CHAPTER TWO

REVIEW OF LITERATURE.

2.1. INTRODUCTION.

Research and practice in the area of school effectiveness has been one of the major changes in educational thinking since the 1960s. The findings of school effectiveness research are also increasingly used in educational debate and school effectiveness has become a major factor in the movement for educational reform in highly developed as well as in developing countries (Creemers, Peters, & Reynolds, 1989).

Scheerens (1992) identified five areas of research which were relevant to school effectiveness as the research into equality of opportunity, economic studies of education production functions, the evaluation of compensatory programs, studies of effective schools and the evaluation of school improvement programs, and studies of the effectiveness of teachers and teaching methods.

The research in the 1960s investigated the effect of school on student achievement by analyzing large input-output samples and identified student background as the most powerful determinant of achievement. In the United States, The Coleman Report, Equality of Educational Opportunity (1966), claimed that
schools made no difference and teaching was unimportant. Similarly, in Britain, The Plowden Committee (1967) reported that parental attitudes had more influence on primary school children's performance than the school.

Subsequent studies in the 1970s revealed substantial evidence that schools did make a difference. Researchers were able to challenged the 1960s skepticism by emphasizing the process rather than the input correlates of school output, as well as more in-depth investigation of smaller sample of schools (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979). The focus of all the research was on identifying the differences between schools and discovering what contributed to the differences (Weber 1972). The main outcome of this period of school-effectiveness research was the Five-factor model of school effectiveness by Edmonds (1979).

In the 1980s, researchers considered additional school inputs and school level processes. Researchers also isolated specific school attributes that mattered most and further concluded that all those on the process side of the dynamic were alterable (Stringfield & Herman, 1996). Researchers also began to use increasingly sophisticated statistical procedures to large sample studies, such as hierarchical linear modeling. Apart from the traditional school-effectiveness research, there was a large body of instructional-effectiveness research which was directed at the classroom level (Brophy & Good, 1986; Sharan & Shachar, 1990).

Recently, various effectiveness studies have combined school- and classroom-level variables in multi-level models of educational achievement (Mortimore, Sammons, Stoll, Levis, & Ecob, 1988).
Although school-effectiveness research has led to identification of features common to effective schools and to the establishment of criteria for measuring school effectiveness, a review of the literature revealed many conceptual and methodological shortcomings (Purkey & Smith, 1983). Furthermore, different researchers have used different methods and measures, and defined an effective school differently in their research (Frederick, 1987). However, researchers have been able to formulate models about characteristics of a school that can make a difference in overall performance, and in preferring to define school effectiveness as referring either to students' academic achievements or to their retention within the school system.

In conclusion, schools do have substantial effects on students and that there are processes that work across schools to maximize their outcomes. It is important to consider the relationships between school factors (such as policies, leadership and culture) and classroom processes. While existing school effectiveness research helps by providing an analysis of the key determinants of school effectiveness, its limitations include weak theoretical basis and the fact that the number of reviews on this area exceeds the number of empirical studies.

The review of school effectiveness and effective schools literature in this chapter will explore and reveal the development of conceptual theories and methodologies used in identifying the correlates of effective schools that are used in this study.
2.2. HISTORICAL DEVELOPMENT OF THEORIES.

Coleman (1966) studied the educational opportunities available to different racial and ethnic groups under the Headstart program. He related school resources to pupil achievement by collecting data from over 4000 schools and the administration of standardized tests of ability and achievement to 645,000 pupils. His report, Equality of Educational Opportunity, concluded that differences in resources and facility between schools within geographic regions only accounted for a small percentage of differences in pupil's attainment. Jencks and colleagues (1972) reworked on Coleman's data, and in their report, Inequality, concluded that the most important determinant of educational attainment was family background. Both reports were criticized as excessively narrow in its use of quantitative data and standardized test scores as basis of judgement. Critics contended that economic status was only one, but not necessarily the most important outcome of education.

Weber (1971) studied four successful schools and found his hypothesis that inner-city schools could be successful in teaching reading was proven. In his report, Inner-City Children Can Be Taught to Read (1971), he concluded that these successful schools had practices which the unsuccessful schools did not have. He located eight factors that contributed to their success: strong leadership in that the principal is instrumental in setting the tone of the school, deciding on instructional strategies, organizing and distributing the schools' resources; high expectations for all
students; orderly, relatively quiet and pleasant atmosphere; strong emphasis on pupil acquisition of reading skills; additional reading personnel; use of phonics; individualization; careful and frequent evaluation of pupil progress.

Four other studies completed before 1979 in New York, Pennsylvania, Delaware and Maryland, extended Weber’s findings and summarized the factors characteristic of the group of schools as a whole but not necessary present in each school. The factors were strong principal leadership and principal participation in the classroom; higher expectations on the part of the principal of student and teacher performance, greater and more pertinent principal and teacher experience, warm and responsive teachers, teachers place more emphasis on cognitive development by providing opportunities for students to experiment, teachers have higher expectations of students to graduate and go to college, and lastly, more satisfactory parent-teacher relationships.

Bidwell and Kasarda (1975) explored the relationship between school district organization and student achievement In a study of 104 school districts in Colorado, they explored the links between school district size, organization, staffing, professional staff support, fiscal resources and other elements on academic achievement. They concluded tentatively that variations at school district level have a significant relationship to achievement.

By the mid-1970s, school effectiveness research was no longer a response to finding solutions to counter problems associated with poverty and race. Researchers were now searching for successful schools and acceptable ways of
identifying them. Studies were conducted by comparing pairs of schools matched as high-achieving and low-achieving. A study by the State of New York's Office of Education Performance Review (1974) compared two inner-city schools and identified the differences between the two schools as factors contributing to the differences in student performance were under the control of the schools. It also concluded that administrative behavior, policies, and practices in the schools had significant impact on school effectiveness; the more effective inner-city school had an effective administrative team which provided a good balance between management and instructional skills; the more effective school had a plan for dealing with reading problems and had it implemented throughout the school; many professional personnel in the less effective school were pessimistic about their ability to have an impact on the students; children in the less effective school were apathetic, disruptive, or absent.

The Search for Effective Schools project (1974) studied schools in inner-city Detroit which served predominantly poor and minority pupil population. The study was conducted in 20 schools and 2500 pupils were randomly sampled. The mean mathematics and reading scores for the 20 schools were compared with citywide norms. An effective school was defined as being at or above the city average grade equivalent in math and reading. Conversely, an ineffective school was defined as one below the city average.

Madden et al. (1976) conducted a more extensive study in California where 21 pairs of elementary schools were matched on the basis of student characteristics and
performance. The important factors affecting achievement in the effective schools included strong support from the principal; teachers were task-oriented and applied appropriate principles of learning; classroom atmosphere was conducive to learning; more evidence of student monitoring process, student effort, and happier children; teachers spent more time on social studies, reading/language development and science, and less time on mathematics and physical education; a large number of adult volunteers in mathematics classes and use of teacher aides for non-teaching tasks; higher levels of access to ‘outside-the-classroom’ materials; teachers perceived their faculty had less influence on educational decisions; higher support services from the district administration; fewer groupings in the classroom for the purposes of instruction; teachers were more satisfied with various aspects of their work.

The findings reinforced the relevance of the institutional elements of leadership, expectations, atmosphere, and instructional emphasis to student performance.

Brookover et al. (1979) studied a random sample of elementary schools in Michigan and concluded that school social systems had impact on school performance. Besides specific features of the schools’ social structure, the study considered such characteristics as school size, attendance rates, the personnel-student ratio, teachers’ qualifications and training. They concluded that variations in student performance between improving and declining schools were due to teachers emphasizing the accomplishment of basic reading and mathematics objectives; believing that all their students could master the basic objectives and perceiving their principal shared this belief. They also concluded that teachers had high expectations
of their students and believed they would complete high school or college; both teachers and principals assumed responsibility for teaching the basic reading and mathematics skills; teachers also spent more time in direct reading instruction; the principal was an instructional leader and assumed responsibility for the evaluation of the achievement of basic objectives; the school staffs had a greater acceptance of the concept of accountability and were more likely to experience some tension and dissatisfaction with the existing conditions; less overall parent involvement but higher levels of parent initiated involvement; a low emphasis on compensatory education program.

Edmonds and Frederiksen (1973) postulated that there were schools which were successful in teaching basic skills to all children. Their study on a group of 20 Detroit inner-city elementary schools showed eight to be above the city average in mathematics, nine in reading and five in both. The schools matched for economic status, racial and other characteristics but a comparisons between the schools showed performance differences independent of family background. In their findings they recommended that future studies of school and teacher effectiveness consider the stratification design as a means for investigating the separate relationship of programs and policies for pupils of differing family and social background. They also recommended that studies of school effectiveness should be multivariate in character and use of longitudinal records of pupil achievement from a variety of areas of school learning.

In Effective Schools for the Urban Poor (1979), Edmonds repeated the conclusion
that differences in performance between effective and ineffective schools could not be attributed to differences in pupils' social class and family background. His definition of an effective school was one that 'bring the children of the poor to those minimal masteries of basic school skills that now describe minimally successful pupil performance for the children of the middle class'. He summarized the characteristics of effective schools as strong administrative leadership to bring together the separate elements of good schooling; a climate of high expectation in which no student was permitted to fall below minimum levels of achievement; an orderly, quiet, and conducive school atmosphere; priority on acquisition of basic school skills by pupils; the availability of some means to frequently monitor pupil progress.

Edmonds also concluded by stating that no one model explained school effectiveness for the poor or any other social class subset.

By the 1980s, formulations of effective schools from the various effective schools research were adopted by various Departments of Education. The Ohio Department of Education (1981) formulated seven principles of effective schools which included a sense of mission; strong leadership by principals, high expectations for all students and staff, frequent monitoring of student progress, a positive learning climate, sufficient opportunity to learn, and parent/community involvement. South Carolina and Connecticut made direct use of Edmonds' 5-Factor model.

Block (1983) cited effective schools variables as teacher education and training, experience, verbal ability, effective instructional strategies, good teacher–administration relations, high teacher morale, teachers' respect for the principal, a
family climate, teachers’ input but not control over curriculum, the principal facilitating an academic climate and active in hiring and in the classroom, active monitoring of student progress, safe environment and strong discipline, and parental involvement.

Purkey and Smith (1983) cited effective schools variables as teacher collegiality, sense of community experimentation with teaching, involvement in decision making, staff development, the principal being a leader, a culture of achievement with maximum learning time, high expectations for students, an academic curriculum with few electives, clear goals, order and discipline, and school autonomy.

Throughout the 1980s, the effective schools movement continued to gain impetus and legal recognition through legislation. An Act of Congress in 1988 – the Hawkins-Stafford amendments – included a provision to define, support and subsequently fund school improvements that were based on an effective schools formula. The Public Law 100-297, also made a variety of references to ‘school effectiveness’. It identified factors of effective schools as strong and effective administrative and instructional leadership that created consensus on instructional goals and organizational capacity for instructional problem solving; emphasis on the acquisition of basic and higher order skills; a safe and orderly environment that allowed teachers and pupils to focus their energies on academic achievement; a climate of expectation that virtually all children could learn under appropriate conditions; continuous assessment of students and programs to evaluate the effects of instruction.

Lezotte (1989) and other researchers of the late eighties popularized the
Five-Factor theory of school effectiveness as possessing strong principal leadership and attention to instructional quality; a pervasive and broadly understood instructional focus; an orderly, safe climate conducive to teaching and learning; teacher behavior that conveyed the expectation that all students were expected to obtain at least a basic mastery of simple skills; the use of measures of pupils' achievement as the basis for program evaluation.

Corcoran and Wilson (1989) studied exceptionally successful secondary schools generated a list of common elements in their effective schools that had similarities with findings from the British secondary schools studies. Their common elements were a positive attitude towards the students by teachers and the principals; strong and competent leadership; high expectation and standards; an emphasis upon high achievement in academic subjects; high committed teaching staff; intensive and personal support services for at-risk students; stable leadership and public support in the catchment area of the school for period of years sufficient to implement new policies.

Coyle and Witcher (1992) cited effective schools variables as teachers satisfied with jobs, higher teacher morale, agreement with principal's vision, collegial atmosphere, teacher involvement in decision-making, experimentation with learning, the principal took a strong leadership role, spent significant portion of the day on instruction-related activities, a culture where achievement was emphasized and expectations for students were high, low student-teacher ratio, consistent and enforced rules, and central support of the schools.
Downer (1991) cited effective schools variables as effective teachers and instructional strategies, teacher decision making and collaboration, strong leadership of the principal, a culture that emphasized achievement and where expectations for students were high, clear goals and mission, positive relations with administrative management, and positive relations with parents.

In the United Kingdom, the early school effectiveness research sought to show that the outcomes of schools were not determined by the academic and social background of their intakes of pupils. Besides measuring academic outcomes, other factors such as rates of attendance, rates of delinquency, and levels of students' behavior problems were also measured.

Rutter et al. (1979) studied within-school factors which determined school effectiveness. In the Fifteen Thousand Hours, within-school factors determining high levels of effectiveness were a balance of intellectually able and less able children in the school; a system of rewards and punishments; a school environment conducive for work and learning; opportunities for children to take responsibility and to participate in the running of their school lives; made good use of homework; set clear academic goals; an atmosphere of confidence as to their pupils' capacities; teachers modeled good behavior by means of good time-keeping and willingness to deal with pupil problem; good classroom management; and firm leadership combined with democratic decision-making from the Head-Teacher.

The study by Rutter et al. (1971) also found class size, school size, and age and physical characteristics of school buildings did not have impact on school
effectiveness.

The Reynolds studies (1976; 1985) utilized detailed observation of schools and the collection of a large range of data on students' attitudes to school, teachers' perceptions of students, within-school organizational factors and school resource levels. The findings revealed factors associated with school effectiveness as high proportion of pupils in authority positions; low levels of institutional control; positive academic expectations; low levels of coercive management; high levels of student involvement; small overall size; more favorable teacher/pupil ratios; more tolerant attitudes to enforcing of certain rules regarding 'dress, manners and morals'.

Besides the research on secondary school processes, studies on effective primary schools were also carried out. Mortimore et al. (1988) studied fifty randomly selected London primary schools over a period of four years, and traced the academic and social progress of 2000 pupils. The research identified and attributed schools which were effective in both academic and social areas to possessing principals who exercised purposeful leadership by understanding the school needs and sharing power with the staff; involvement of the Deputy Head in policy decisions; involvement of teachers in decision-making regarding curriculum, teaching and spending; consistency in the form of continuity of staffing and teaching approach; intellectually challenging teaching using higher order questions and problem-solving; work-centered environment with low noise level and movement; maximum communication between teachers and pupils; record-keeping of student progress, teachers' planning and assessment; parental involvement in reading at home, helping in the classroom and on
educational visits; a positive climate; limited focus within sessions with teachers devoting their energies to one particular subject area at a time.

In recent years, study of school effectiveness addressed both the school-level as well as the classroom-level variables. It utilized a combination of quantitative and qualitative techniques to analyze data at both the school and the classroom level. One major study carried out in the United States was the Louisiana School Effectiveness Study (Teddle and Stringfield, 1993). Differences between effective and ineffective schools were found in terms of the presence in effective schools of factors which included higher time-on-task, the presentation of new material, the encouragement of independent practice, the possession of high expectations, the use of positive reinforcement, a small number of interruptions, firm discipline, a friendly ambience, students' work being displayed, and the physical state and appearance of the classroom.

In Canada, most of the effective school studies were concerned with the examination of school climate, effective leadership and teacher effectiveness. The various studies found effective leadership had links with effective schools and effective teaching (O’Neill, 1988; Renihan & Renihan, 1984; Sackney, 1988). Besides, a study by Brown (1987) found school-based management improved teacher, student, and parent levels of satisfaction but did not produce higher grade scores. Coleman and LaRocque (1990) studied the relationship between school district ethos and school effectiveness in 10 school districts. Their findings suggested that school ethos was more important to school effectiveness than the level of spending. They
also established the importance of the role of parental involvement in the programs of effective school districts.

Effective school research in Norway were mostly initiated and controlled by the national government. In the sixties and seventies, most of the studies were evaluative studies, and concerned with effects of comprehensive schooling (Sanden, 1971, 1972; Hauge, 1974). A number of evaluative studies confirmed the hypotheses that an important factor in determining teaching and behavior in school was school culture or climate (Reynolds et al., 1994).

Tveiten (1975), using teacher questionnaires, conducted a large-scale study which included 71 primary schools, concluded that climate variations between schools were determined by the headmaster’s support and relationship with the staff, and teacher involvement and co-operation. Other studies conducted on secondary schools confirmed the findings (Blichfeldt, 1985; Vasstrom, 1985).

The Bergen project (1978-1981) investigated students’ developmental processes and learning difficulties in school. The findings established that students’ individual cognitive abilities were significant in explaining the variations in student achievements in mathematics and reading. Birkemo (1986) studied two lower secondary schools and confirmed that factors that were significant in determining students achievement and development in mathematics and Norwegian were teachers giving clear and understandable information, positive interaction between students, and between students and teachers.

In the Netherlands, studies on effective schools were attempts to replicate the
American research in investigating the relation between the five school characteristics and the effectiveness of schools (Reynolds et al., 1994). Vermeulen (1987) studied 22 schools and found that of the five characteristics, only 'an orderly atmosphere aimed at the stimulation of learning' was related to learning achievement. Another study on school leaders in secondary education by Brandsma and Stoel (1987) investigated the relationship between school effectiveness and educational leadership, school management aspects, and individual school leader characteristics. Their findings revealed that the most important factor in determining the effectiveness of school was educational leadership. Additionally, among the factors of educational leadership, the percentage of time that school leaders spent on educational matters and on the evaluation of pupil achievement were most important. School management aspects and individual school leader characteristics were of less importance. But research on the relations between the educational leadership of school leaders and pupil achievements in primary schools proved to be negative (Van de Grift, 1987a; 1987b). Van der Hoeven-van Doorman and Jungbluth (1987) also found no relations between effective school characteristics and school outputs. According to Reynolds et al. (1994), effectiveness characteristics found in foreign research were not found in the Dutch studies because the output variables were aggregated to school level.

Bosker and van der Velden (1989) conducted study in secondary education and found cohesive schools with a positive school climate to be effective in terms of efficiency and educational aspirations. Bosker, Kremers, and Lughart (1990) found that although there were links between social background and educational chance,
variations between classes and schools were most importantly determined by instructional characteristics such as attitudes towards results and time on task.

A contribution to the body of international literature of school effectiveness from Netherlands was its studies on system differences. Van Batenburg and Brandsma (1990) investigated the differences in effectiveness between public, Protestant, and Roman Catholic schools. Their findings supported that Roman Catholic schools were more effective because Roman Catholic schools evaluated students’ results more often and emphasized more on a traditional curriculum that was directed towards achievement. Hofman, Brouns and Groen (1988) and Hofman (1993) investigated the impact of Dutch school boards on the effectiveness of schools. Their findings suggested that school board activity did contribute to the variance in school effectiveness.

In Hong Kong, effectiveness studies were on the micro-levels. But Cheng (1986) researched on the relationships between principal’s leadership style and organizational climate in a sample of 64 secondary schools. The findings established that effective schools had strong school culture and ineffective schools had weak school culture. Furthermore, the findings showed the organizational profile of perceived strong culture-effective schools was contrasting different from that of perceived weak culture-ineffective schools. The findings also suggested that difference in organizational culture could be reflected in three overt levels. They were firstly, organizational level in terms of principal’s leadership behaviors, organizational formalization and participation, and teachers’ social norms; secondly,
teachers' attitudinal level in terms of organizational commitment, social job satisfaction, intrinsic job satisfaction, and influence job satisfaction; and thirdly, school effectiveness level in terms of perceived overall organizational effectiveness and academic achievements in public examinations (Cheng, 1991).

In Malaysia, Abdul Karim Mohd Nor (1989) collected data from two effective and two ineffective schools, to investigate school effectiveness in terms of the students' achievement in the Lower Certificate of Education. In his Ph.D thesis, entitled Characteristics of Effective Rural Secondary Schools in Malaysia, he identified several characteristics which could be grouped into four factors. The characteristics were: principal's leadership skill; principal's role perception; principal's years of experience; number of employed school improvement strategies; parental involvement; teachers' expectation of students; teachers' attitudes towards students; teachers' regard for their schools; student self-discipline; effective and efficient use of school resources; teachers' perception of government mandates, reports, and directives; satisfaction with students.

Rahimah Hj. Ahmad and Zulkifli Manaf (1994) concurred that there were differences in characteristics between effective and less effective schools as perceived by teachers and students. In the effective schools they studied, there existed a climate of good interpersonal relationships. The teachers were dedicated, cooperative and utilized effective communication and teamwork. There was greater evidence of teaching and learning in that teachers were focused on learning and concerned with individual student needs. In addition, the administration was democratic in nature.
The principals were instructional leaders and initiators, and teachers felt that they had a meaningful role in decision making. Teachers were also encouraged to engage in professional growth and development. In the effective schools, teachers also described their schools as pleasant environments where goals and rules were well-articulated, and physical facilities for teaching and learning are adequate. They also concluded that it was difficult to have a clear cut division between an effective and less effective schools because some of the characteristics of effective schools could also be seen in the less effective schools. They also reinforced Slater and Teddlie’s findings (1992) that school effectiveness lies on a continuum and is a function of three important factors – administrative appropriateness, teacher preparedness, and student readiness.

Shahril Marzuki (1997) utilized the Five-Factor model and identified the characteristics of effective schools as strong leadership and positive school climate; high teacher expectation regarding mastery of basic skills; frequent monitoring; active role by Teachers-Parents Association; and adequate physical school facilities.

Salmah Sheikh Brix (1998) identified the characteristics of effective schools as instructional leadership of the principal, good and warm interaction between the principal and teachers, positive and dedicated teacher work attitude, and organizational structure which are related to organizational effectiveness.
2.3 CONTRIBUTIONS AND LIMITATIONS

The review of school effectiveness and effective schools research literatures available abroad and in Malaysia have revealed the pervasive impact of studies by Edmonds (1979) and Goodlad et al. (1979). The early research which incorporated explicit goals concerning equity and excellence was focused on the urban poor and achievement at a given point of time. But more recent studies have moved towards a focus on the achievement of all students over time and recognize the importance of intake differences between schools.

Different definitions have been used in the different studies to define school effectiveness and effective schools. Thus, Firestone (1991) has concluded that defining the effectiveness of a particular school always require choices among competing values. Similarly, Reid, Hopkins & Holly (1987) have concurred that although effective schools could be differentiated from ineffective ones, there is no consensus yet on what constitute an effective school (p22). Despite the lack of consensus regarding a common definition, the application of differing units of study and research designs, as well as contexts, the various research were able to identify the various characteristics that were commonly present in effective schools but not in less effective schools by focusing explicitly on student outcomes and, in particular, on the concept of the ‘value added’ by the school (McPherson, 1992).

It can be concluded that the various studies on school effectiveness and effective schools, whether empirical or review, have shown that schools with students of
similar abilities and family backgrounds, can achieve different levels of educational progress. The measure of school effectiveness is usually focused on academic achievement in terms of basic skills in reading and mathematics, or examination results. Nevertheless, some studies have considered social or affective outcomes such as attendance, attitudes, and behavior. It can also be concluded that there is no simple combination of factors which can produce an effective school because of the contingent nature of school effectiveness research.

Nonetheless, Firestone (1991) has concluded that there is a core of consistency in the identification of certain common features concerning the processes and characteristics of more effective schools. These characteristics or most cited effective schools correlates may be collapsed into seven factors: clear school mission, frequent monitoring of student progress, safe and orderly environment, high expectations, opportunity to learn, instructional leadership, and home/school relationships.

Thus, the study of effective schools can be carried out by investigating and identifying the status of the correlates of effective schools in schools.