C 45 D 35 E 25

48. How many millilitres are there in 4.2 litres ?

A 4200 B 42 C 0.0042 D 0.042 E 0.42

49. What is the next number in the following sequence ?

1 , 4 , 9 , 16 , 25 , 36 , ?

A 47 B 49 C 45 D 64 E 72

50. I think of a number then half it and then add 3. The answer is 21. What is the number that I first thought of ?

A 45 B 18 C 24 D 36 E 42

Lesotho Standardised Test

Time One hour 30 minutes

Part One: Spelling.

In this section you will find a story which has words missing. Follow as the teacher reads out the story once, but without writing anything at this stage. The teacher will then read out the story again, giving you time to write the missing words in the gaps.

Part Two: Punctuation.

In this section you will find sentences from which all the full stops, capital letters, commas, speech marks and inverted commas have been removed. Write out the sentences replacing all the punctuation and putting in capital letters where neccessary.

Part Three: Reading and understanding.

In this section you will find a story about a boy who couldn't think of anything to take to school to show his class. Eventually he thought of something very clever. Read the story carefully and answer the questions that follow. Do not spend too much time on questions you cannot answer but go on to the ones you can answer. You must write all your answers on the answer sheet.

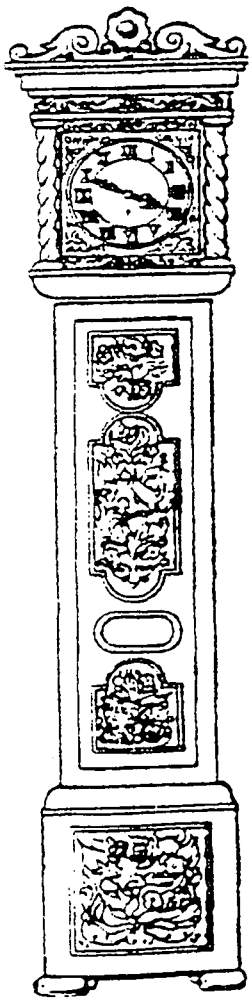
Part Four: Story writing.

In this section you will find three titles. Choose one and write about 150 words, but do not worry if you go over this number.

Good Luck!

The Clocks

High on a lonely hill there stood a dark, gloomy castle. Inside the castle, which was home to a dark, gloomy Duke, there were thirteen clocks, but not one of them would go.



The Duke was always cold. He wore three woollen jumpers, two suits and three pairs of gloves and he was _____ cold. Even the hands of his thirteen clocks were frozen. They had all stopped at the same _____, seven years earlier and since then it was always ten minutes to four in the castle. No matter how hard the Duke wound or _____, nothing whirred or ticked. The castle _____ sunk deep in an oppressive _____.

One day the Duke had _____: his niece and nephew, Selina and Marcus. They were intrigued by the castle and its clocks and did not _____ the cold and the gloom. They _____ into a room high in the _____ tower. There, on a shelf was the most _____ of all the clocks. Marcus _____ up on tiptoe to take it down but the _____ dust tickled his nose and made him

The clock _____ from his fingers and crashed to the floor. There it lay, shattered, its springs _____ and _____, its case in _____! The sound _____ all around the tower. As it died away, it was _____ by another sound. A sound that had not been _____ in the castle for the past seven years.

Section Two: Punctuation

Write out the following sentences putting in the correct punctuation.

1] couldnt you give him some sweets

_____

2] mr and mrs smith are going to zimbabwe in september arent they

_____

3] get out of here she shouted

_____

4] whats your name he asked

_____

5] which would you like carrots cabbages leeks or onions

_____

turn over

Read the story below and then answer the questions that follow.

The One That Got Away by Jan Mark

'And what do we have to remember to bring tomorrow?; Mrs Cooper asked, at half past three. Malcolm, sitting near the back wondered why she said 'we'. *She* wasn't going to bring anything.

'Something interesting, Mrs Cooper,' said everyone else, all together.

'And what are we going to do then?'

'Stand up and talk about it, Mrs Cooper'

'So don't forget. All right. Chairs on tables. Goodbye, Class Four.'

Goodbye, Mrs Cooper. Goodbye, everybody.'

It all came out ever so slow, like saying prayers in assembly. Class Four put its chairs on the tables, collected its coats and went home, talking about all the interesting things it would bring into school tomorrow.

Malcolm walked by himself. Mrs Cooper had first told them to find something interesting on Monday. Now it was Thursday and still he had not come up with any bright ideas. There were plenty of things that he had found interesting, but the trouble was, they never seemed to interest anyone else. Last time this had happened he had brought along his favourite stone and shown it to the class.

'Very nice, Malcolm.' Mrs Cooper had said. 'Now tell us what's interesting about it.' He hadn't known what to say. Surely anyone looking at the stone could see how interesting it was.

Mary was going to bring her gerbil. James, Sarah and William had loudly discussed rare shells and fossils, and the only spider in the world with five legs.

'It can't be a spider then,' said David who was eavesdropping.

'It had an accident,' William said.

Isobel intended to bring her pocket calculator and show them how it could write her name by punching in 738051 and turning it upside down. She did this every time but it still looked interesting.

Malcolm could think of nothing.

When he reached home he went up to his bedroom and looked at the shelf where he kept important things: his twig that looked like a stick insect, his marble that looked like a glass eye, the penny with a hole in it and the Siamese-twin jelly-babies, one red, one green and stuck together, back to back. He noticed that they were now stuck to the shelf, too. His stone had once been there as well, but after Class Four had said it was boring he had put it back in the garden. He still went to see it sometimes.

What he really needed was something that could move about, like Mary's gerbil or William's five-legged spider. He sat down on his bed and began to think.

Friday

On Friday, after assembly, Class Four began to be interesting. Mary kicked off with the gerbil that whirred round its cage like a hairy balloon with the air escaping. Then they saw William's lame spider, Jane's fossil, Jason's collection of snail shells stuck one on top of the other

like the leaning tower of Pisa, and David's bottled conkers that he had kept in an air-tight jar for three years. They were all still as glossy as new shoes

Then it was Malcolm's turn. He went up to the front and held out a matchbox He had chosen it very carefully. It was the kind with the same label top and bottom so that when you opened it you could never be sure that it was the right way up and all the matches fell out. Malcolm opened it upside down and jumped. Mrs Cooper jumped too. Malcolm threw himself down on hands and knees and looked under her desk.

'What's the matter?' Mrs Cooper said.
'It's fallen out!' Malcolm cried.
'What is it?' Mrs Cooper said, edging away.
'I don't know - it's got six legs and sharp knees... and sort of frilly ginger eyebrows on stalks - '. He pounced. 'There it goes.'
'Where?'
'Missed it,' said Malcolm. 'It's running under your chair, Mary.'

Mary squeaked and climbed on to the table because she thought that was the right way to behave when creepy-crawlies were about.

'I see it!' Jason yelled, and jumped up and down. David threw a book in the direction that Jason was pointing and James began beating the floor with a rolled-up comic.

'I got it - I killed it,' he shouted.
'It's crawling up the curtains,' Sarah said and Mrs Cooper, who was standing by the curtains, moved rapidly away from them.

'It's over by the door,' Mary shrieked, and several people ran to head it off. Chairs were overturned.

Malcolm stood by Mrs Cooper's desk with his matchbox. His contribution was definitely the most interesting thing that anyone had seen that morning. He was only sorry that he hadn't seen it himself.

turn over

Read the following passages from the story and tick the word or phrase which fits the passage best.

1] At the end of the day Mrs Cooper reminded Class Four that the next day that were to bring in something interesting. After school Malcolm walked home
a alone b in a group of friends c with James and Sarah d with Mrs Cooper

2] He was trying to think about what he could bring in to show his class. The last time he had brought his
a calculator b stone c penny with a hole in it d interesting marble

3] The other children discussed what they were going to bring. Mary decided she would bring her
a cat b mouse c gerbil d rabbit

4] When Malcolm got home he went into
a the kitchen b the garden c his bedroom d the lounge

5] and looked at all of his interesting things. What he really needed was something that
a could move b made a noise c was funny d was brightly coloured

6] On Friday after assembly, Class Four showed the interesting things they had brought. The first person to come to the front of the class was
a William b Mary c Sarah d Jason

7] Then came James with his fossil and David with his conkers. Soon it was Malcolm's turn, He went up to the front and held out a
a lego box b shoebox c matchbox d chocolate box

8] Malcolm opened his box upside down and jumped back in surprise. He got on his hands and knees to look under the desk. It had fallen out! All of the children started looking but they did not know exactly what they were looking for. Only Malcolm knew that they were looking for
a his interesting stone b a matchbox c an insect d nothing at all

Now answer these questions, making sure that you answer in full sentences:

9] *Malcolm opened it upside down and jumped.*
Mrs Cooper jumped too.
Mrs Cooper was clearly nervous. Find another word or phrase in the story which tells us that Mrs Cooper was not very happy that the contents of Malcolm's box had escaped.

_____

_____

turn over

10] *Malcolm opened it upside down and jumped.*
Choose six words from the Friday part of the story that tell us about the noise and movement in the classroom.

_____

_____

_____

11a] What did the class think Malcolm had in his box?

_____

11b] What do YOU think he had in his box?

_____

12] Why do you think the author chose "The One That Got Away"as a title for this story?

_____

_____

_____

Section Four: Story writing

Choose ONE of the following and write about it:

Either

1] Imagine that you won M250,000 on the lottery. Write about what you would do with all that money.

Or

2] Write a review of a book you have really enjoyed this year. Imagine that you have been asked to write this for a popular teenage magazine. Say what you liked about it, the best characters, the best parts of the book and why you would recommend it.

Or

3] Now that you are about to leave your primary school, what do you think you are going to miss most about it? Wrie about your thoughts and fears as you look back over your primary school years and at the same time look forward to your future.

	School performance per goal and per performance indicator										
Goal 1	Academic & basic skills				(1-10)						
	Questions	1	2	3	4	5	6	7	8	9	10
	School A	1.6	1.3	1.6	2.2	1.7	2.6	1.9	2.1	2.5	1.6
	School B	2.0	1.7	1.3	2.3	2.3	2.8	1.9	2.5	2.7	2.1
	School C	1.9	1.3	1.3	2.1	1.7	1.8	2.0	2.1	2.1	1.3
	School D	1.6	2.1	2.3	1.6	2.3	3.0	1.8	2.4	2.2	1.7
	School E	2.7	2.1	3.9	2.4	1.7	2.3	2.5	2.8	2.6	1.4
	School F	2.2	1.8	1.8	2.5	2.3	2.7	2.1	2.7	2.5	1.9
	Mean	2.0	1.7	2.0	2.2	2.0	2.5	2.0	2.4	2.4	1.7
	Questions	1	2	3	4	5	6	7	8	9	10
	School A	67.3	73.3	68.0	56.7	66.7	48.7	62.7	58.0	50.7	68.0
	School B	60.0	66.0	74.0	54.7	54.7	44.0	62.7	49.3	46.7	58.7
	School C	62.5	73.1	74.4	58.8	65.6	63.1	59.4	57.5	57.5	74.4
	School D	67.1	58.7	54.2	67.1	54.8	40.6	63.9	51.6	55.3	66.7
	School E	46.2	58.5	21.5	51.5	65.4	53.1	50.8	44.6	48.5	71.5
	School F	56.8	64.5	63.9	50.3	54.2	46.5	57.4	45.2	49.7	61.9
	Mean	60.0	65.7	59.3	56.5	60.2	49.3	59.5	51.0	51.4	66.9
Goal 2	Citizenry	(31-40)									
		31	32	33	34	35	36	37	38	39	40
	School A	0.8	0.9	0.8	0.3	0.1	0.8	1.0	0.9	0.9	0.7
	School B	0.9	0.9	0.8	0.7	0.5	0.8	0.5	0.7	1.0	0.5
	School C	1.0	0.9	0.7	0.7	0.2	0.9	0.7	0.9	0.9	0.8
	School D	0.2	0.7	1.0	0.4	0.3	0.8	0.5	0.8	0.8	0.5
	School E	0.8	0.9	0.8	0.5	0.2	0.8	0.7	0.8	0.7	0.4
	School F	0.6	0.7	0.8	0.4	0.2	0.6	0.5	0.7	0.9	0.5
	Mean	0.7	0.8	0.8	0.5	0.3	0.8	0.6	0.8	0.9	0.6
	Question	31	32	33	34	35	36	37	38	39	40
	School A	83.3	93.3	76.7	26.7	13.3	76.7	96.7	93.3	93.3	66.7
	School B	86.7	86.7	80.0	73.3	50.0	76.7	53.3	70.0	100.0	50.0
	School C	96.8	87.1	67.7	71.0	22.6	93.5	70.0	90.0	90.0	80.0
	School D	20.0	66.7	96.7	36.7	26.7	80.0	46.7	80.0	80.0	50.0
	School E	80.8	88.5	76.9	46.2	23.1	76.9	69.2	80.8	73.1	38.5
	School F	63.3	73.3	76.7	40.0	23.3	60.0	53.3	66.7	86.7	46.7
	Mean										
PI, 1	Academic &administrative leadership							(11-20)			
		Mean score									
		11	12	13	14	15	16	17	18	19	20
	School A	2.2	1.5	2.5	2.3	2.6	2.4	2.9	1.9	2.5	2.0
	School B	2.8	3.1	3.3	2.0	2.5	2.8	2.0	1.7	2.0	3.2

	School C	2.3	3.2	3.3	2.2	2.8	2.3	3.1	1.9	2.6	3.5				
	School D	2.6	2.5	2.8	2.4	2.7	2.6	1.4	1.8	1.9	3.6				
	School E	2.1	1.5	2.1	2.1	2.6	2.8	1.8	2.2	2.0	1.8				
	School F	2.8	3.3	4.0	2.2	3.1	3.2	1.8	2.1	1.5	4.1				
	Mean	2.5	2.5	3.0	2.2	2.7	2.7	2.2	1.9	2.1	3.0				
	Question	11	12	13	14	15	16	17	18	19	20				
	School A	55.3	70.7	50.0	54.0	48.0	52.0	42.7	62.0	50.7	60.0				
	School B	43.2	37.4	34.2	60.0	50.3	44.5	60.0	65.8	60.6	35.5				
	School C	53.1	36.9	35.0	55.6	43.1	53.1	38.8	61.9	48.1	29.4				
	School D	47.3	49.3	44.0	51.3	46.0	47.3	72.7	63.3	62.0	28.7				
	School E	58.5	69.2	57.7	58.5	48.5	44.6	64.6	55.4	60.0	64.6				
	School F	43.2	34.2	20.6	55.5	38.7	36.1	63.2	58.7	69.0	18.7				
	Mean	50.1	49.6	40.3	55.8	45.8	46.3	57.0	61.2	58.4	39.5				
PI, 2	**Clear school policy (42-49)**														
		Mean score													
		41	42	43	44	45	46	47	48	49					
	School A	0.1	0.1	1.0	1.0	0.9	1.0	1.0	0.9	0.6					
	School B	0.1	0.3	1.0	0.7	0.9	0.9	0.9	0.9	0.3					
	School C	0.3	0.4	1.0	0.9	0.8	0.8	0.8	0.9	0.5					
	School D	0.8	0.7	0.8	0.8	0.6	0.8	0.9	0.8	0.6					
	School E	0.2	0.2	1.0	0.8	0.7	0.8	0.8	0.8	0.5					
	School F	0.2	0.3	0.9	0.7	0.6	0.8	0.8	0.8	0.3					
	Mean	0.3	0.3	0.9	0.8	0.8	0.8	0.9	0.9	0.5					
		41	42	43	44	45	46	47	48	49					
	School A	10.0	10.0	100.0	100.0	90.0	100.0	100.0	90.0	60.0					
	School B	10.0	30.0	100.0	70.0	90.0	90.0	90.0	90.0	30.0					
	School C	30.0	40.0	100.0	90.0	80.0	80.0	80.0	80.0	50.0					
	School D	80.0	70.0	80.0	80.0	60.0	80.0	90.0	80.0	60.0					
	School E	20.0	20.0	10.0	80.0	70.0	80.0	80.0	80.0	50.0					
	School F	20.0	30.0	90.0	70.0	60.0	80.0	80.0	80.0	30.0					
	Mean	30.0	30.0	90.0	80.0	80.0	80.0	90.0	90.0	50.0					
PI, 3	**Monitoring progress & getting parents posted (50-65)**														
		Mean score													
		50	51	52	53	54	55	56	57	58	59	60	61	62	63
	School A	2.1	1.5	3.4	3.3	2.4	3.4	1.5	1.7	1.0	1.3	1.8	2.0	2.1	3.0
	School B	2.7	2.1	3.5	3.5	2.5	2.7	2.1	2.5	1.6	1.5	2.3	2.8	2.8	4.8
	School C	2.1	1.7	2.8	2.7	2.1	2.1	1.6	2.4	1.4	1.7	2.0	2.3	2.8	3.4
	School D	1.9	1.8	2.7	2.6	2.3	3.0	1.3	3.1	1.5	1.4	2.3	2.6	2.7	2.3
	School E	1.8	2.2	2.7	3.2	2.5	3.2	1.7	2.7	1.2	1.4	1.9	2.2	2.3	2.1
	School F	2.6	2.0	3.0	2.5	3.0	2.7	2.8	2.8	1.8	2.2	2.9	2.8	2.6	3.6
	Mean	2.2	1.9	3.0	2.9	2.4	2.9	1.8	2.5	1.4	1.6	2.2	2.4	2.5	3.2
		50	51	52	53	54	55	56	57	58	59	60	61	62	63

	School A	57.3	69.3	32.0	34.7	52.7	32.0	70.0	65.3	79.3	73.3	64.0	60.0	58.0	40.7
	School B	46.7	57.3	29.3	30.7	50.7	45.3	57.3	50.7	68.7	70.7	54.7	44.7	44.7	4.0
	School C	57.2	65.5	44.8	46.9	58.6	57.9	68.3	52.4	71.0	66.2	59.3	53.1	44.1	31.7
	School D	62.7	64.0	46.7	48.3	54.7	40.0	74.7	38.7	70.0	72.0	54.0	48.0	46.7	54.7
	School E	63.1	55.4	46.2	36.9	50.0	36.2	65.4	46.9	76.2	71.5	61.5	56.9	53.1	57.7
	School F	47.7	59.4	40.0	49.0	40.0	45.8	43.2	44.5	63.9	56.8	41.9	44.5	47.7	28.4
	Mean	55.8	61.8	39.8	41.1	51.1	42.9	63.1	49.8	71.5	68.4	55.9	51.2	49.0	36.2
PI, 4	**Dedicated & qualified staff (21-30)**														
		Mean score													
		21	22	23	24	25	26	27	28	29	30				
	School A	2.0	1.1	3.1	1.9	2.4	1.8	2.8	2.1	3.0	2.7				
	School B	1.3	1.7	2.6	2.2	3.4	1.7	1.9	2.4	2.9	2.6				
	School C	1.3	1.1	2.6	1.7	2.7	1.4	1.8	2.0	3.5	2.2				
	School D	0.9	1.4	2.3	1.2	1.0	1.2	1.3	1.3	1.7	2.2				
	School E	1.4	1.4	3.0	1.4	2.9	2.1	2.9	2.7	2.7	2.6				
	School F	1.7	1.6	1.9	1.1	1.4	1.2	1.4	1.2	1.7	1.4				
	Mean	1.4	1.4	2.6	1.6	2.3	1.6	2.0	1.9	2.6	2.3				
		21	22	23	24	25	26	27	28	29	30				
	School A	60.7	77.1	37.1	61.4	52.9	63.6	45.0	57.9	40.7	46.4				
	School B	73.3	66.0	48.7	56.0	32.0	66.7	61.3	52.7	42.7	48.0				
	School C	74.4	77.5	48.1	65.6	46.3	72.5	63.1	60.0	29.4	55.6				
	School D	82.7	72.7	53.3	75.3	79.3	75.3	73.3	73.3	65.3	55.3				
	School E	72.3	71.5	40.8	71.5	42.3	58.5	42.3	46.9	46.2	48.5				
	School F	66.0	68.0	62.0	78.0	71.3	76.0	72.7	76.0	65.3	72.7				
	Mean	71.6	72.1	48.3	68.0	54.0	68.8	59.6	61.1	48.3	54.4				

	Goal 1	Goal 2	PI 3	PI 4	PI 5	PI 6
School A	1.9	0.7	2.3	0.7	2.2	2.3
School B	2.1	0.7	2.5	0.7	3.0	2.3
School C	1.8	0.8	2.7	0.7	2.2	2.0
School D	2.1	0.6	2.4	0.8	3.4	1.5
School E	2.4	0.7	2.1	0.6	2.2	2.3
School F	2.3	0.6	2.8	0.6	2.6	1.3
Mean	2.1	0.7	2.5	0.7	2.6	2.0

	Goal 1	Goal 2	PI 3	PI 4	PI 5	PI 6
School A	62.0	70.0	54.0	70.0	56.0	54.0
School B	58.0	70.0	50.0	70.0	40.0	54.0
School C	64.0	80.0	46.0	70.0	56.0	60.0
School D	58.0	60.0	52.0	80.0	32.0	70.0
School E	52.0	70.0	58.0	60.0	56.0	54.0
School F	54.0	70.0	44.0	60.0	48.0	74.0
Mean	58.0	70.0	50.7	68.3	48.0	61.0

	Goal 1	Goal 2	PI 3	PI 4	PI 5	PI 6

School A	1.9	0.7	2.3	0.7	2.2	2.3
School B	2.1	0.7	2.5	0.7	3.0	2.3
School C	1.8	0.8	2.7	0.7	2.2	2.0
Mean	1.9	0.7	2.5	0.7	2.5	2.2

	Goal 1	Goal 2	PI 3	PI 4	PI 5	PI 6
School D	2.1	0.6	2.4	0.8	3.4	1.5
School E	2.4	0.7	2.1	0.6	2.2	2.3
School F	2.3	0.6	2.8	0.6	2.6	1.3
Mean	2.3	0.6	2.4	0.7	2.7	1.7

	Goal 1	Goal 2	PI 3	PI 4	PI 5	PI 6
Public	1.9	0.7	2.5	0.7	2.5	2.2
Private	2.3	0.6	2.4	0.7	2.7	1.7
Mean	2.1	0.7	2.5	0.7	2.6	2.0

	Goal 1	Goal 2	PI 1	PI 2	PI 3	PI 4
School	62.0	70.0	54.0	70.0	56.0	54.0
School	58.0	70.0	50.0	70.0	40.0	54.0
School	64.0	80.0	46.0	70.0	56.0	60.0
School	58.0	60.0	52.0	80.0	32.0	70.0
School	52.0	70.0	58.0	60.0	56.0	54.0
School	54.0	70.0	44.0	60.0	48.0	74.0
Mean	58.0	70.0	50.7	68.3	48.0	61.0